STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Agenda and Meeting Materials
June 26-28, 2018

Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, FL 32816

ACTIVITIES
BOARD OF GOVERNORS MEETINGS
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 26-28, 2018

By Telephone Conference Call
Dial-in Number: 888-670-3525
Listen-Only Code: 4122150353#

Tuesday, June 26, 2018

11:30 a.m. – 1:00 p.m. **Lunch will be provided**

1:00 – 1:30 p.m. or upon Adjournment of Previous Meetings
Academic and Research Excellence Committee
Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp
Members: Jordan, Link, Patel, Zachariah

1:30 – 5:45 p.m. or upon Adjournment of Previous Meetings
Strategic Planning Committee
Chair: Ms. Darlene Jordan; Vice Chair: Mr. Ed Morton
Members: Cerio, Frost, Huizenga, Levine, Link, Salerno, Tyson, Zachariah

1:30 – 2:00 p.m.	University of West Florida
2:00 – 2:30 p.m.	University of North Florida
2:30 – 3:00 p.m.	Florida Gulf Coast University
3:00 – 3:15 p.m.	Break

3:15 – 4:00 p.m.	Florida State University
4:00 – 4:30 p.m.	Florida Atlantic University
4:30 – 5:00 p.m.	New College of Florida
5:00 – 5:45 p.m.	University of Florida

Wednesday, June 27, 2018

7:30 – 8:30 a.m. **Breakfast will be provided**

8:30 – 11:30 a.m. **Strategic Planning Committee** (continued)

8:30 – 9:00 a.m.	Florida International University
9:00 – 9:30 a.m.	Florida A&M University
9:30 – 10:00 a.m.	Florida Polytechnic University
10:00 – 10:15 a.m.	Break
10:15 – 11:00 a.m.	University of South Florida
11:00 – 11:30 a.m.	University of Central Florida

11:30 a.m. - 12:00 p.m. **Board of Governors - Recognition of President John C. Hitt, University of Central Florida**

12:00 – 1:00 p.m. **Lunch will be provided**

1:00 – 2:00 p.m. **Innovation and Online Committee**
Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Huizenga, Kitson, Patel, Stewart, Tripp, Tyson White, Zachariah

2:00 – 2:30 p.m. or upon Adjournment of Previous Meetings
Audit and Compliance Committee
Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Frost, Levine, Morton, Patel, Valverde

2:30 – 3:00 p.m. or upon Adjournment of Previous Meetings
Budget and Finance Committee
Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Cerio, Lautenbach, Salerno, Valverde, White

3:00 – 3:15 p.m. **Break**

3:15 – 4:00 p.m. or upon Adjournment of Previous Meetings
Facilities Committee
Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Members: Jordan, Kitson, Lautenbach, Morton, Patel, Tyson

4:00 – 5:30 p.m. or upon Adjournment of Previous Meetings	**Drugs, Alcohol and Mental Health Task Force** Chair: Dr. Fernando Valverde; Vice Chair: Mr. Syd Kitson Members: Jordan, Tripp, White, Zachariah Trustees: Barbar, Burr, Gable, Heavener, Hyde, Lawson, Lowell, Marchena, Martin, O'Sullivan, Schulaner, Watkins
5:30 – 5:45 p.m.	**Board of Governors - Recognition of State University System Business Champion**
5:45 – 6:30 p.m.	**Welcome Reception**

Thursday, June 28, 2018

7:30 – 8:30 a.m.	**Members Breakfast with the Advisory Council of Faculty Senates**
7:30 – 8:30 a.m.	**Breakfast will be provided**
8:30 – 9:00 a.m. or upon Adjournment of Previous Meetings	**Academic and Student Affairs Committee** Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link Members: Cerio, Frost, Morton, Stewart, Tyson, Valverde, White Zachariah
9:00 – 10:15 a.m. or upon Adjournment of Previous Meetings	**Two + Two Articulation Committee** Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine Members: Lautenbach, Patel, Stewart, Tripp
10:15 – 10:30 a.m.	**Break**
10:30 a.m. – 12:30 p.m. or upon Adjournment of Previous Meetings	**Board of Governors – Regular Meeting** Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson All Board members
12:30 p.m.	**Lunch will be provided**

Please note that this schedule may change at the Chair's privilege.

CONSTITUTION
OF THE
STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

(a) PURPOSES. In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) STATE UNIVERSITY SYSTEM. There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

History.--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.

AGENDA
Academic and Research Excellence Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
University of Central Florida
Orlando, Florida 32816
June 26, 2018
1:00 p.m. – 1:30 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp
Members: Jordan, Link, Patel, Zachariah

1. **Call to Order and Opening Remarks** — **Governor Alan Levine**

2. **Minutes of Committee Meeting** — **Governor Levine**
   Minutes, March 28, 2018

3. **Programs of Distinction: Concepts and Indicators** — **Dr. Jan Ignash**
   Vice Chancellor for Academic and Student Affairs

4. **Florida Council of 100 Presentation on Research** — **Mr. Lee Arnold**
   Chair, Florida Council of 100 Higher Education Committee

5. **Concluding Remarks and Adjournment** — **Governor Levine**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Research Excellence Committee
June 26, 2018

SUBJECT: Minutes of Committee Meeting held March 28, 2018

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the March 28, 2018 Academic and Research Excellence Committee meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Academic and Research Excellence Committee will consider for approval the minutes of its March 28, 2018 meeting held at the University of North Florida.

Supporting Documentation Included: Minutes, March 28, 2018

Facilitators/Presenters: Governor Alan Levine

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND RESEARCH EXCELLENCE COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FLORIDA
March 28, 2018

Video or audio archives of the meetings of the Board of Governors and its committees are accessible at http://www.flbog.edu/.

1. Call to Order and Opening Remarks

Governor Levine convened the meeting of the Academic and Research Excellence Committee at 2:15 p.m. Members in attendance were Governors Tripp, Jordan, Link, Jay Patel, and Zachariah. A quorum was established. Other Board members in attendance were Governors Cerio, Frost (telephone), Kitson, Lautenbach, Morton, Kishane Patel, Tyson, and Valverde.

2. Approval of March 29, 2017 Minutes

Governor Levine asked for a motion to approve the March 29, 2017 minutes of the Committee's predecessor, the Task Force on University Research. He reminded members that at the January 2018 Board meeting Board Chair Lautenbach rolled the former Task Force into a newly created Academic and Research Excellence Committee. A motion was made by Governor Tripp, seconded by Governor Jordan, and the motion carried unanimously.

3. Committee Two-year Work Plan

Chair Levine advised the Committee that the next item on its agenda was to consider for approval its Two-year Work Plan. He said that the Committee's charge is to develop System-level initiatives to enhance the national prominence of all twelve State University System (SUS) institutions and noted that the Committee will need to develop strategies for promoting academic programs of distinction; for increasing university research and research opportunities for students and faculty; and for hiring, developing, and retaining world-class researchers and scholars.

Chair Levine indicated that he recently had an excellent meeting with the Council of SUS Vice Presidents for Research (Council) and several provosts with regard to Board Chairman Lautenbach's vision for the Committee. Mr. Levine said that the

Committee's charge included strategies associated with legislation that was passed regarding research and programs of distinction. He indicated that the conversation with the Council and provosts emphasized that, if each university identified five to ten programs of distinction, the SUS will have identified an inordinate number and that seeking funding from the Legislature will be very difficult. Chair Levine added that programs of distinction must further objectives important to Florida.

Chairman Levine said that he saw the Committee's objective as aligning a small number of major priorities for Florida with SUS research to arrive at programs of distinction. This alignment would address Florida's needs while also enhancing the reputation of each university. He then called on Vice Chancellor Ignash to present the Work Plan.

Vice Chancellor Ignash said that the timeline for the Work Plan began with the March 2, 2018 meeting in Tampa with the provosts and vice presidents for research and Gov. Levine. She reminded the Committee that its predecessor, the Task Force on University Research, was created several years ago by Board Chair Kuntz, and that the substantial work that had been done by the Task Force was now being rolled into the new Academic and Research Excellence Committee.

The focus of the new Committee was to promote academic programs of distinction and to increase the national and international reputations of SUS institutions. She noted that the Committee's agenda included a review of the first ever SUS Research Dashboard. She then provided a document, "SUS Research: Responding to Florida's Needs," that had been created in 2017 for Mr. Brent Jaquet, the SUS representative in Washington, D.C., to take to Florida Delegation members to inform them of the types of research being conducted in the SUS.

Vice Chancellor Ignash noted that the legislation creating the initiative requires the Committee to be on a very fast schedule. A list of programs is to be submitted to the Legislature by September 1st. Dr. Ignash added that, fortunately, the Legislative Session begins in March 2019 rather than in January, allowing more time to work. She noted, however, that, while identifying programs may be difficult enough, the Board will also need to identify the resources necessary to catapult these programs to a level of prominence. Considerations may include whether more faculty and sufficient laboratories are necessary, and the extent to which resources might be required for potential cross-institutional academic and research collaboration. Finally, Dr. Ignash noted the potential of a Legislative Budget Request if the Board can clearly articulate the resources necessary to create such programs, as well as their expected outcomes.

Chair Levine noted that, although the legislation references academic degree programs of excellence, the provosts and vice presidents for research stressed that many programs of excellence cross multiple program areas. As an example, the SUS might choose to identify improving public health as one of its top areas to address and that areas such as

improving mental health or addressing the opioid crisis could be included. Continuing the example, Governor Levine said that the University of South Florida (USF) might cultivate mental health programs of distinction for which goals could be established while the University of Florida (UF) might identify opioid addiction. Accordingly, USF and UF would each contribute to improving public health, thereby creating programs of distinction with objectives and long-term goals. Chair Levine indicated that this would result in returning to the Legislature with a plan to grow particular, focused programs of distinction. He noted that not every university may be contributing to any one area.

Chair Levine said that the model had the potential to focus on what resources would be needed to conduct the research most relevant to Florida while, at the same time, enhancing programs of distinction. He said that taking the identification of necessary resources and measurable outcomes to the Legislature would be far more effective than asking it to entertain a long list, the components of which may not have the scale to appreciably improve an area critical to Florida.

As a second example, Chair Levine said that improving Florida's social environment could serve as another broad area under which programs of distinction in music or the arts might be identified. Governor Levine asked whether any provosts or vice presidents for research wished to comment on the model he proposed. USF Provost Wilcox said that he thought the model was a good one, and he agreed with Chair Levine that the meeting with the provosts and research vice presidents had been productive.

Finally, Governor Levine indicated that the model had the potential to increase collaboration among multiple universities, each of which would contribute toward goals for the state. He then called for a motion to approve the Committee's Two-year Work Plan. A motion was made by Governor Link and seconded by Governor Jordan.

In discussion, Governor Tripp said that the Work Plan needed a marketing strategy. He said that the SUS needed to communicate to out-of-state cutting-edge researchers with significant grant dollars in order to advise them that the SUS is building programs ready to flourish. Governor Levine agreed. He said that the highest priorities for faculty were the status of facilities and the number and quality of graduate students to adequately support their research. He took Governor Tripp's point as an amendment to the motion to approve the Work Plan. There being no further questions or observations, a vote was taken and the motion passed unanimously.

4. State University System Research Dashboard Update

Governor Levine said that the last item on the Committee's agenda was to review the Board's first SUS Research Dashboard. He then called on Vice Chancellor Ignash to

make a presentation. Vice Chancellor Ignash invited all the Vice Presidents for Research in attendance to come to the table for a more interactive discussion. She reminded the Committee that at the Board's March 2017 meeting it approved a Research Dashboard to document progress that the System is making to achieve national and international prominence. She added that the Dashboard is comprised of 19 metrics and that, where possible, she would provide comparisons with other states and with federal funding trends. This Research Dashboard will be repeated every year and presented to the Board. She also noted that certain metrics have been captured for some time and provide trend information, but others are new and require time for trends to be seen.

As background, Vice Chancellor Ignash indicated that beginning with Board Chair Kuntz and continuing with Chair Lautenbach the Board has made research a primary focus area. Beginning in August 2014, the SUS Vice Presidents for Research began meeting again on a regular basis. They identified a list of 32 areas of research throughout the SUS, whittling the list down to key areas: health-related, big data, advanced manufacturing, and marine/coastal. Dr. Ignash stated that that those four areas have been used to develop the agendas for the System's annual federal R&D workshops in Washington, D.C. The workshops, commencing in Fall 2013, involved interactive sessions with directors and assistant secretaries of key federal agencies that fund research. Approximately 60 to 70 SUS participants attend the workshops every year. As another accomplishment, Vice Chancellor Ignash noted that a shared/common IRB, crafted by members of the Council and SUS general counsels, was signed on January 29th, 2016.

Vice Chancellor Ignash indicated that the Research Dashboard is organized into four major categories: Contracts and Grants, Innovation, People, and Return on Investment. She said that eight of the 19 metrics are new. One metric -- the number of contracts and grants between two or more SUS institutions—needs to be more clearly defined and Dr. Ignash hoped to have that accomplished by the Committee's June meeting.

Turning to R&D expenditures, Vice Chancellor Ignash said that the total expenditures for the SUS climbed to $2.2B in 2016-17, reflecting a 25% growth rate over the last five years. The System is on pace to reach the *2025 System Strategic Plan* goal of $2.29B. Dr. Ignash noted, further, that R&D expenditures are increasing in both science and engineering and in non-medical contracts and grants. Approximately 43% ($948M) of all R&D expenditures were from federal R&D sources and that this is a figure the System should endeavor to increase. Between fiscal year 2011 and 2016, however, the amount of federal R&D expenditures in all U.S. universities declined by 5% while SUS expenditures from external sources increased by 8% during the same time-period. Dr. Ignash provided a chart demonstrating the volatility of the federal funding environment but indicated that National Institutes of Health (NIH) funding is increasing, which is encouraging news for health- and health-related researchers in the

SUS. The same is true of Department of Defense science and technology funding, which could bode well for Florida, with its approximately 27 military bases and installations.

Vice Chancellor next turned the Committee's attention to the seven metrics associated with the Innovation category. She pointed out that there were over 1,000 patents awarded over a three year period. Although it is difficult to realize consistent increases in the number of patents, the SUS has nevertheless continued to improve. As to other Innovation metrics, Dr. Ignash noted that the number of industry-related contracts and grants totaled 4,646, that industry-related R&D expenditures totaled $192.5M, that the number of startups totaled 54, that the number of national academy of inventors members totaled 63, that the number of I-Corps teams totaled 38, and that the number of licenses and options executed totaled 441. Because over half of the Innovation metrics are new, trends for those data are not yet available. Vice Chancellor Ignash said, however, that the number of patents and industry-related R&D expenditures have been tracked since 2009-10 and that both have improved over time. As to industry-related R&D expenditures, the overall trajectory for both business and non-profit funding has also continued to increase substantially and this past year saw a $23M gain.

Vice Chancellor Ignash next discussed the People category. She noted, first, that data for the "Number of Undergraduate Students Engaged in Research" metric is not available. This metric is also in the Board's *2025 System Strategic Plan* and has not yet been defined. It is a difficult metric to define and will require input from the provosts and others on the campuses to define the metric. Regarding other metrics under the "People" category, the number of doctoral degrees awarded has increased by 200 and the number of post-doctoral appointees has increased by 156. The number of National Academy Members, currently 58, is new so new trend data is available.

Dr. Ignash said that the three metrics in the Return on Investment category are all new. She pointed out, however, that the SUS supported almost 19,000 jobs from external funding of research, that the economic impact of state funding was well over $500M, and that the economic impact of federal funding was $2.84B. According to data from the United for Medical Research Group's *2018 Annual Report*, Florida is second in the U.S. in return on investment, defined as the state's economic activity divided by the dollar amount of NIH awards. Dr. Ignash e also pointed out that Florida's jobs ratio is the highest in the country, with almost 16 high quality jobs per $1M in NIH funds.

In closing, Vice Chancellor Ignash said that key take-aways from the Dashboard are that in a highly competitive economic climate SUS research has grown 25% over the last five years and is on pace to reach the 2025 System Strategic Plan goal of $2.29B; that progress is being made on Innovation metrics, with patents and industry-related R&D expenditures increasing; that Florida is an efficient state, showing excellent return for the research dollars invested; and that the SUS is now 4th among public systems in overall research rankings.

Chair Levine noted that research dollars are directly correlated to the number of faculty and that the Board needs to make sure that the SUS acquires the faculty necessary to increase research funding. FIU Vice President of Research Andres Gil added that the quality of facilities and laboratories is also critical. Governor Levine said that it might be useful to compare UF to the University of Michigan, and that other systems and universities could be compared to the SUS as a whole and to its universities.

Governor Tripp said it was important to examine the type of research that will be relevant in the future and in the resources needed to make the SUS competitive. Chair Levine agreed, adding that it was important to understand the correlation between the number of faculty and research dollars. He asked staff to provide that information for the Committee's June meeting. Chancellor Criser said that the six years of federal workshops have borne fruit and that the SUS needs to focus on a few areas of research, to collaborate, and to aggressively recruit talent from other universities. Governor Morton said that the University of Miami's cluster hiring of the entire DNA research team from Duke University resulted in a dramatic increase in receiving NIH grants.

Governor Link mentioned that the Florida Council of 100 is looking at Florida's research potential. She pointed out that other states have devised ways to increase their research dollars. She asked whether the Committee can take advantage of the Council of 100's research. Governor Levine said that he was meeting with the Council's President and that perhaps the Council could make a presentation at the Committee's June meeting.

5. Closing Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 3:07 p.m.

_____

Alan Levine

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R.E. LeMon, Ph.D.
Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Research Excellence Committee
June 26, 2018

SUBJECT: Programs of Distinction: Concepts and Indicators

PROPOSED COMMITTEE ACTION

For Discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its March 28, 2018 meeting, the Academic and Research Excellence Committee began discussions with regard to a conceptual framework for identifying "programs of distinction" and the resources necessary to catapult those programs to national prominence. The Committee will continue discussions regarding three concepts that can serve as a framework for "programs of distinction." Vice Chancellor Ignash will present the concepts and discuss next steps with the Committee.

Supporting Documentation Included: Concepts Paper for Discussion

Facilitators/Presenters: Dr. Jan Ignash

Three Concepts for Envisioning "Programs of Distinction"

May 10, 2018

Goal: Achieving world-class, nationally recognized university programs of distinction within and among the SUS

Issue: Two aspects to the goal: 1) maintain the quality of programs that are already preeminent or "programs of distinction and 2) moving programs that are on the cusp of preeminence of distinction. It is possible to include both aspects in the overall goal.

Issue #2: The programs of distinction are to be developed so that the SUS regional-comprehensive and the state's liberal arts institutions are able to participate.

Issue #3: To identify "programs of distinction," institutions may need to use both objective and subjective elements. "Objective elements would include those used to measure a program's quality (e.g., data) and subjective elements would include those used to determine a program's prominence (e.g., reputations). It is worth noting here, however, that subjective information is involved in the assessment of program quality (which data are used, for example) and that measures of programmatic prominence may contain objective, data-driven elements."[1]

Working toward a draft *definition* of "programs of distinction:"

From earlier work conducted by the SUS/SBE in 2004, the following definition of "preeminent" might well serve as well as the definition for "programs of distinction:"

> For the purposes of this project, an academic program is said to be "preeminent" when it has (1) documented high quality; (2) documented external recognition of its high quality; and (3) documented national or international prominence. To be considered preeminent, a program must meet all three of these criteria.

Concept A: A Collaborative in which university excellence addresses problems Florida needs to solve

One of the ways in which to promote programs of distinction is to develop expertise in a program among several institutions within the SUS, along the lines of the Rhode Island Model (INBRE) which follows a regional-type of collaborative. Here, a research focus area of excellence is identified. Collaborations are fostered between institutions that are research intensive (faculty have significant release time to lead research projects) and institutions with a stronger education emphasis where release time may be limited to summer or parts of a semester. There would be continuity in research programs achieved through collaborations between institutions. Pilot project grants could support collaborations, engage faculty for summer research, support undergraduate research opportunities and create a pipeline of future graduate students and faculty for the systems R&D mission. The goal would be to develop the academic program and research capacity and reputation of the participating institutions; increase the number of star faculty within the SUS in the program area; and increase the number of junior investigators who would then pursue academic and research careers in the

[1] Programs of Preeminence. *Criteria/Indicators and State University System of Florida Programs, as Identified by SUS Institutional Personnel*

program area within the SUS; provide access to facilities, labs and instrumentation for faculty and students conducting cutting-edge research; or to develop a centralized research core facility in which all could participate.

As an example of how this would work, INBRE grants in the Rhode Island Model are funded at about $1M per proposal. The state could fund 5 or 6 of these whereby partnerships would be created with a research-intensive university in the lead and education-intensive colleges collaborating as a way to expand their research capacity.

Indicators of Success: To judge the success of the Collaborative, the following are just a few of the indicators that might be considered:

a) Total R&D Expenditures in the program area
b) Number of grants/contracts between 2 or more institutions
c) High placement rates in professional positions for student graduates
d) National academic members
e) Measureable improvement in area of need

Examples of a collaborative that focuses on a programmatic theme in which more established measures of quality exist could include the following:

1) Improving the health of Floridians
2) Growing technology and development
3) Addressing Florida's Environmental Needs

An example of a collaborative that focuses on a programmatic theme in which measures of quality are known, but more subjective, might be "Improving the human social experience," (such as a collaborative that includes multiple institutions demonstrating excellence in programs in the arts, tourism/hospitality and entertainment)

Concept B: Unique Programs of Distinction

Another way to promote programs of distinction is to focus on discipline-specific programs, such as dance or cybersecurity. These programs of distinction would arguably be more narrowly defined and may be likely to have more agreed-upon indicators of quality throughout the Academy.

Indicators of Success

Indicators of the program's distinction could include national rankings in college guides, program reputation rankings, per capita number of publications and/or creative works, high percentage of passing scores on certification or licensure exams, student success in competitions and performances, and so on.

Examples of Unique Programs

1) Dance
2) Marine Biology
3) Neuroscience
4) Dietetics

5) Cybersecurity

Concept C: Research, Scholarly, and/or Creative Areas of Excellence

This concept might be thought of as a hybrid of Concepts A and B, essentially using both concepts but in a hierarchy – like a "decision tree." Concept C builds upon "big ideas" that require large investments to transform Florida, the nation and the world, such as improving human health, enabling environmental sustainability, harnessing big data, advances in surgery and medicine, assessing and treating disabilities and mental health disorders, advancing translational research, strengthening business practices, and enhancing the human experience.

Broader areas of RSC excellence (Concept A), which are nationally relevant and of strategic importance to Florida, are then anchored in sub-areas within departments and research centers (Concept B). The sub-areas can involve faculty, postdocs and student researchers from a variety of departments and research centers.

The hierarchical connection is represented in Figure 1 below. Two examples – one from the broad area of "Improving Human Health" (Figure 2) and another from the broad area of "Enabling Environmental Sustainability" (Figure 3) are provided on the following pages to illustrate Concept C.

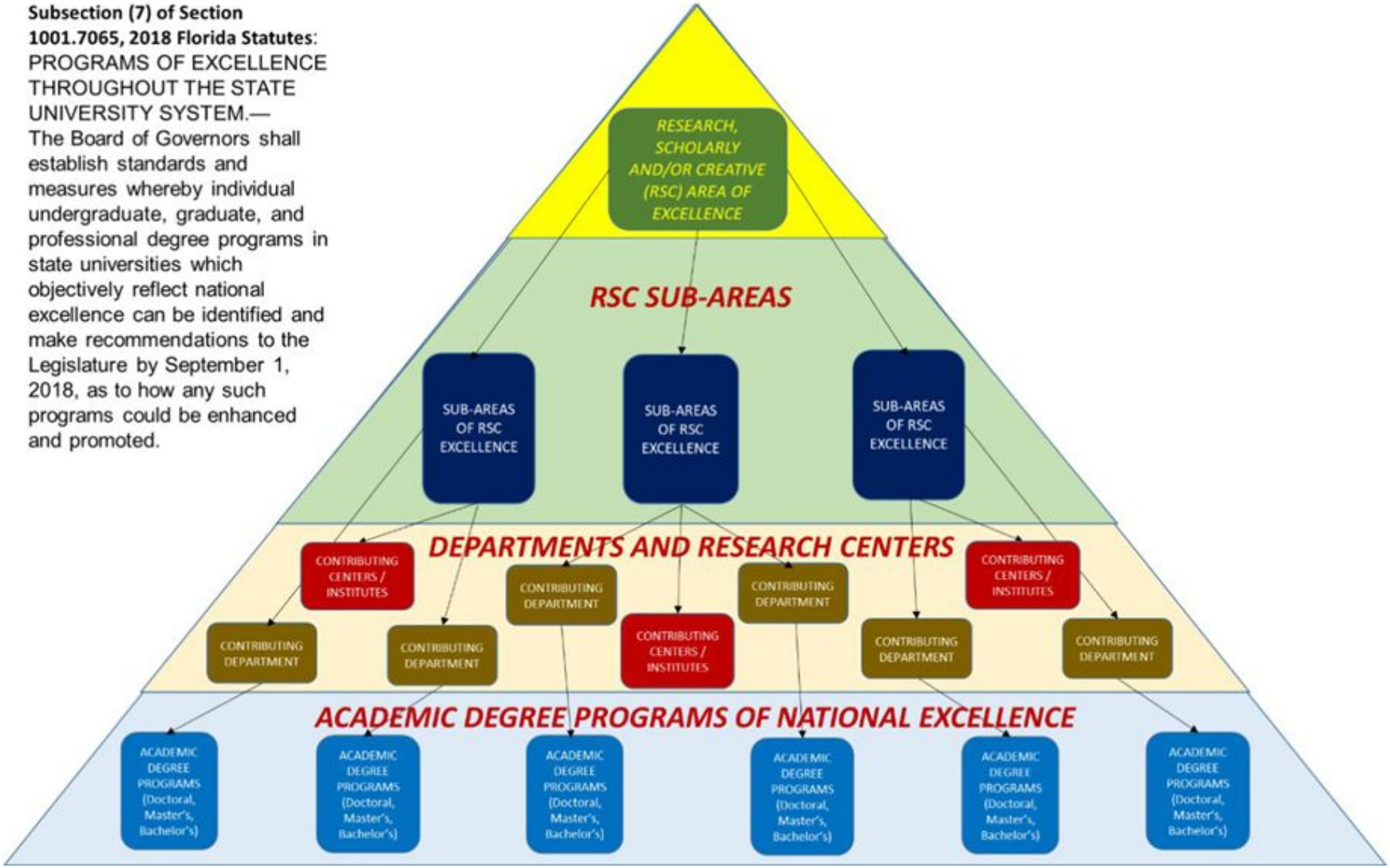
An area of excellence may include current national distinction or emerging national prominence as indicated by a rapid trajectory of recent advancement coupled with nearly-distinctive status.

Potential Indicators of National Excellence for Departments / Degree Programs may include rankings form the NRC; *U.S. News & World Report; Academic Analytics;* Blue Ridge Institute for Medical Research, which includes rankings by specific medical fields.

RESEARCH, SCHOLARLY AND/OR CREATIVE (RSC) AREA OF EXCELLENCE

& ACADEMIC DEGREE PROGRAMS OF NATIONAL EXCELLENCE

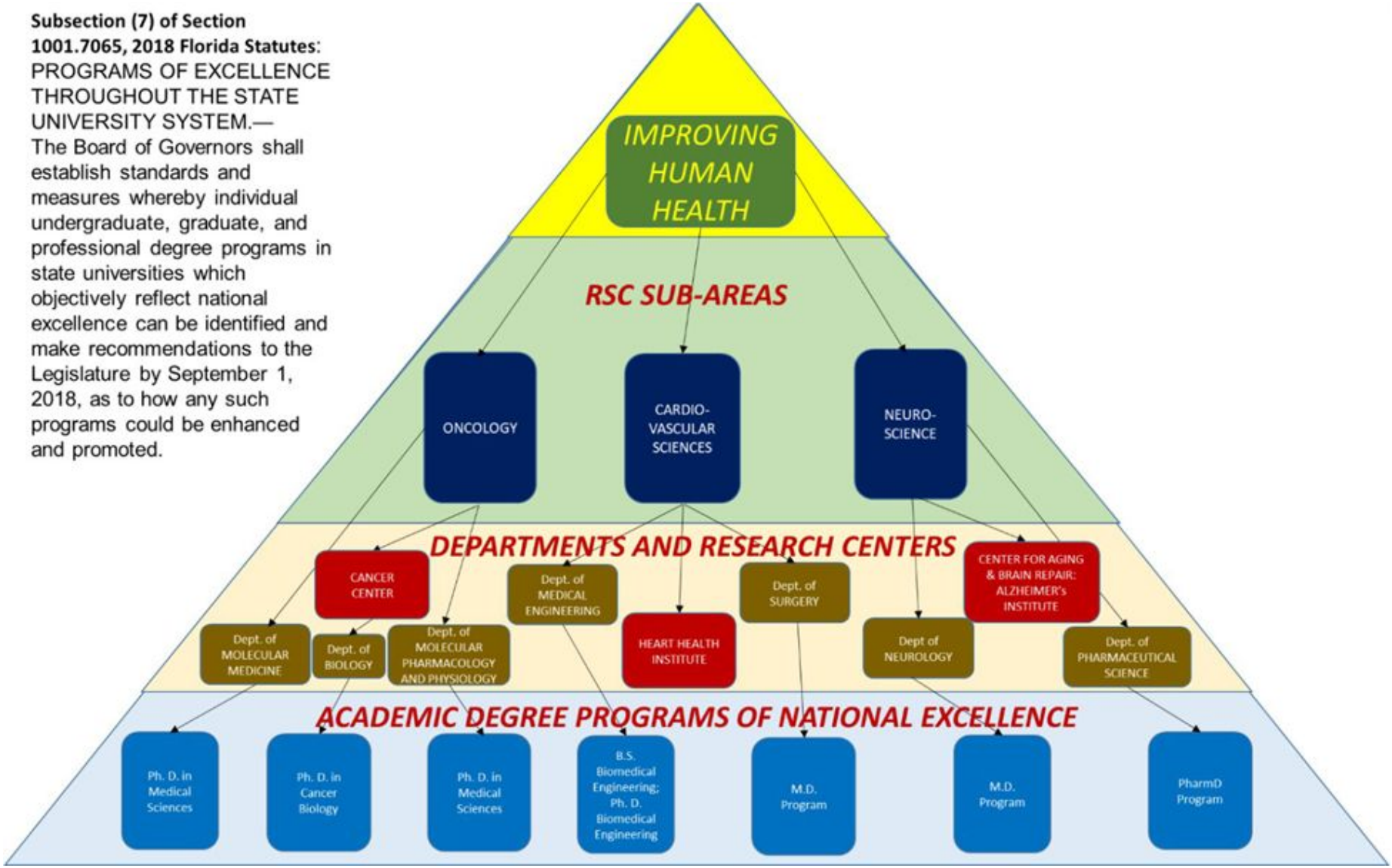
Subsection (7) of Section 1001.7065, 2018 Florida Statutes: PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.— The Board of Governors shall establish standards and measures whereby individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect national excellence can be identified and make recommendations to the Legislature by September 1, 2018, as to how any such programs could be enhanced and promoted.



IMPROVING HUMAN HEALTH (an example)

(RSC AREA OF EXCELLENCE & ACADEMIC DEGREE PROGRAMS OF NATIONAL EXCELLENCE)

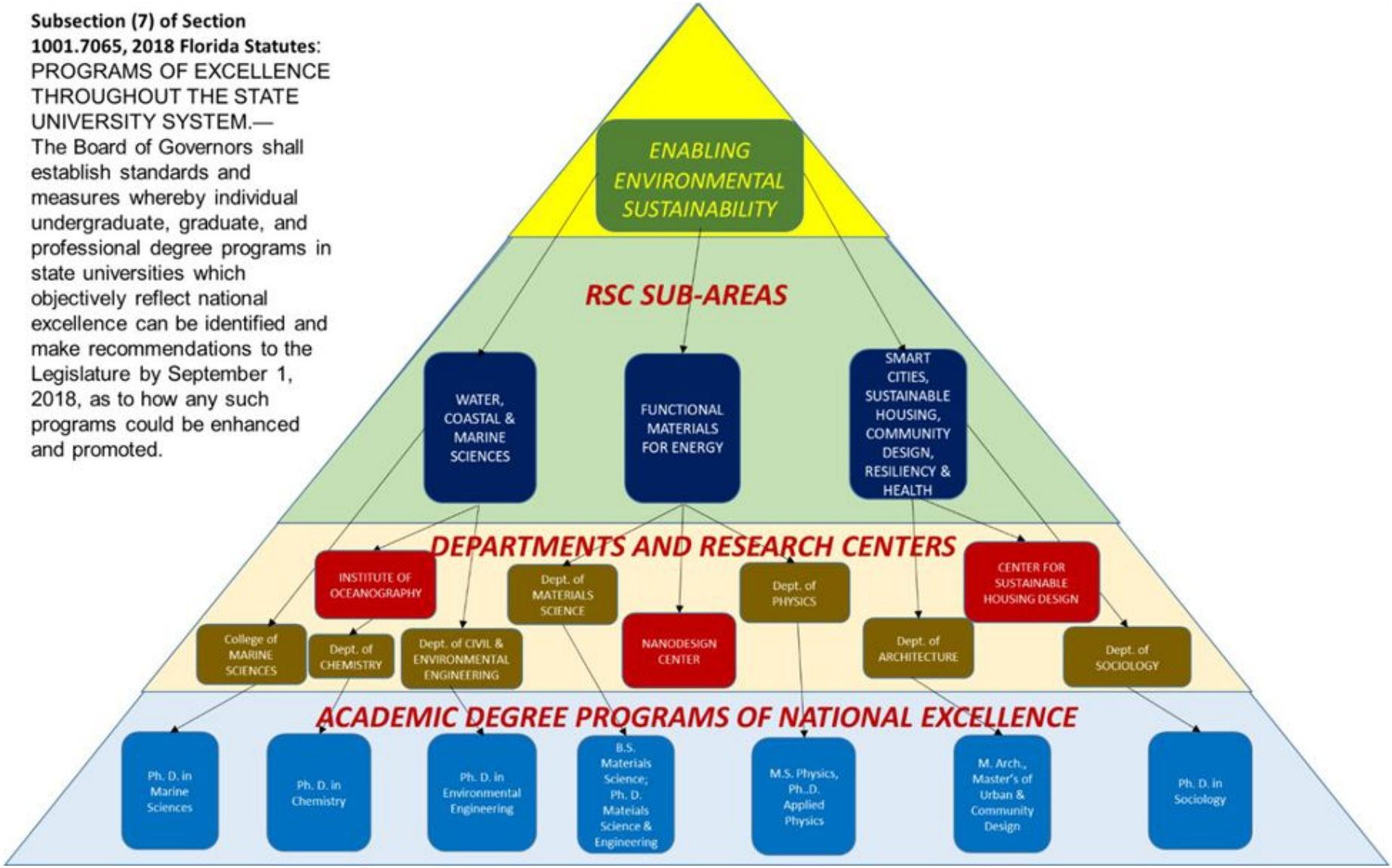
Subsection (7) of Section 1001.7065, 2018 Florida Statutes: PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.— The Board of Governors shall establish standards and measures whereby individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect national excellence can be identified and make recommendations to the Legislature by September 1, 2018, as to how any such programs could be enhanced and promoted.



ENABLING ENVIRONMENTAL SUSTAINABILITY (an example)

(RSC AREA OF EXCELLENCE & ACADEMIC DEGREE PROGRAMS OF NATIONAL EXCELLENCE)

Subsection (7) of Section 1001.7065, 2018 Florida Statutes: PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.— The Board of Governors shall establish standards and measures whereby individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect national excellence can be identified and make recommendations to the Legislature by September 1, 2018, as to how any such programs could be enhanced and promoted.



STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Research Excellence Committee
June 26, 2018

SUBJECT: Florida Council of 100 Presentation on Research

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its March 2018 meeting, Committee members suggested that the Academic and Research Excellence Committee take advantage of two reports recently published by the Florida Council of 100: *Best Practices in Business-Academic R&D Collaboration*, and *100 University Ideas for Enhancing Business-University Collaboration in Florida*. Mr. Lee Arnold, Chair of the Florida Council of 100 Higher Education Committee will provide an overview of the Reports' findings and recommendations.

Supporting Documentation Included: Florida Council of 100 Reports

Facilitators / Presenters: Mr. Lee Arnold









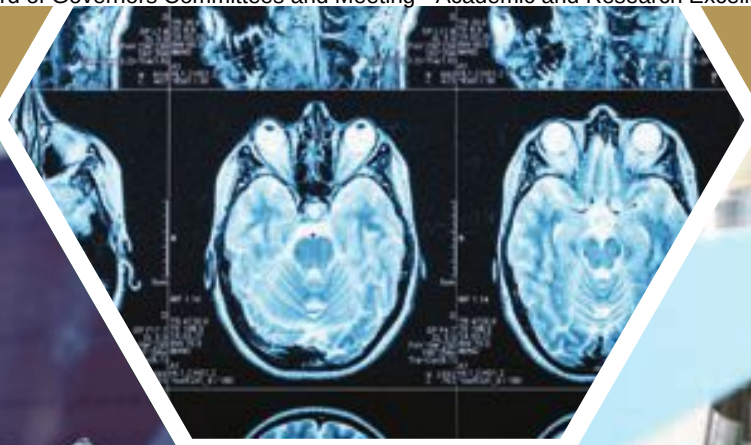


COUNCIL OF

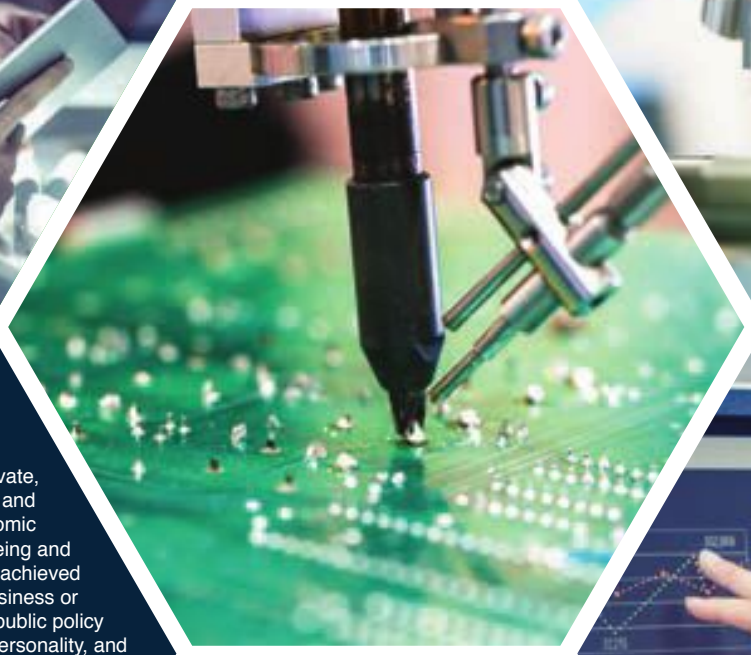
BEST PRACTICES IN BUSINESS-ACADEMIC R&D COLLABORATION

2018-01









About the Florida Council of 100

Formed in 1961 at the request of Governor Farris Bryant, the Florida Council of 100 is a private, nonprofit, nonpartisan organization of business and civic leaders, which exists to promote the economic growth of Florida and improve the economic well-being and quality of life of its citizenry. Council members have achieved a high degree of success and recognition in their business or profession; have demonstrated involvement in Florida public policy issues; and possess the personal qualities of character, personality, and leadership ability. The Council of 100 works closely with the Governor and the state agencies, the Legislature, the judicial branch, federal leaders and officials, and other private organizations, to effect positive change in the state and achieve quality of life improvements for the citizens of Florida. Through our reports, position statements, policy letters, issue advocacy, and public relations, we keep state leaders and policy makers apprised of key topics relevant to today's Florida and make recommendations for enhancing state policies and programs in ways beneficial to all Floridians.





INTRODUCTION

Along with teaching and public service, research is one of the triad of key responsibilities of higher education in Florida. Through the R&D they generate, Florida's universities play a vital role in our state's economy, building national and international reputations for coordination, collaboration, and innovation. They supply a "highly educated workforce for high-skill, high-wage jobs and companies; employ researchers who tackle some of the most significant [basic and applied research] challenges facing Florida, the nation, and the world; produce intellectual property that can be commercialized through licenses and patents; establish partnerships with industries; promote the creation of startup and spin-off companies; and attract new employers to Florida."

Because the Florida Council of 100 firmly believes R&D activities are vital to the state's economy, in 2016 the Council's Higher Education Committee adopted the following project vision and definitions:

VISION

The Florida Council of 100 will benchmark existing and planned research in the State of Florida to include successes, failures, best practices, public and private partnerships, internal collaboration, and funding. The resulting data will be used to magnify successes and new programs in the system that result in increased successful research and development, technology transfer, commercialization, positive economic impact, and maximization of cross system collaboration.

KEY DEFINITIONS

Research: Systematic investigative process employed to increase or revise current knowledge by discovering new facts. It is divided into two general categories: (1) Basic research is inquiry aimed at increasing scientific knowledge, and (2) Applied research is effort aimed at using basic research for solving problems or developing new processes, products, or techniques. [BusinessDictionary.com]

Research and Development (R&D): Systematic activity combining both basic and applied research, and aimed at discovering solutions to problems or creating new goods and knowledge. R&D may result in ownership of intellectual property such as patents. [BusinessDictionary.com]

Technology Transfer: Assignment of technological intellectual property, developed and generated in one place, to another through legal means such as technology licensing or franchising. Process of converting scientific and technological advances into marketable goods or services. [BusinessDictionary.com]

Commercialization: Commercialization is the process by which a new product or service is introduced into the general market. The process of commercialization is broken into phases, from the initial introduction of the product through its mass production and adoption. It takes into account the production, distribution, marketing, sales and customer support required to achieve commercial success. [Investopedia]

Over the past year, the Higher Education Committee has researched higher education R&D issues, including surveying key institutions and visiting major players to glean barriers to effective business university collaboration and opportunities for improvement. Although this report focuses primarily on the top-5 R&D-producing state universities, we have also included the University of Miami, a private institution, due to the magnitude of its research.

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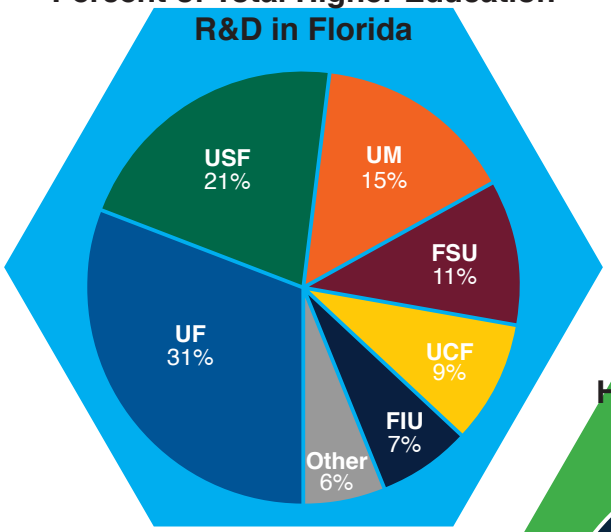
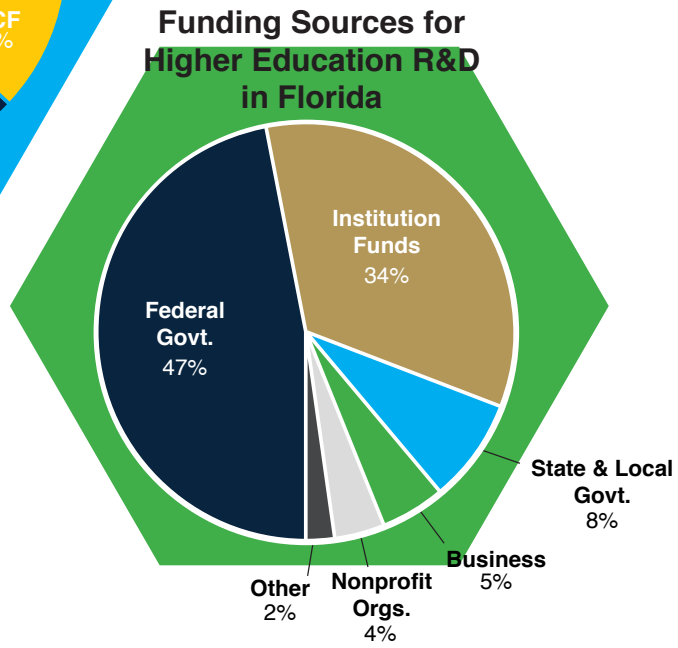
Higher Education R&D in Florida

Universities in Florida perform **$2.4 billion of R&D annually**. While much of it can eventually be used by the private sector, very little of it (less than 5%) actually comes directly from the private sector (ranking our state 23rd in the nation for this measure).

Percent of Total Higher Education R&D in Florida



Funding Sources for Higher Education R&D in Florida



Source of Funds

- **Federal government:** Any agency of the U.S. government
- **State and local government:** Any state, county, municipality, or other local government entity in the U.S., including state health agencies
- **Institutional funds:** Includes institutionally financed research (all R&D funded by the institution from accounts that are used only for research), cost sharing (committed) with other entities, and unrecovered indirect costs. [Note: Section 1004.22, Florida Statutes, requires that monies received by public universities for overhead or indirect costs, and other monies not required for the payment of direct costs, be applied to the cost of operating a university's division of sponsored research. Any surplus monies must be used to support other research or sponsored training programs in any area of the university. See Appendix A for more details about indirect costs.]
- **Business:** Domestic or foreign for-profit organizations
- **Nonprofit organizations:** Domestic or foreign nonprofit foundations and organizations, except universities and colleges
- **All other sources:** Sources not reported in other categories, e.g., funds from foreign governments, foreign or U.S. universities, and gifts designated by the donors for research

Corporate and University R&D Benefits

Not only do university-industry partnerships increase the speed and frequency with which new discoveries move from the laboratory to the market, but as technology expert Dr. Louis G. Tornatsky noted as early as 2000, "University-industry technology transfer can be a stimulant, precursor, or complement to building a high-skills, high-wage state economy."

In fact, Florida academic R&D of $2.4 billion annually generates an estimated 55,000 jobs and $7.6 billion of economic activity, as well as countless billions of dollars of social benefits over time such as improved health of Floridians. Moreover, it is estimated that this university R&D leads to another $2.5 billion of follow-on private-sector R&D — three-quarters of the papers cited by U.S. industrial patents are from public science, and one-fifth of private-sector innovations are based, at least in part, on public sector research.

Such vital R&D interplay between universities and the business community can occur in many different ways (the **"5 C's"**). They include **codification** (e.g., publications, patents, prototypes); **contacts** (e.g., meetings and conferences, informal interaction, science parks, industrial liaison, offices, funded networks, customer links); **crew** (e.g., sponsored university posts, internships, part-time teaching, personnel exchanges); **contracts** (e.g., licenses, contract research, consulting, universities using private equipment, product testing, business support); and **cooperation** (e.g., spin-off firms, joint ventures).

And the benefits flow in both directions. For example:

Corporate Benefits



- Accessing expertise not available in corporate laboratories
- Assisting in the renewal and expansion of a company's technological inventory
- Gaining access to students as potential employees
- Using the university as a means of facilitating the expansion of external contacts for the industrial laboratory
- Expanding pre-competitive research with universities and with other companies
- Leveraging internal research capabilities

University Benefits



- Obtaining financial support for a university's educational and research missions
- Supporting basic and applied research
- Broadening the experience of students and faculty
- Identifying significant, interesting, and relevant problems
- Enhancing regional economic development
- Increasing employment opportunities for students

Key Finding

When universities think about R&D, the research component is typically considered more important than the development element. The following word cloud is based on university surveys in which institutions were asked to describe “Research & Development.” The more a word was used in the descriptions, the bigger it is displayed in the word cloud.

This discrepancy between research and development is born out in national commercialization data, which indicates that Florida is only generating a 2% return on its $2.4 billion in annual research spending in terms of licensing income that comes back to the universities — that’s 17th in the nation. Florida universities are aware of the issue and actively attempting to address it.

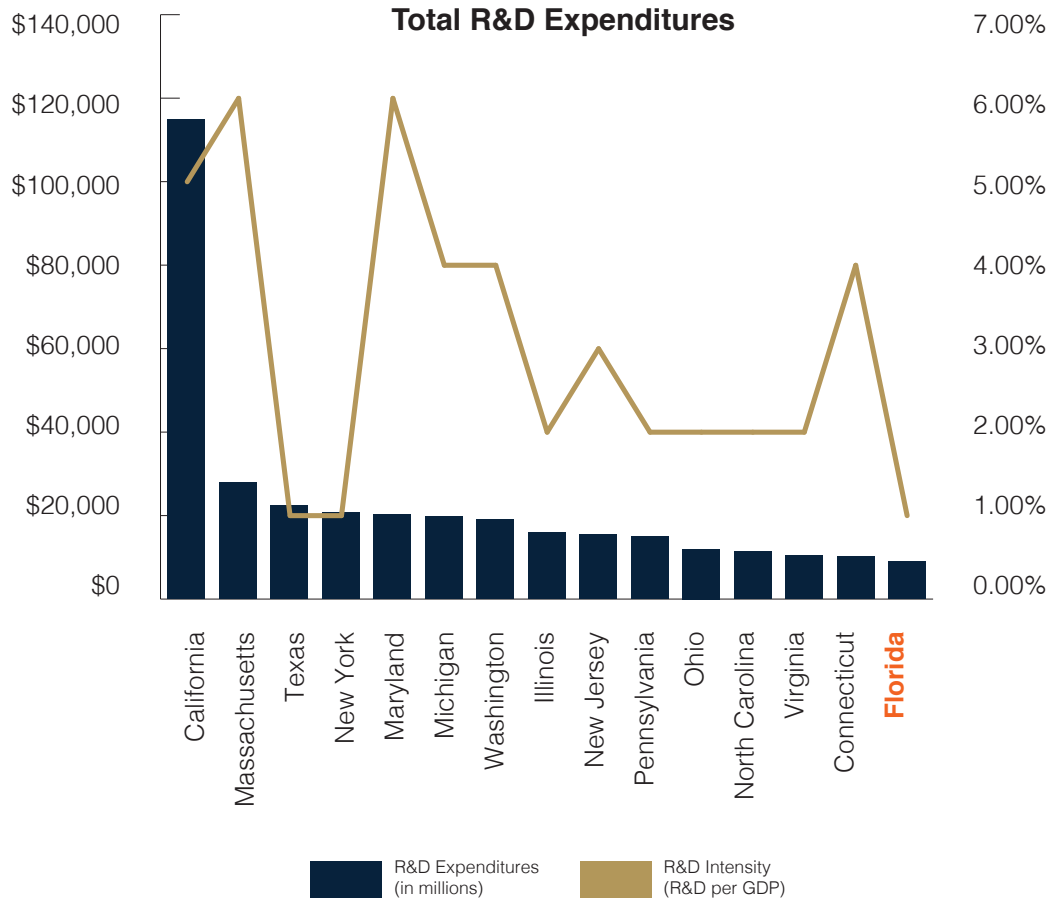

research
development
activities
knowledge
basic
applied
commercial
understanding
Development
Science
Florida
problems
interfere
toward
opportunities
investment
economic
corporations
products
growth
results
may
often
creative
services
universities
without
ownership
techniques
Research
IP
fundamental
facilities
process
production
new
performed
also
academic
university
activity
systematic
federal
includes
processes
build
solve
directly
term
entities
commercialization
translational
Agreements
Acquisition
intellectual
licenses
violates
embracing
high-dollar
flip
animal
evolve
behavior
using
catalyst
foundation
Planned
laboratories
useful
non-competition
copyrights
collaboration
University
high-skill
Many
business
professional
collaborating
warranties
meaning
fruits
broader
capable
eliminates
national
expenditure
students
faculty continue
demonstrate
advancements
projects
systems
involving
generating
exclusive
therefore
require
associated
subsequent
regarding
recognized
based
speaking
training
prototypes
publishing
industry
companies
environmental
substantial
key
outcomes
meet
support
proof-of-concept
non-federal
need
role
jobs
endeavors
technological
regional
Intellectual
Property
Many
single
state
exploited
Planned
foundation
collaboration
copyrights
high-skill
University
non-competition
laboratories
useful
Agreements
Acquisition
behavior
using
catalyst
available
facilities
devices
others
fails
services
evolve
animal
licenses
violates
embracing
high-dollar
flip
intellectual
may
creative
often
universities
techniques
Research
IP
fundamental
ownership
without
also
basic
new
performed
process
production
Development
commercial
understanding
toward
interfere
activities
knowledge
development
applied
federal
includes
processes
academic
university
activity
systematic
solve
build
directly
term
entities
commercialization
translational
Agreements
Acquisition
intellectual
licenses
violates
embracing
high-dollar
flip
animal
evolve

Where Florida Stands: Total R&D Expenditures

GIVEN THAT FLORIDA
IS THE
3RD LARGEST STATE
it lags many states for
total R&D performed.*

FL R&D:
$9 billion
15th

FL R&D Intensity⁺:
38th



* Total R&D includes R&D performed by the following sectors: state, federal, federally funded research and development centers, business, higher education, and other nonprofit institutions.
⁺ R&D intensity is the amount of R&D performed as compared to the size of the economy.

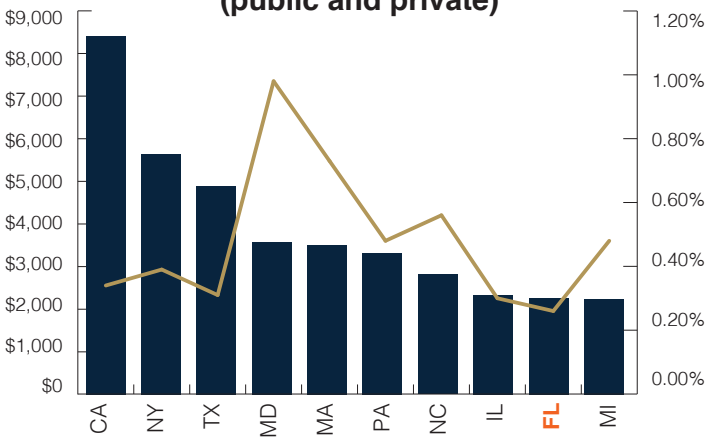
Where Florida Stands: Higher Education R&D Expenditures

Florida is also behind in
HIGHER EDUCATION R&D

&

HIGHER EDUCATION R&D
funded by business.

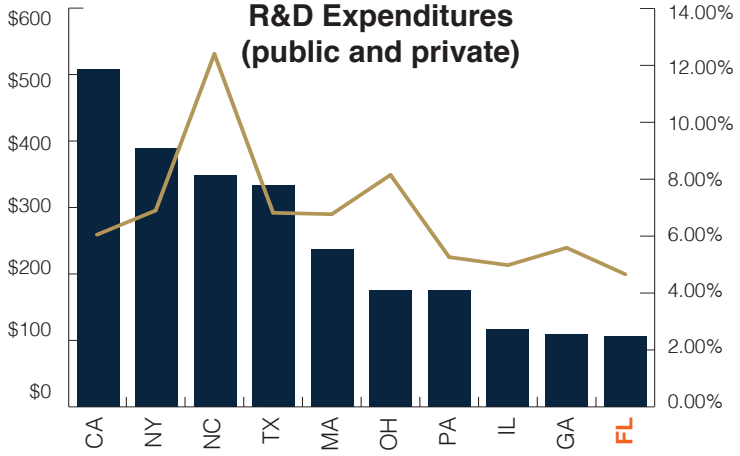
Higher Education R&D Expenditures (public and private)



FL R&D: $2.4 billion **9th**

FL R&D Intensity: 42nd

Business-Funded Higher Education R&D Expenditures (public and private)



FL R&D: $106 million **10th**

FL % of Higher Ed: 23rd

Florida's State University System lags only California, Texas, and Michigan for *public* university research expenditures — and is catching up.

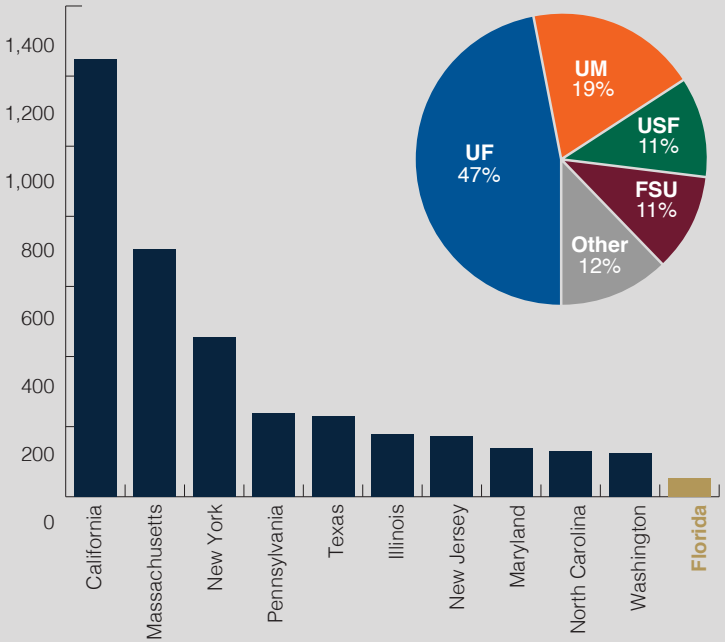
Where Florida Stands: Higher Education Star Power

Besides having a medical school, a key way universities attract research dollars is by having **high-quality faculty** with **star power.**
Florida, however, lags in some key metrics.

National Academy Members



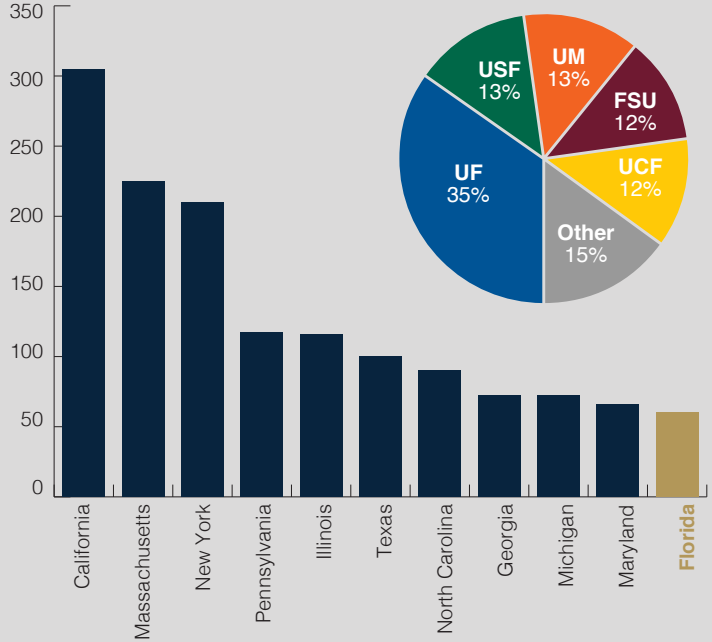
53
FL Members
19th



Faculty Awards



60
FL Awards
13th



Where Florida Stands: Higher Education Technology Transfer

TECHNOLOGY TRANSFER is the process of transferring scientific findings between organizations for further development and commercialization. Three Florida universities are in the top-25 of the tech transfer rankings.

Milken Institute University Technology Transfer & Commercialization Index

Rank	Institution	Patent Issued Score	Licensing Issued Score	Licensing Income Score	Start-Up Score	Index Score
1	University of Utah	88.27	89.38	94.04	93.90	100.00
2	Columbia University	85.86	84.54	97.08	88.50	97.93
3	**University of Florida***	**88.60**	**95.37**	**91.60**	**87.84**	**97.81**
4	Brigham Young University	85.59	85.83	86.76	94.95	96.63
5	Stanford University	96.28	85.43	94.57	81.94	96.33
6	University of Pennsylvania	83.30	86.52	91.62	87.66	95.45
7	University of Washington/Wash. Res. Fdn.	79.56	100.00	93.73	79.30	94.66
8	Massachusetts Institute of Technology (MIT)	96.76	77.92	92.91	82.00	94.58
9	California Institute of Technology	100.00	76.07	91.53	81.14	93.96
10	Carnegie Mellon University	75.57	92.29	88.50	87.05	93.72
11	New York University	84.48	78.27	98.60	77.76	93.20
12	Purdue Research Fdn.	85.58	86.56	85.45	86.87	93.19
13	University of Texas System	87.02	82.90	89.75	81.91	92.58
14	University of Minnesota	76.71	91.99	90.75	80.80	92.34
15	University of California, Los Angeles	93.32	77.37	68.43	100.00	91.48
16	University of Michigan	86.03	84.96	89.98	75.03	90.23
17	Cornell University	84.49	91.52	86.42	74.32	89.44
18	University of Illinois Chicago Urbana	84.66	78.16	89.83	75.87	89.17
19	**University of South Florida**	**89.25**	**83.45**	**81.23**	**79.65**	**88.95**
20	University of California, San Diego	89.14	83.65	65.76	93.53	88.36
21	Arizona State University	79.29	79.87	82.32	82.67	88.31
22	**University of Central Florida**	**91.93**	**69.34**	**79.69**	**83.75**	**88.06**
23	Northwestern University	84.88	69.32	88.85	77.44	87.99
24	Cleveland Clinic	85.51	76.51	90.86	71.88	87.92
25	University of Pittsburgh	78.31	91.48	87.84	71.37	87.84

Other Ranked Florida Universities:
FSU (88), Miami (109), UWF (214), FIU (215), UNF (217)

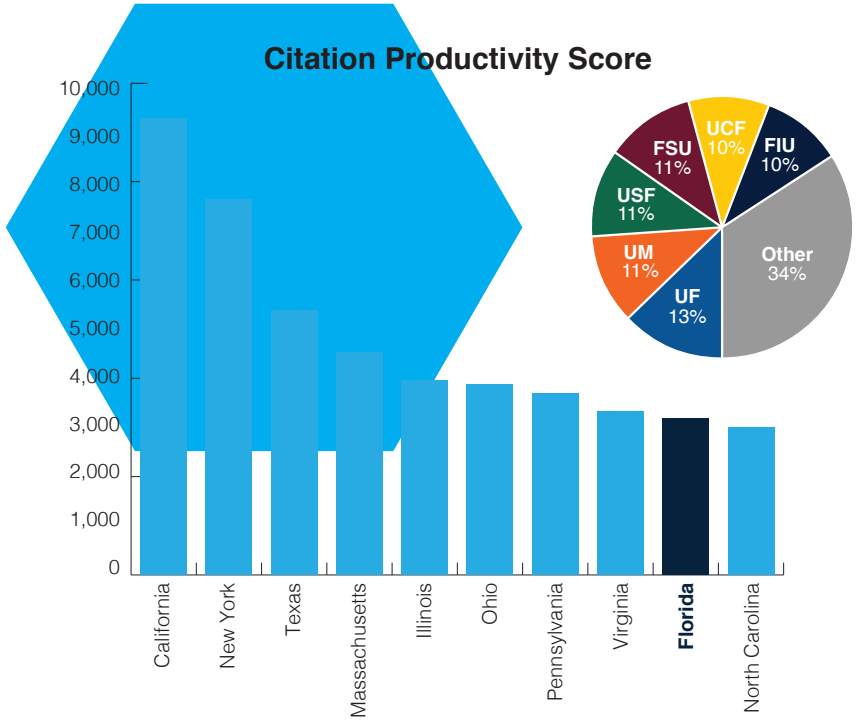
* The University of Florida's licensing income score would be much lower if older inventions, such as Gatorade and Sentricon, were not included.

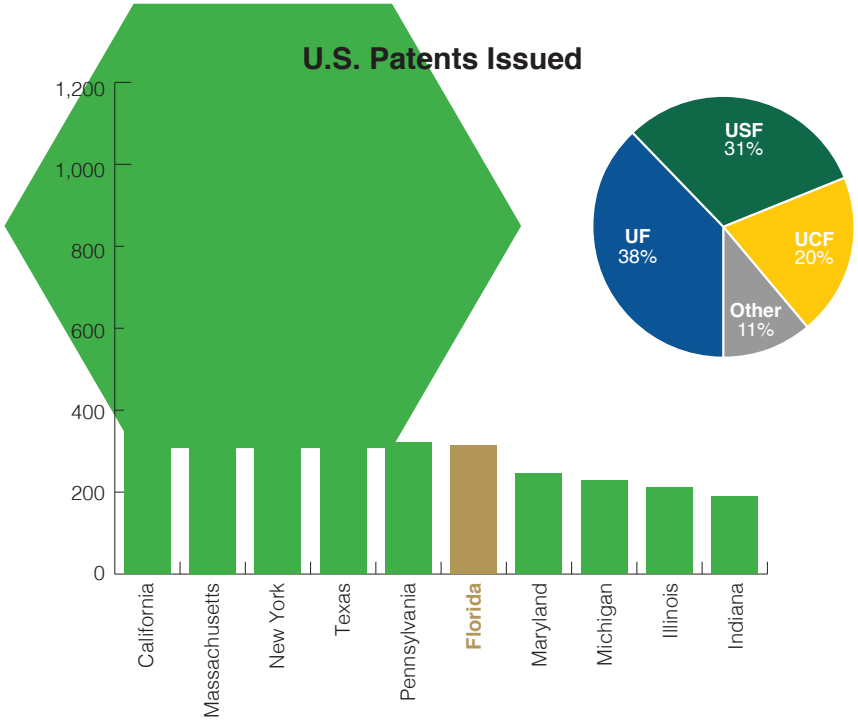
11

Where Florida Stands: Higher Education Citations & Patents

Florida lags in two indicators of tech transfer value

— **research citations** (indicate usefulness of a research project to others)
and patent issuance —
with citations being powerful indicators of future patent activity in some instances.







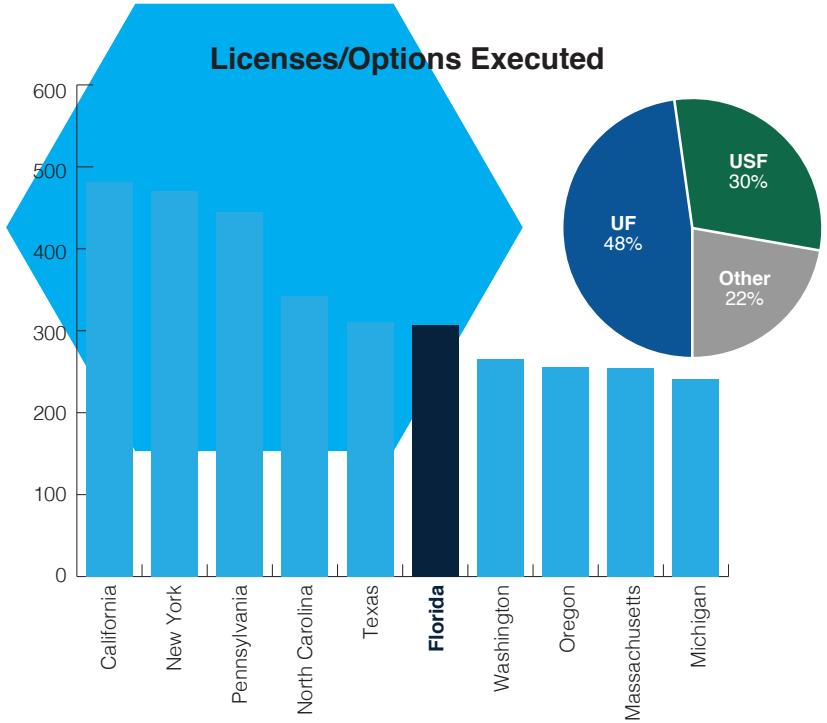
3,186
FL Points
9th

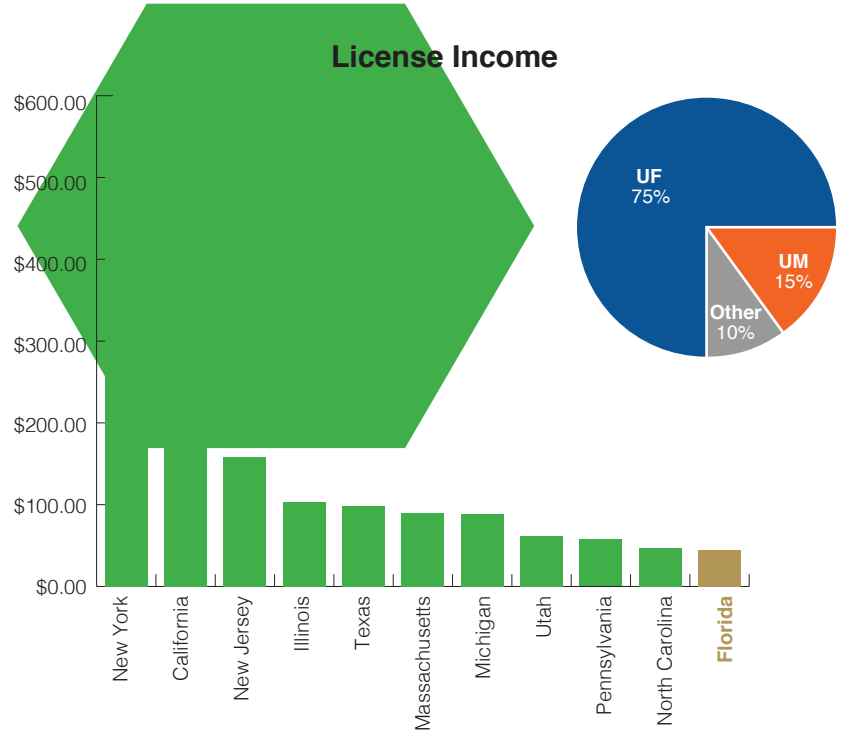


314
FL Patents
6th

Where Florida Stands: Higher Education Licenses/Options & License Income

For income, some universities license their research, often patented, to companies to commercialize. Though Florida currently lags in license income, state universities have hit a few “homeruns” with products like **Gatorade, Taxol, and Sentricon**.





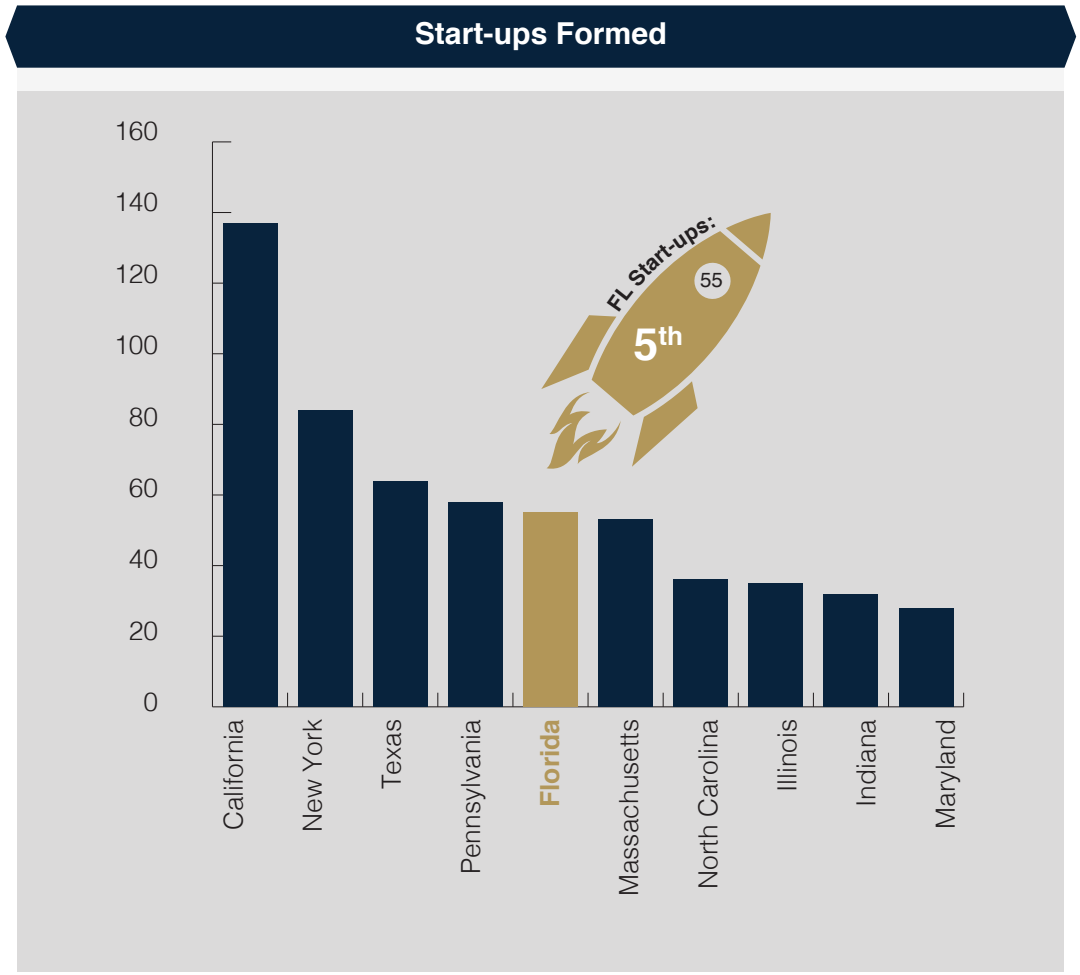
307
FL Licenses/Options
6th

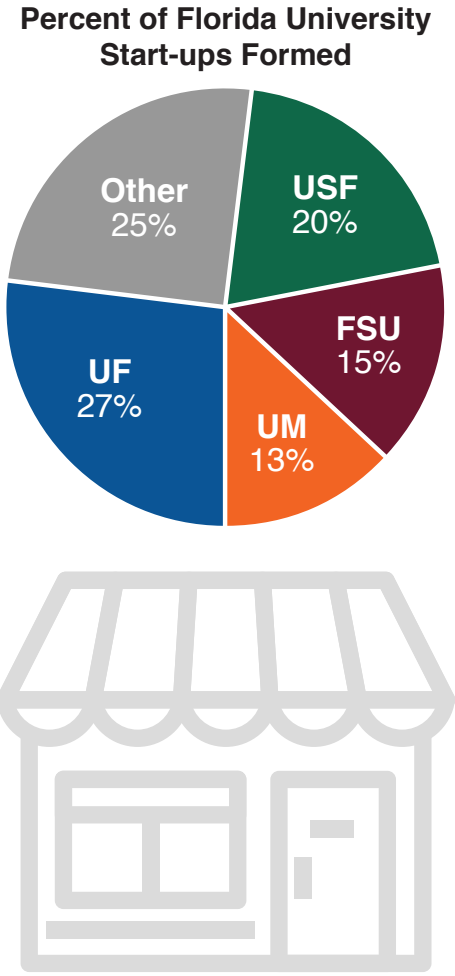
$44
million
FL Income
11th

13

Where Florida Stands: Higher Education Start-ups

Another way a university can commercialize its research is to **create a start-up company, itself.** *Florida does better here.*





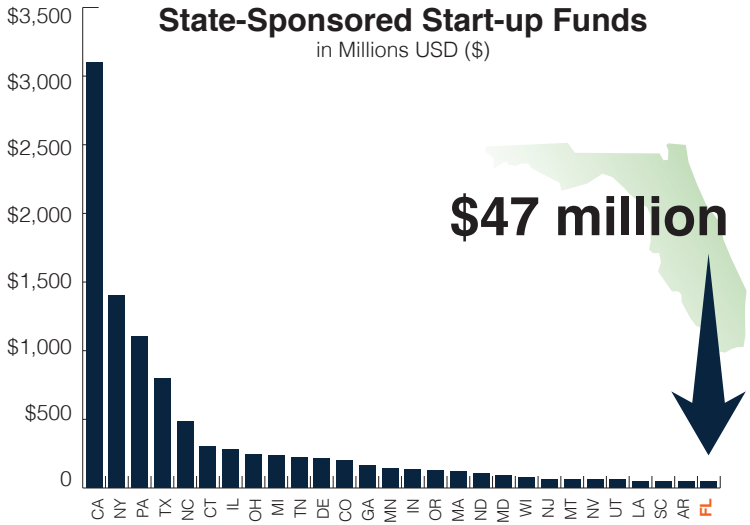
*Note: Data is not available regarding the long-term health of these initial start-ups.

Where Florida Stands: Statewide Start-up Funding

HOWEVER

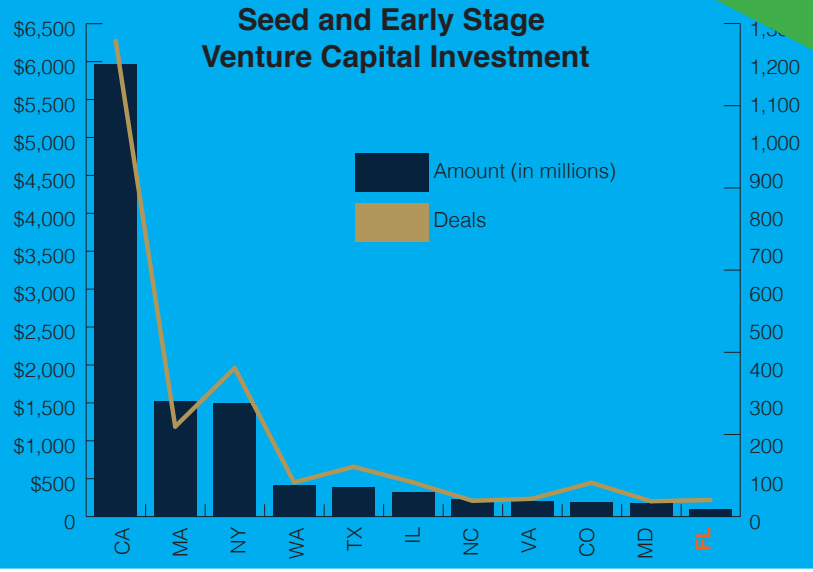
in Florida, funding for such start-ups is often hard to come by.

For example:



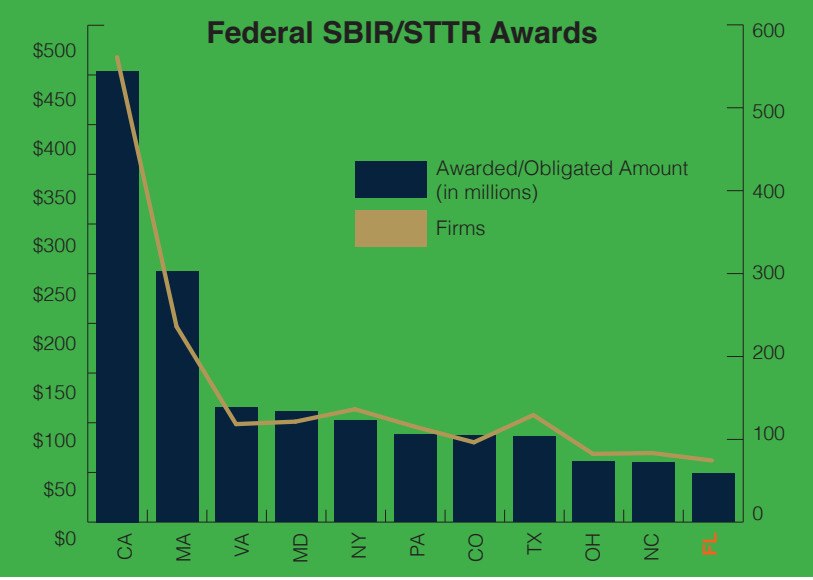
FL Deals:
38
11th

FL Amount:
$97 million
17th



FL Firms:
73
13th

FL Amount:
$49 million
14th



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Recommendations

Overall, it is vital that we strengthen the foundation of Florida's innovation economy.

This includes items such as:

Recruit and Empower a World Class Faculty and Staff

Hire and retain (compensating as is required) rock star faculty researchers as anchors of university basic and applied R&D operations and arm them with dynamite staff and state-of-the-art equipment

Modernize university tenure practices to greater reward R&D and commercialization efforts. Researchers can often educate students better in the lab than the classroom, and they should be both freed and encouraged to do so

Recruit high-powered students and cultivate them as researchers

Eliminate barriers to researcher participation in success of R&D, e.g., modernize conflict of interest rules

Build a Robust Basic and Applied R&D Machine

Focus on Outcomes. R&D is like a funnel — the more R&D monies you pour in, the more patents, licenses, and start-ups you get out. Florida is 1st among the large states for licensing and start-up creation efficiency (R&D$: licenses, start-ups), but only 26th in nation for the patents-to-licenses ratio. That means we're spending too many resources generating outputs (i.e., patents) instead of potentially dollar-generating innovation outcomes like licenses and start-ups

Focus universities, or groups of universities, on R&D fields in which they have, or can have, a comparative advantage. When possible, these fields should support key Florida industries or emerging industries in which the state has, or can have, a competitive advantage nationally or internationally

Foster inter-university collaboration and cooperation through entities such as the State University System Board of Governors and the Florida Research Consortium. BOG-led federal grant-seeking initiatives have already proven the value of working together to attract large, new capital

Facilitate innovation by establishing a comprehensive concierge service for university compliance and other administrative matters

Capitalize on existing public and private R&D fixed capital through maintenance and renovation

Continue enhancing R&D measurement, including reporting institutional funds by component to the state, to ensure a dollar invested leads to a return

Shift direct and indirect overhead expenditures to primary R&D line operations

Recommendations

Enhance the Commercialized Mission

Create a one-stop online business portal for Florida universities' publicly available research, patents, technologies, and other intellectual property and technical resources, and then strongly market it

Greatly increase seed and early stage capital available to university-business partnerships, whether from state appropriations, the state pension fund, the Florida Institute for the Commercialization of Public Research, the Florida Opportunity Fund, private investors, etc. Leverage, leverage, leverage Florida dollars with external funding

Bring in the experts! Recruit more business leaders, managers, and experienced entrepreneurs and advisors to help the public sector commercialize its research

Bet on winners by focusing new and existing SBIR/STTR matching programs on Phase 2 and 3 projects, in addition to promoting Phase 1 proof-of-concept endeavors. The federal Small Business Innovation Research and Small Business Technology Transfer programs encourage businesses to engage in federal R&D with commercialization potential

Go for the game changers. Build the business cases and allocate the matching dollars to attract major projects, such as Engineering Research Centers, Industry/University Cooperative Research Centers, cluster-based research parks, university-business consortia, innovation districts, national research labs, etc.

Recreate the state as an entire research park of the future. It should be virtual and collaborative

Standardize administrative forms and processes to the maximum extent possible. Universities and businesses should hash-out common terms, contracts, and agreements (e.g., intellectual property matters) so that future/similar relationships don't waste time by starting at ground zero. Collaborating universities should do the same

Consider targeting R&D funding for strategic investment in sectors the state wants to build or issues it wants to address

Strategically focus R&D efforts on turbocharging our state economy by ensuring a formal connection between economic development leaders and universities

Hold formal R&D networking conferences among firms, researchers, and students

Summary of Recommendations

Our recommendations center on three connective themes: (1) the State University System (SUS) as a whole must continue to recruit and empower a successful research team, namely a world-class faculty and staff; (2) Florida must build a robust research & development (R&D) machine; and (3) Florida must enhance the commercialized mission of R&D. Core to these issues remains: how does Florida become number one in R&D by all measures in the world, and what must we do now to equip the system to compete globally? The challenge is to reinvent Florida's R&D model before it becomes obsolete either by being superseded or redundant.

Important to advancing this mission, the SUS should:

1. Continue to enhance the measurement of its successes and return on investment of all sources of funding using metrics that provide tangible, measurable applied results;
2. Continue to develop a better tracking system of the commercialization of our investments. Startups and public and private funding models that foster enterprise level results should be considered if they are determined to be profitable in advancing the overall mission, such as resulting in new economic engines;
3. Refocus to treat all R&D efforts as a statewide endeavor and not solely an individualized university mission. We need to better set unified expectations of the system as a whole;
4. Elevate cooperative collaborations as important measures of results; and
5. Recruit and empower a robust and successful team to perform quality research.

In short, we should always be asking the question, what is the massive transformative purpose of billions of dollars invested through the SUS R&D model?

Recent Ground-breaking SUS R&D Actions

- The Vice Presidents for Research identified the most important research areas for Florida: health, big data, advanced manufacturing, marine/coastal/estuary science, and cybersecurity.
- The SUS executed an "Institutional Review Board (IRB) Reciprocity Agreement and Memorandum of Understanding" among the 12 SUS institutions to permit the reciprocal use of IRB for research conducted by investigators at SUS institutions.
- As directed by the Board of Governors' Task Force on Research, the Vice Presidents for Research have developed a 17-metric dashboard to chart progress on SUS research.
- In order to help win grants, the SUS has held five annual two-day workshops in Washington, D.C., to meet with federal agency officials that fund research. Florida is the only state to hold such workshops.
- The Board of Governors added a new position, Director of Workforce Education and Economic Development, to ensure even better connections between business and industry and SUS R&D and high-demand programs.
- In an effort to put the SUS on the map as a national destination for research, the SUS worked to get Florida chosen as a "destination state" for two recent major national research conferences.
- The Board of Governors' focus on funding for research was rewarded with 2017 legislative approval to provide funding to support the hiring of star faculty.

Appendix A: Direct and Indirect Costs

Direct Costs



Direct costs are those that can be specifically and easily identified with a particular project or activity and are allowable under the sponsoring organizations guidelines. Institutions report direct costs in the following categories:

- Salaries, wages, and fringe benefits for all R&D personnel; includes salaries, wages, and fringe benefits paid from an institution's funds and from external support
- Capitalized and noncapitalized software purchases
- Capitalized equipment
- Pass-throughs to other universities or organizations
- Other direct costs that do not fit into one of the above categories, e.g., travel, tuition waivers, consulting services, computer usage fees, supplies

Indirect Costs



Indirect costs are those costs that are incurred for common or joint objectives, and cannot be easily and specifically identified with a particular sponsored project, an instructional activity, or any institutional activity.

These costs are also sometimes called "facilities and administrative costs (F&A)" or "overhead." As Nature writer Dr. Heidi Ledford explains, the U.S. "began reimbursing universities for indirect costs in the 1950s, as part of a push to encourage more research. An initial cap was set at 8%, but that had risen to 20% by 1966, when the government began to allow institutions to negotiate their rates….the agreed rate holds across all federal funders, irrespective of where the negotiations took place.

"A common misconception is that indirect-cost rates are expressed as a percentage of the total grant, so a rate of 50% would mean that half of the award goes to overheads. Instead, they are expressed as a percentage of the direct costs to fund the research. So, a rate of 50% means that an institution receiving $150 million will get $100 million for the research and $50 million, or one-third of the total, for indirect costs.

"But, there are multiple caps that lower the base amount from which the indirect rate is calculated, or that limit the amount of money that a research institution can request. So very few institutions receive the full negotiated rate on the direct funding they receive."

Appendix A: Direct and Indirect Costs

Direct Costs

Salaries/Wages & Fringe Benefits: Faculty, other professionals, technicians, post doc associates, research associates, graduate and undergraduate students

Materials and Supplies: Project related research and scientific supplies. Any equipment or software that does not qualify under the equipment definition

Equipment: Equipment used for scientific, technical, and research purposes that costs greater than $5,000 and has a useful life of at least one year (see Direct Charges for Computing Devices)

Facilities: Project specific space rental for off-campus facilities from a third party. Use of specialized equipment for which there is a commonly applied charge

Travel: Transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the institution related to the project

Telephone: Long distance calls, phone surveys or calls to project participants

Maintenance & Repairs: Requires justification that the expenditures are required and directly related to the specific award (e.g., less expensive than buying new)

Advertising: Recruitment of research subjects or for job openings approved for a specific project

Publications: Project specific and project related. Copying included only when charges can be tracked

Memberships, subscriptions and professional activity: Membership in business, technical, and professional organizations; related to and supportive of the project. Subscriptions to business, professional, and technical periodicals; related to and supportive of project

Freight/express deliveries and Postage: Justification required that cost needed to transport project material in a timely way

Consulting: Project specific

Miscellaneous Costs: Subcontract costs, recharge center charges, and training costs

Participant Support Costs: Participant support costs were traditionally allowed only by certain federal agencies or funding announcements. Under the Uniform Guidance, these costs are allowed with prior written approval of the funding agency, provided they are programmatically justified. The budget justification should describe the purpose for the costs and the way in which they will directly benefit the proposed project's scope of work. These costs must be excluded when calculating the Modified Total Direct Costs (MTDC) to determine the overall project's F&A costs.

Indirect Costs

Salaries/Wages & Fringe Benefits: Clerical and administrative assistants, fiscal manager, secretaries, and directors

Office Supplies/Books & Journals: Pens, pencils, paper, staples, transparencies, toner cartridges, diskettes, printer paper, word processing and spreadsheet programs

Equipment: General office equipment such as copiers, printers, office computers, and fax machines

Facilities: Utilities, building use, grounds maintenance, renovations, and alterations of University property whether on- or off-campus

Travel: Costs of entertainment, and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)

Telephone: Local calls, cell phones, installation and maintenance

Maintenance & Repairs: Maintenance and repairs to general purpose equipment, buildings, and grounds

Advertising: Public relations to promote unit/department/college

Publications: General printing and copying

Memberships, subscriptions and professional activity: Membership in any civic or community organization, in any country club or social/dining club, or organization

Freight/express deliveries and Postage: Routine or internal courier

Consulting: General, management, financial

Miscellaneous Costs: Computer network charges and utilities

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Best Practices in Business-Academic R&D Collaboration

The Florida Council of 100, Inc.
400 North Tampa St., Suite 1010
Tampa, Florida 33602
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100 University Ideas

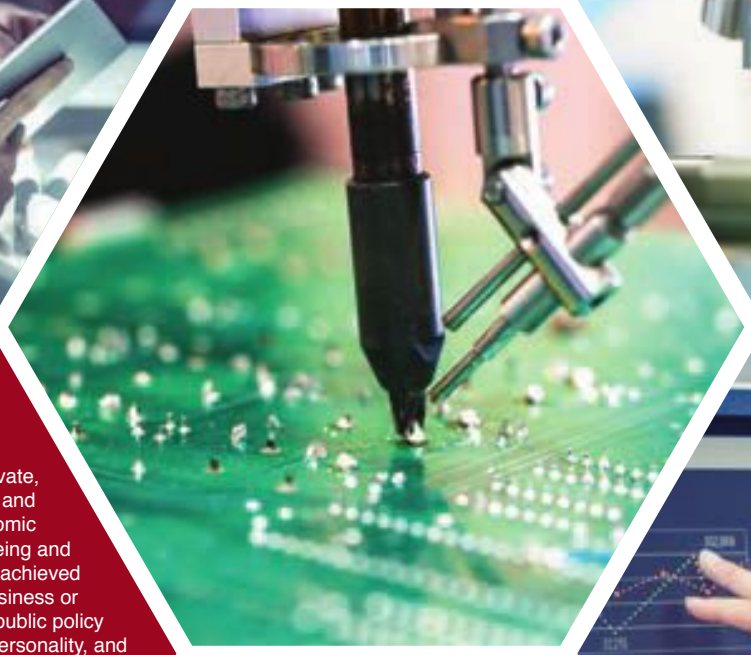
for Enhancing Business-University Collaboration in Florida

Report No. 2018-02









About the Florida Council of 100

Formed in 1961 at the request of Governor Farris Bryant, the Florida Council of 100 is a private, nonprofit, nonpartisan organization of business and civic leaders, which exists to promote the economic growth of Florida and improve the economic well-being and quality of life of its citizenry. Council members have achieved a high degree of success and recognition in their business or profession; have demonstrated involvement in Florida public policy issues; and possess the personal qualities of character, personality, and leadership ability. The Council of 100 works closely with the Governor and the state agencies, the Legislature, the judicial branch, federal leaders and officials, and other private organizations, to effect positive change in the state and achieve quality of life improvements for the citizens of Florida. Through our reports, position statements, policy letters, issue advocacy, and public relations, we keep state leaders and policy makers apprised of key topics relevant to today's Florida and make recommendations for enhancing state policies and programs in ways beneficial to all Floridians.





INTRODUCTION

Serving as the basis for our issue understanding and recommendations in Best Practices in Business-Academic R&D Collaboration, the following university R&D best practices represent the recommendations suggested by the twelve state universities and the University of Miami. Each university spent considerable time completing a detailed survey regarding its R&D activities, with the largest institutions supplementing this work by granting the Florida Council of 100 extensive site visits.

The best practices reflected here are a collection of what these institutions felt would truly move the system forward to be the top R&D-producing university system in the nation. While the Florida Council of 100 supports many of these practices, we recommend that the State University System use this list to review where current R&D funding, policy, and governance structure should be amended to continue to propel the state's R&D efforts. That said, proposed practices must be balanced against results and fiscal constraints.

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University R&D Best Practices

Recruit More High-Powered Researchers

Increase research capacity, output, and impact that would be most significantly impacted through the recruitment of talent, something that could be enacted through strategic area cluster hires for advancing discovery and innovation

In order to create pinnacles of excellence within the SUS by building a critical mass of expertise, create a program that would solicit multiple proposals from each of the Florida SUS institutions for research-centric cluster hires

- The specific persons to be recruited may or may not have preexisting collaborations but will have research activities that sit within a common research area
- Topics should be of local, national, and international importance, tackling issues and opportunities in areas such as health care, information technology, coastal and marine science, advanced manufacturing, and others that will shape our world and society in the 21st century
- The research topics should represent pre-existing strengths at the institutions, or areas of significant importance to the institutions for future growth

Hire one "rock star" mid- to late-career faculty researcher to nucleate each research cluster with direct participation from the university's chief research officer

Hire cohorts of junior faculty into research clusters with direct participation from the university's chief research and economic engagement officer on all new hires

Offer nationally-competitive start-up packages and salaries for new hires

Establish a start-up fund for promising junior faculty researchers

Make joint hires across schools and institutions

Transition to a dual-track hiring system that establishes research faculty and teaching faculty as separate career pathways

University R&D Best Practices

Increase Faculty Engaged in Research Activities With Commercial Potential

Lower student-to-faculty ratios in order to give researchers more time to research, establish collaborative relationships with industry representatives, and instruct students through hands-on research

Provide faculty more discipline-focused grant development support

Elevate the administrative role of the university's chief research and economic engagement officer to reflect the strategic importance of research to the university's core mission

Require departmental (ideally, chair-led) research support and mentorship of junior faculty

Increase financial support for other research personnel such as associates and student assistants

Expect (and, perhaps, require) each faculty member to secure, as Principal Investigator or Co-PI, at least one major grant at the national funding levels characteristic of the relevant field

Create an effective reward and recognition system for research productivity and excellence, including reduced course loads, preferential consideration for seed or equipment funding or lab space, summer stipends, pay raises and bonuses

Conduct workload rebalance study, ordering and plotting faculty teaching loads to funded research awards

Tie reduced teaching loads for existing faculty to increased research performance

Amend tenure/promotion policy to reflect greater emphasis on funded research activities

Develop and promote industry-academic faculty exchange programs

- Members of industry, such as CEOs, engineers, and other professionals, can act as Visiting Industry Scholars or Professors, Research Scholars in Residence, or Volunteer Faculty. This allows industry representatives the ability to participate fully in the research, and make valuable contributions in terms of how the research can impact the industry. This also allows them to gain a comprehensive understanding of the university research process

- Faculty can also apply to work either part time or full time at the company with which they are collaborating, to perform hands-on research at the company, and to gain a full understanding on how their research can impact an industry

Increase faculty salaries relating to commercialization

Enable research faculty and staff to take a sabbatical to commercialize a discovery in order to encourage more university researchers to consider the practical, real world applications of their innovations, and move research into the commercial space.

Create a support infrastructure for faculty consulting

The California Polytechnic State University San Luis Obispo campus has an innovative Visiting Faculty and Industry Scholars Program, which invites industry professionals and research scholars to volunteer their services to Cal Poly Engineering or undertake collaborative research projects on campus.

The Northwestern University McCormick School of Engineering and Applied Science allows entrepreneurial leave for faculty to commercialize their research for up to one year. Additionally, the University of California at Berkeley has a comprehensive support infrastructure that allows researchers to assist industry with potential new innovations, work directly with industry to enhance university research towards commercialization, and identify solutions for community technology and innovation needs.

University R&D Best Practices

Provide Capital for Development / Commercialization Activities

The Florida Institute for the Commercialization of Public Research is a statutory entity whose purpose is to assist in the commercialization of products developed by the R&D activities of an innovation business or a publicly supported college, university, or research institute. Since 2011, it has helped start-up companies raise more than $100 million in private investment.

The highly competitive federal SBIR/STTR programs encourage small businesses to engage in federal R&D that has the potential for commercialization. STTR businesses must formally collaborate with a research institution.

The Florida High Tech Corridor Council is a 20-year, 23-county economic development initiative of UF, USF, and UCF. It manages a Matching Grants Research Program, which has invested over $60 million in projects with an estimated economic impact of over $1.3 billion.

Enable access to capital across the funding continuum — small milestone grants to pre-seed, angel, and then institutional series (A, B, C) funding

Provide $50 million to start (and $5 million annually to maintain) a seed fund for university start-ups

- Provide matching funds to universities seeking to raise alumni donations or other funds to support technology commercialization
- Provide matching funds to existing, qualified seed funds seeking to raise other funds to support additional investment
- Support seed stage investments in Florida domiciled start-ups operating in one of the state's targeted innovation industries as identified by the Department of Economic Opportunity. Private sector matching investment would be mandatory
- Augment the Florida Institute for the Commercialization of Public Research's Florida Technology Seed Capital Fund, which provides first-round seed investments ranging from $50,000 to $300,000 and second-round investments ranging from $50,000 to $200,000. Require private-sector matching dollars
- Match Florida-focused "sidecar funds" being created by leading venture capital firms (e.g., ARCH Venture Partners, Sierra Ventures)

Create regionally based seed funds for startups and early stage companies

Encourage Small Business Innovation Research (SBIR)/Small Business Technology Transfer (STTR) participation

- Better align STTR efforts with universities' academic pace and schedule

Similar to the Florida High Tech Corridor Council's longstanding program, create a Statewide Matching Grant Program for Industry-Sponsored Research at SUS institutions to incentivize industry-sponsored research projects that would develop commercially applicable emerging technologies

- Collaboration opportunities to include researchers from all academic disciplines
- Focus on small to midsize high-tech companies
- If possible, link to federally funded SBIR/STTR programs
- Utilize existing regional economic development clusters with higher education partnerships (e.g., Life Sciences South Florida)

Promote venture philanthropy

University R&D Best Practices

Promote Basic Research at Universities

While applied science is vital, Florida must invest in basic research, too. Cutbacks to federal funding significantly reduce the university's ability to generate the initial research and knowledge needed to move an innovative concept forward, which in turn limits the potential for university-industry collaboration as the number of high-potential research projects are reduced

Basic research, such as determining the composition of a planet, is driven by curiosity or interest rather than a desire to commercialize a practical product. It can, however, lay the foundation for future applied science and its spin-off innovations. As Dr. George Smoot of Lawrence Berkeley National Laboratory says, "People cannot foresee the future well enough to predict what's going to develop from basic research. If we only did applied research, we would still be making better spears."

Establish / Enhance Physical Infrastructure (Including Buildings, Equipment, and Spaces)

Build/enhance infrastructure in direct support of research clusters of strategic emphasis

Provide more high quality research space as a researcher recruitment tool, to house new, specialized equipment, and to enable more simultaneous work

Expand research equipment fund availability

Focus investments in research infrastructure on those that yield maximum impacts for research competitiveness and in particular equipment and instrumentation for institutional shared facilities. The research areas supported by the shared facility should represent pre-existing strengths at the institution, or areas of significant importance to the institution for future growth

Make investments in SUS-wide shared facilities such as the Sunshine State Education and Research Computing Alliance (SSERCA), a collaborative effort by six Florida public universities and one private university to build a big-data research infrastructure for the State University System. This first-of-its-kind venture will provide the massive research computing power necessary to handle the challenges of sharing large data sets over long distances among multiple researchers. Creating a statewide network of computing infrastructure and expertise in the SUS will give Florida significant advantage in innovative approaches to addressing "big data" challenges

Renovate existing laboratories

University R&D Best Practices

Improve Communication Between Business and Academia

The I/UCRC model links faculty and students from different academic institutions with "members" (i.e., companies, governments, nonprofits) to perform cutting-edge pre-competitive basic research in STEM areas that interest industry and which can drive innovation and economic impact. I/UCRCs help members leverage their financial investment by accelerating their knowledge base in new sectors. NSF supports the development and growth of I/UCRCs, providing a procedural and financial framework for membership and operations and disseminating best practices.

Help entities to collaborate, potentially by using the National Science Foundation Industry / University Cooperative Research Center (I/UCRC) model

Find clearer ways to translate university budget mechanics into private sector terms

Develop more effective ways to resolve / prevent intellectual property (IP) ownership disputes resulting from collaborative university-business efforts

- Create standard IP agreements with industry collaborators — The ability to develop a standardized IP agreement specific to industry/university partnerships can encourage collaboration and significantly reduce the amount of time necessary to being the research project. This should be a cooperative activity between the university and representatives from industry to ensure that the interests of both parties are considered and met
- Potential IP issues include distribution of financial returns and ownership rights, use of third-party funding, legal responsibility for patenting, publicization of results, and stewardship of follow-on research

Create master agreements with partners that do multiple projects with the university. This reduces the time to create individual contractual arrangements for separate collaborative research projects

Develop ways to resolve conflicts between university and industry regarding the direction of their collaborative research. For example, university researchers may wish to head in one direction for scientific knowledge, while industry researchers may require that ongoing research be focused on evolving a specific product to maintain profit and market share

Make state policies more collaboration- and industry-friendly

University R&D Best Practices

Improve Communication Between Business and Academia (continued)

Create an online web portal that allows interested third parties to research the discoveries developed by university innovators. Third parties can search patented or patent-pending discoveries by research topic area, by browsing through all technology, or by those technologies immediately available for commercialization

Create match-making programs designed to educate the corporate world on the benefits and potential cost-effectiveness of university-corporation collaborations and formalized sponsored research. Risk, cost, corporations' desire for complete ownership and confidentiality of research results, and calendar time are the chief hurdles

- Maintain a list of potential companies and entrepreneurs, and the type of technology or inventions that may interest them

Host networking events to connect researchers and entrepreneurs

Host community-sponsored pitch days to allow inventors to network with entrepreneurs, companies, and investors

Develop more effective ways to address compliance and conflict of interest issues during an agreement

Invest in the creation of university-business consortia — Members of a university/industry consortium that focuses on a specific industry have the ability to work collaboratively to address research and market needs, technology transfer, and commercialization issues facing both industry and government. Working together, consortium members can identify the issues, the interests of all involved parties, and work towards creative solutions

Establish dynamic, high-profile school and departmental external advisory committees composed of leaders in similar fields from research-intensive entities

Overcome the nationwide condition that companies are reluctant to fund university research

A consortium of universities and businesses provides universities with ways to commercialize their research and businesses with access to basic research and intellectual property. For example, at the Future Renewable Electric Energy Delivery and Management (FREEDM) Systems Engineering Research Center at North Carolina State University, universities from across the U.S. (including FAMU and FSU) have joined forces with industry partners to create a more secure, sustainable electric grid. Similarly, SUNY Poly SEMATECH, a 12-member global consortium of major computer chip manufacturers and universities, coordinates next-generation R&D programs in lithography, interconnects, metrology, and emerging nanotechnology-driven applications.

University R&D Best Practices

Provide Experts and Staff to Guide Universities Through Development / Commercialization Activities

Provide universities with access to experts at every stage of commercialization — not just "been there, done that" advisors, but structured Executive-in-Residence programs

If a university doesn't have enough staff/resources to manage complex commercialization activities, find some alternatives

- Have a larger university add a smaller university's portfolio to its tech transfer operations
- Have small universities pool and market their intellectual property
- Create a statewide office for commercializing university IP, which could strategically package and market multi-institutional patents
- Review and revise Center and Institute policies to emphasize funded research and external engagement, including (when appropriate) hiring of technical program manager positions

Create a statewide concierge service for compliance issues

University researchers, with instructional and other institutional responsibilities, may not have the time or resources to fully educate themselves on the specific compliance issues that may impact their research projects. Created on an institutional or statewide basis, a centralized compliance concierge service, similar to the University of Oregon's Research Compliance Services, could help all R&D stakeholders ensure research integrity and regulatory compliance. Benefits would include more efficiently helping navigate institutional review board complexities; reducing time and resources spent identifying and implementing regulations and requirements; identifying potential conflicts of interest; and preventing or investigating research misconduct.

University R&D Best Practices

Provide Experts and Staff to Guide Universities Through Development / Commercialization Activities (continued)

Expand Innovation Corps (I-Corps) throughout Florida

The National Science Foundation has developed an effective training method (I-Corps) to accelerate the conversion of basic research into products and start-ups. Led by I-Corps teams composed of a technical lead, an entrepreneurial lead, and an I-Corps mentor (all specially trained), I-Corps sites provide infrastructure, training, expertise, networking opportunities, and some funding to help researchers commercialize their work. A national leader, Florida currently has two I-Corps sites (UCF, USF) and seven universities with I-Corps teams (USF, UCF, FIU, FIT, FSU, FAMU, UF).

Expand the Technology Commercialization Accelerator Program (TCAP) in Florida

A joint effort by the FAMU-FSU College of Engineering, the Florida Institute for the Commercialization of Public Research, and Domi Station (a Tallahassee-based non-profit startup incubator), TCAP is an intensive seven-week course that pairs faculty inventors with postdoctoral researchers, graduate students, and a business mentor to determine if a technology is commercializable. Each team learns how to test their ideas, understand customer demand, size-up competition, and create partnerships, winning a $3,000 continuation grant if successful.

University R&D Best Practices

Create Incubators and Accelerators

The University of Florida's Innovation Hub has state-of-the-art lab and office space for select tenants. Additionally, UF's Innovation Academy is a groundbreaking living / learning community for academically talented students wanting to practice entrepreneurship.

The Empower Accelerator is StartUP FIU's comprehensive, 14-week program to develop scalable traditional and social entrepreneurship ventures. The program provides coaches, skills training, a cutting-edge workspace, and additional resources to both first-time and experienced entrepreneurs.

USF CONNECT, USF's business and economic development initiative that supports technology start-ups, includes two incubators: the classic Tampa Bay Technology Incubator and a Student Innovation Incubator in which student ventures with commercial potential are given access to high-tech, collaborative office space and paired with industry mentors and community corporate partners.

Create and expand commercialization / research incubators for startup companies, research and development incubator facilities, and business incubators

Create a start-up accelerator program focused on the Small Business Innovation Research (SBIR)/Small Business Technology Transfer (STTR) programs. The funding received would help build prototypes which will help start-up companies commercialize licensed university developed technology. A strong example of one of these types of programs is the University of Pennsylvania's UPStart program

Build easily accessible construction areas ("maker spaces") with mechanical and electrical tools where innovators could go to build prototypes that involve mechanical parts, 3D printed parts, electronic circuits, etc.

Recruit More High-Powered Students

Employ predictive analytics to admission policies for recruitment of a high-performing student body

Provide increasing support to high-performing graduate programs, including establishment of doctoral programs in research cluster areas

Develop and promote industry-student exchange programs

Create an Undergraduate Research Scholar Grant Program to provide select students the opportunity to engage in research away from the home institution (state/federal, public/private, etc.), including funding for travel, tuition, and a modest stipend for living expenses

Support research at the undergraduate level by providing resources for undergraduates to participate in immersive research experiences outside of the classroom. Funds could also be used for graduate assistantships to facilitate near-peer research mentoring. Funded activities must be associated with faculty-initiated research of benefit to the state and beyond

University R&D Best Practices

Provide Matching Funds to Attract New "Super" Programs

Attract one of the multiple Engineering Research Centers (ERCs) funded by the National Science Foundation across the country. Managed by research universities, the ERCs encourage advanced research through multi-disciplinary research activities towards advanced, complex engineering systems and encouraging industry/university collaborative research partnerships

Create more Industry-University Research Centers (I/UCRC) — For this type of research center, the National Science Foundation provides seed funding (just $50,000 annually) for collaboration with industry. Companies with interest in the specific R&D area of the I/UCRC become paying members. The I/UCRC essentially conducts R&D that serves the needs of the companies. (See also the description of the I/UCRC model on page 8.)

Create a mechanism for encouraging and managing the contribution of matching funds from government, industry, and philanthropy needed to bring large research centers and similar initiatives to Florida

Optimize State R&D Funding

Reexamine the State University System funding formula, which, regarding growing the research function, favors universities with either historically high research activity levels or large population bases that fuel enrollment growth

Increase funding for university-business research activities that aren't funded by either the company or the federal government

Provide tax and other incentives so that universities can become strong research partners for industry

Increase Entrepreneurship

Find experienced entrepreneurs who will accept the risk of technology-to-product development and are willing to mentor a new crop of entrepreneurs

Replicate Ohio's Entrepreneurial Services Provider (ESP) Program, which addresses three known problems with universities moving ideas to the market: capital, talent, and services

Geared toward building Ohio's strategic, technology-based sectors having extraordinary economic development potential, the goal of the ESP Program is to increase the state's entrepreneurial commercialization outcomes by supporting and accelerating promising concept, seed, and early stage companies. Each regional ESP provides firms with access to capital as well as coordinated business services such as mentoring and talent recruitment.

University R&D Best Practices

Construct / Enhance Industry-Focused Research Parks and Innovation Districts

With community partners, create parks that would include multiple private industry and government facilities (including national centers) which perform collaborative research with the university

- Many of these companies can be affiliated with specific colleges within the university or aligned with regional industry clusters

Invest in the creation of robust innovation districts, including partnerships among local universities, developers, state and local governments, private R&D organizations, large and small companies, etc.

Located next to UCF, the Central Florida Research Park is a campus-like environment for businesses. Firms that want a "university relationship" can buy land in the CFRP for a facility or lease space for office, lab, or manufacturing purposes. Tenants interact with the university via research, faculty consultations, student internships, part-time employment programs, and technology transfer and can even contract with UCF for computer resources or lab space.

CFRP is the largest research park in Florida (1,027 acres), the 4th largest in the U.S. by number of companies (126), and the 7th largest in the U.S. by number of employees (10,000). Generating billions of dollars of commercial and research contracts annually, it is home to numerous centers hosted by the U.S. DoD, UCF, and corporations. Among its tenants are the UCF Institute for Simulation and Training, the National Center for Simulation, and the Naval Air Warfare Center Training Systems Division (all parts of the area's renowned Modeling, Simulation & Training cluster), as well as the UCF Technology Incubator and firms such as Northrop Grumman, Raytheon, Siemens, General Dynamics, Hewlett-Packard, and AT&T.

Located at the intersection of a global marketplace and one of the largest health districts in the nation, Converge Miami is a vibrant urban knowledge community. It provides mixed-use facilities with labs, offices, retail shops, restaurants, and industry-leading amenities to public organizations and private companies. Near the heart of Miami, the Miller School of Medicine, and the Miami Health District that services over 1.5 million outpatient visits per year, the Converge Miami facilitates access to outstanding resources and creates synergies between the University of Miami and tenant companies, advancing clinical breakthroughs and benefiting all people.

Tampa's !p is a multi-jurisdictional innovation district and designated TechHire Community anchored by five globally-recognized institutions: the University of South Florida, Busch Gardens, Moffitt Cancer Center, Florida Hospital, and RD Management at University Mall. These institutions and others in the district will drive more than $2 billion in economic activity over the next three years, engaging tens of thousands of students, educators, workers, patients and millions of tourists. Tampa's !p is building an engaged community recognized for igniting discoveries in technology, health care, digital media, transportation and more.

University R&D Best Practices

Develop Policies, Procedures, and Tools to Help Researchers From Different Entities Collaborate

Address a myriad of topics that could be at issue between collaborators, including required security clearances, research location(s), inter-institutional communication methods, facility and resource access, safety and risk management, and training needs

Statewide Agreements for Joint Work — Collaborative research agreements between universities is an often overlooked aspect of the research process. Many universities are conducting parallel research, or research activities that can complement other research projects across the state. However, individual institutions each operate using their processes, and have their own specific collaborative research agreements. Developing a statewide agreement for joint research between universities would significantly reduce many of the obstacles facing universities when inter-institutional research is being performed. Having a statewide standard for university research collaborations would also encourage more research projects and move new innovations closer to the commercialization process

Target Industry-Academic Interactions Based on Industry Need

Identify research clusters of strategic emphasis

Shift the state's industrial mix more toward sectors that invest in R&D

Invest more in Florida bio/life science companies

Increase the Number and Scope of Partnerships

Establish strategic partnerships with one or more Fortune 500 companies and/or federal research labs / national centers to promote and enhance the university's key areas of strategic emphasis

Expand the breadth and depth of the university's strategic partnerships with external entities (foreign and domestic, public and private) for use as institutional force multipliers

Diversify extramural research portfolio to include industry, foundation, foreign, and U.S. federal funding sources

University R&D Best Practices

Hedge Against Risk

Establish a corporation to assume the risk of some forms of research that an academic institution cannot assume

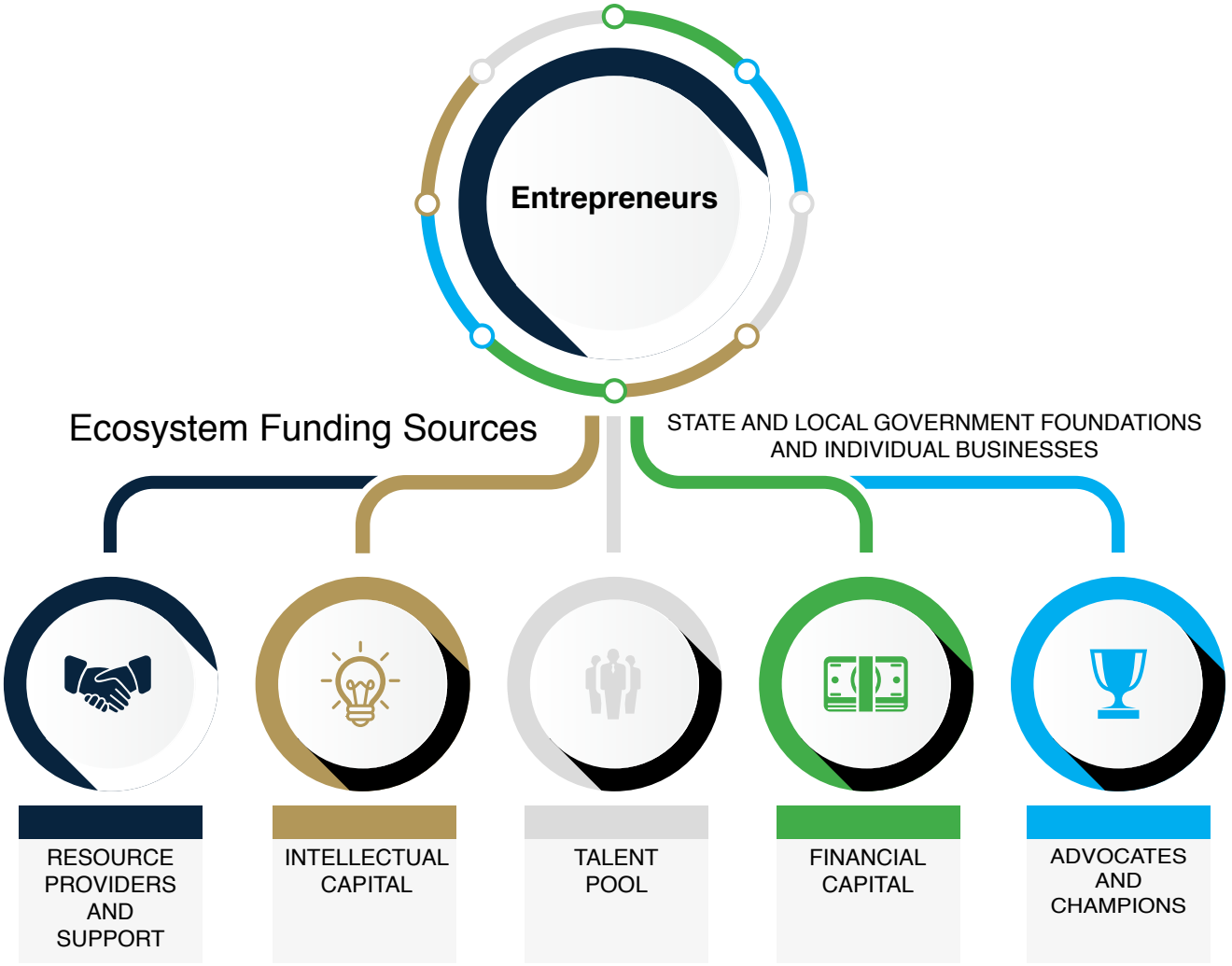
Broaden Marketing Initiatives

Market university research, education, and training services to foreign and federal audiences, including national governments, industry actors, and research entities

Expand and enhance the depth and visibility of the university's economic engagement activities at the local and regional levels, including increasing its physical presence in strategic locations throughout the primary service region

University R&D Best Practices

Invest in Florida's Innovation Ecosystem



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- Graphic concept courtesy of the University of Central Florida

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SPECIAL THANKS

The views expressed in this report are solely those of the following parties:

Chancellor Marshall Criser, III,
and the staff of the State University System Board of Governors
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Florida Gulf Coast University
Florida International University
Florida Polytechnic University
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100 University Ideas for Enhancing Business-University Collaboration in Florida

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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 26, 2018: 1:30 p.m. – 5:45 p.m.
June 27, 2018: 8:30 a.m. - 11:30 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Ms. Darlene Jordan; Vice Chair: Mr. Ed Morton
Members: Cerio, Frost, Huizenga, Levine, Link, Salerno, Tyson, Zachariah

1. **Call to Order and Opening Remarks** — **Governor Darlene Jordan**

2. **Minutes of Committee Meeting** — **Governor Jordan**
   Minutes, January 24, 2018

3. **University 2018 Accountability Plans** — **University Representatives**
   University of West Florida
   University of North Florida
   Florida Gulf Coast University
   Florida State University
   Preeminent State Research University Annual Status Update
   Florida Atlantic University
   New College of Florida
   University of Florida
   Preeminent State Research University Annual Status Approval
   Florida International University
   Florida Agricultural and Mechanical University
   Florida Polytechnic University

University of South Florida
Preeminent State Research University Status Update
University of Central Florida
Emerging Preeminent State Research University Annual Status Update

4. **Concluding Remarks and Adjournment** **Governor Jordan**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 26, 2018

SUBJECT: Minutes of Committee Meeting held January 24, 2018

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Strategic Planning Committee's January 24, 2018 meeting

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its January 24, 2018 meeting at Florida State University.

Supporting Documentation Included: Minutes: January 24, 2018

Facilitators/Presenters: Governor Darlene Jordan

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
January 24, 2018

Video or audio archives of the meetings of the Board of Governors and its committees are accessible at http://www.flbog.edu/.

1. Call to Order

Vice Chair Morton convened the meeting of the Strategic Planning Committee at 3:02 p.m. on January 24, 2018 with the following members present: Governors Jordan (by telephone), Cerio, Frost (by telephone), Kuntz, Levine, Link, Tyson, and Zachariah. Other Board members in attendance were Governors Kitson, Lautenbach, Jay Patel, Kishane Patel, Tripp, and Valverde.

2. Approval of November 8, 2017 Committee Meeting Minutes

Governor Morton called for a motion to approve the minutes from the Committee's November 8, 2017 meeting. A motion was made by Governor Frost, seconded by Governor Levine, and the motion carried unanimously.

3. Baccalaureate Follow-Up Study: Employment and Education Outcomes One, Five, and Ten Years After Graduation

Governor Morton introduced the Committee's next item, for information, a presentation on the latest Baccalaureate Follow-up Study. He noted that this is the fourth report to the Board of Governors on the employment and education outcomes of baccalaureate degree recipients. Vice Chair Morton said that the three prior studies focused on outcomes one year following graduation. The most recent study, however, goes further and builds on the prior studies by looking at employment and education outcomes five and ten years after graduation, comparing those outcomes to year-one outcomes. The study addresses the following questions:

1. Do graduates get jobs?
2. Do graduates earn additional credentials?
3. Do graduates pursue further or additional education?
4. Do graduates work while pursuing additional education?
5. What are the salaries of graduates over time?

Governor Morton then called on Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, to provide the Committee with the study's highlights.

Dr. England began by observing that employment and salary data of SUS graduates are two of the performance-based funding metrics and that there have been three studies on the classes of 2012, 2014, and 2015. So far, however, all of the information provided to the Committee has looked at outcomes only one year after graduation. Dr. England noted that the uniqueness of the latest study is that it builds on the information of the prior studies and follows graduates even further - to five and ten years after graduation.

Dr. England said that the study's employment data came from two sources. First, the education component of the study comes from the National Student Clearinghouse, a voluntary exchange among postsecondary institutions. Enrollments reported to the Clearinghouse account for approximately 98% of all postsecondary enrollments in the U.S and approximately 94% of all four-year degrees awarded.

The second source of data is a voluntary national data exchange of wage information through the Unemployment Insurance programs of 41 states as well as the District of Columbia and Puerto Rico. New York, California, Colorado, and Alabama do not participate. In addition, data is not available for graduates employed in nonprofit corporations, temporary or seasonal positions, or for those who are self-employed. Data from the Federal Office of Personnel Management is also used but does not include individuals in the military or agencies such as the Central Intelligence Agency or the Postal Service. Finally, Dr. England said that the study did not identify specific occupations of graduates.

With regard to the findings of the study, Dr. England began by reminding the Committee of the five research questions that guided it. She noted that the fourth question—whether or not graduates earn additional credentials--is a new piece of information not contained in previous reports because those reports looked at data one-year-out only, and students would not have been likely to earn additional credentials in this timeframe. She said that this information is valuable in discerning what the impact on salaries additional credentialing might have five and ten years after baccalaureate graduation. Associate Vice Chancellor England noted that her presentation would cover year one outcomes for four graduating classes, year five outcomes for three graduating classes, and year ten outcomes for one graduating class.

Dr. England pointed out that the State University System awards degrees in 28 broad fields and that 82% of those degrees are awarded in 11 fields, the highest being business and marketing, followed in descending order by the social sciences, health professions, psychology, education, engineering, biological sciences, communication and journalism, security and protective services, the visual and performing arts, and English and

literature. The number of baccalaureates conferred in the remaining fields of study are comparatively small.

Associate Vice Chancellor England said that, of the over 420,000 graduates within the timeframe of the study, more than 350,000, approximately 84%, were found who were either working or pursing further education or doing both. She stressed that *not* finding graduates did not necessarily equate to their being unemployed; they simply could be missing from the data but self-employed or employed by a non-profit, employment areas which are not captured in the data.

Dr. England then drew the Committee's attention to the study's first research question: whether or not SUS baccalaureate graduates got jobs. She reported the excellent news that, of all graduates found, the vast majority were working one, five, and ten years after graduation. The proportion of graduates who were working increased over time. In year ten, 88% of graduates were working full-time. With respect to the 28 fields of study, Dr. England reported the good news that in 14 of the 28 fields, 90% or more of their graduates were working in year one. By year five, 90% or more were working in 22 of the 28 fields and, by year ten, 90% or more were working in all 28 fields.

With regard to the percentage of graduates who pursued additional education, Dr. England pointed out that about a third of the graduates pursued additional education in year one, dropping to 22% in year five and 11% by year ten. She said that this decline makes sense because as people complete their credentials they no longer need to enroll.

Associate Vice Chancellor England next turned the Committee's attention to baccalaureate graduates who were both working and pursuing further education. Approximately 25%, 15%, and 8% were both working and pursuing further education after graduation in years one, five, and 10, respectively. With regard to graduates who pursued further education and completed at least one additional credential, 30% did so by year five and 44% did so by year ten.

Analyzing by field of study, Dr. England said that architecture, public administration, and agriculture had the highest percentage of graduates (56%) who went on to earn additional credentials by year five, followed by interdisciplinary studies (48%), physical sciences (47%), biological sciences (42%), mathematics and statistics (43%), and psychology (41%). The percentages in other fields of graduates ten-years-out who earned additional credentials were as follows: mathematics and statistics (69%), public administration (69%), physical sciences (67%), biological sciences (66%), architecture (65%), agriculture (61%), psychology (59%), languages and linguistics (55%), interdisciplinary studies (54%), health professions (51%), history (51%), philosophy and religious studies (51%), and social sciences (50%).

Associate Vice Chancellor England then presented salary information. She said that it was excellent news, noting that the median salary was $36,000 for graduates one year after graduation. For graduates at the five-year-out mark, average salaries for those without an additional credential was $47,500, and for those with an additional credential, average salaries jumped to $52,800. For graduates at the ten-year-out mark, average salaries were $59,300 for graduates without an additional credential, and $67,500 for those with an additional credential. The additional credentials students earned were predominately graduate and professional degrees.

Dr. England said that next steps included sharing the study's findings with university career center directors, students, and employers; and continuing to monitor the outcomes of graduates one, five, and ten years after graduation.

Governor Morton indicated that it would be very interesting to know whether graduates were working in-field. Governors Tyson and Levine indicated that it would be interesting to determine the extent to which graduates are earning credentials in the same field as their undergraduate degrees. Dr. England said that it is possible to make that determination once students complete their credentials but not before. She said that this area would be pursued in the future.

Vice Chair Morton thanked Dr. England for the presentation and commended her on the excellent study. He said that Baccalaureate Follow-up Studies are now a regular part of the Board of Governors' annual studies and will continue to provide critical information to students, parents, educators, and policy-makers about the employment and wages of graduates after they complete baccalaureate degrees. He said that now that the studies have been expanded to include data on students five and ten years after graduation, they will provide the Board with even more reliable data that demonstrates the value of a baccalaureate degree from the State University System.

4. Changes to the Annual Accountability Report and the University Work Plans: The New "Accountability Plan"

Vice Chair Morton advised the Committee that its next item, for information, was to receive an explanation from Vice Chancellor Ignash regarding important changes to the State University System's seven-year-old process of reviewing the data in its annual Accountability Report in March of each year, and the data found in University Work Plans in June of each year. He noted that Board members have increasingly said that it would be very helpful to have these data available at the same time in order to more easily compare retrospective and prospective data currently reported separately in the two documents. He then called on Vice Chancellor Ignash to explain the changes to the Board's review process and what the results of the changes will be.

Dr. Ignash indicated that in March of every year the Board receives and approves the annual Accountability Report, which contains retrospective data going as far back as five and even ten years in order to show long-term trends and past performance of the System and the individual universities. She then reminded the Committee that in June the Board hears and approves University Work Plans that contain the near-future plans for the universities regarding where they think they are headed. Dr. Ignash indicated that, in recent years, the Board has been asking staff to combine the two reports together. She said that it makes sense to do so, because the Board wants to see from where the universities have come and where they appear be heading. Vice Chancellor Ignash also stated that the universities support combining the two documents because it will reduce duplication of work. She also noted that the Legislature wants and needs certain data in March while in session and that Performance Based Funding and Preeminence metrics can continue to be delivered in March.

5. University of Florida Strategic Plan

Vice Chair Morton said that the Committee's next item was to consider approval of the University of Florida's (UF) Strategic Plan. He reminded the Committee that Board of Governors Regulation 1.001(3)(c) requires that each University Board of Trustees adopt a strategic plan in alignment with the Board of Governors' System-wide Strategic Plan, and that a university's strategic plan is required to be submitted to the Board of Governors for approval. He then called on University of Florida President Fuchs to present UF's Strategic Plan. President Fuchs began by recognizing UF's Board Chair as well as Provost Joseph Glover, who would partially present UF's Strategic Plan.

President Fuchs said that in 2015 the UF faculty worked for a number of months to develop a Strategic Plan. He said that the Plan, titled "A decade Ahead," contained seven overall goals and one overall aspiration. The goals focused on the academic environment, education, scholarship and research, students, faculty, public engagement, and UF's infrastructure. The UF Board of Trustees endorsed the Plan and the specific objectives under the goals in 2016. Subsequently, each of UF's colleges developed its own strategies to work toward achieving each of the goals. President Fuchs noted that a year and a half ago UF's Board of Trustees expressed the need to know specifically what UF was doing to raise its national rankings. Accordingly, UF's strategies are focused on raising the institution's rankings. He reminded the Committee that UF had presented a document titled "The Metrics That Matter" to the Board of Governors in the summer of 2017. President Fuchs said that UF's presentation would examine national ranking metrics in order to assess the University's current status.

Providing a historical context, Dr. Fuchs said that it was in 1948 that UF's president made the following statement: "To build and maintain a great university that can take its place among the ten or twelve great state universities of the country is a monumental task and a great responsibility. Anything less than that status for the University of

Florida would place Florida herself in an inconspicuous place among the great states of the Union." Dr. Fuchs said that not only had UF embraced the goal of being among the top ten, but the top five as well. He then introduced Provost Glover to discuss the strategies that UF would employ to achieve this status.

Provost Glover turned the Committee's attention to a document that identified UF's strategic goals and the timelines for achieving them. UF's first goal is to hire 500 additional faculty over two years, which is perhaps the most important of all because it will impact UF in several ways, including improving undergraduate pedagogy and graduate training, and increasing research. With additional faculty, Provost Glover indicated that student-faculty ratios will improve from Fall 2017's 19:1 to 16:1. He said that this strategy that will increase student access to faculty while reducing class size. Dr. Glover pointed out that, given Florida's emphasis on STEM education, every university should focus on success rates in freshman calculus and that, with the addition of faculty, UF will be in a position to improve its calculus curriculum. Dr. Glover said that still another impact of adding faculty will be the expansion of UF's research portfolio to $1B annually. He noted that UF currently ranks 14th in this metric among public universities and that top ten status is the University's goal.

Dr. Glover said that in order to maintain UF's position as a top ten university and to continue progress toward a top five ranking it is imperative to recruit and retain world-class faculty and graduate students. One important tactic is to offer graduate assistant stipends and faculty salaries at nationally competitive levels. State-of-the-art facilities are also necessary, particularly in STEM fields. UF will also continue to raise private funds to match the Governor's and the Legislature's generosity.

Provost Glover said that UF is intent on improving four- and six-year graduation rates. UF's four-year rate, at 67%, ranks ninth among the *U.S. News* top ten universities. The University plans to raise the four-year rate to 75% and the current six-year graduation rate of 87% to 90%. To accomplish this, Dr. Glover indicated that UF must increase opportunities for student financial aid, extend the University's universal tracking system, require students to take nine hours of summer enrollment, closely examine excess credit hour policies, review program requirements, and mitigate "deadly combinations" of same-day final examinations through scheduling adjustments. Also, all students are now required to register with UF's Career Resource Center.

Provost Glover reminded the Committee that UF is a member of the prestigious Association of American Universities. He said that the University's Office of Technology and Licensing has been revitalized by hiring a new director. UF is also in the midst of a $3B capital campaign, with nearly half of those dollars already raised. Dr. Glover said that UF expected to achieve the $3B goal by 2022.

At the conclusion of the UF presentation, Governor Levine asked whether the University had data as to why 762 students left the University, presumably without degrees. Provost Glover stated that financial stress was clearly a factor, even when minimal amounts of dollars were involved. Governor Kitson said that small grants to reduce financial stress was an excellent investment and asked about UF's timeframe for reaching Top Five status. President Fuchs said that the University's Board of Trustees had directed the administration to move forward quickly.

Governor Lautenbach asked why certain states such as Michigan, Washington, and Wisconsin were better than Florida at receiving federal research grants. Dr. Glover said that Michigan is a research powerhouse, Wisconsin has a long history in the biological sciences area connected with agriculture and medicine, and Washington has a very powerful life sciences and medical research focus. Governor Kishane Patel commended UF for addressing the "deadly combinations" of multiple final examinations on the same day. Governor Tripp said that UF's focus on the minimal dollars associated with student financial distress was well-taken and Governor Morton noted that room and board, not tuition, constituted the majority of college costs to the student.

Following questions and observations Vice Chair Morton entertained a motion to approve the University of Florida's Strategic Plan. A motion was made by Governor Tyson, seconded by Governor Frost, and the motion carried unanimously.

6. Florida Gulf Coast University Strategic Plan

Vice Chair Morton advised the Committee that the last item on its agenda was to consider for approval Florida Gulf Coast University's (FGCU) Strategic Plan. He then called on President Martin to present FGCU's Strategic Plan.

Dr. Martin said that the University's Plan focuses foremost on student success. The Plan also stressed the need to connect with the region, because the vast majority of FGCU students come from the University's service area. He further noted that all academic units are determining what each could do for the Plan to be successful. He stressed that he wanted a five-year Plan that was achievable and accountable.

President Martin said that a pillar of the FGCU Strategic Plan is to focus on student outcomes and success, especially on increasing four- and six-year graduation rates. A factor to consider is that 82% of FGCU students work at least ten hours a week and that FGCU students constitute a major portion of the region's workforce. President Martin said that another of the Strategic Plan's focus is on academic excellence, including a few interdisciplinary research areas of importance to Southwest Florida. One such area was the entire set of issues revolving around water in a fragile ecosystem. Another focus areas are entrepreneurship, health sciences, and producing more teachers. Finally, President Martin indicated that community engagement is one of the Plan's pillars.

Following President Martin's presentation Vice Chair Morton commended FGCU for its intention to expand its School of Nursing. Governor Morton recalled that only 11% of Florida's Registered Nurses graduate from the SUS. President Martin said that the University could expand to accept approximately 100 students in its nursing program. Governor Link asked whether the Strategic Plan had references to working with Florida College System institutions. President Martin indicated that he works very closely with those institutions in the FGCU service area to create different paths toward a degree.

Following questions and observations Vice Chair Morton entertained a motion to approve the Florida Gulf Coast University Strategic Plan. A motion was made by Governor Levine, seconded by Governor Link, and the motion carried unanimously.

7. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 4:37 p.m.

_____
Darlene Jordan, Chair

_____
R.E. LeMon, Ph.D., Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 26-27, 2018

SUBJECT: 2018 University Accountability Plans

PROPOSED COMMITTEE ACTION

Consider for approval 2018 University Accountability Plans, noting areas for further dialogue and deliberation. Approve University of Florida and Florida State University Preeminent State Research University Annual Status Updates. Approve University of Central Florida Emerging Preeminent State Research University Annual Status Update. Approve University of South Florida Preeminent State Research University designation.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of a University Work Plan and a University Accountability Report. Previously, Accountability Reports were considered in March and Work Plans in June of each year. On January 24, 2018 the Strategic Planning Committee determined that Work Plans and Accountability Reports would be merged into a single Accountability Plan to be reviewed once a year. The merger was made in order for Board members to examine the baseline retrospective data from the Accountability Reports alongside the prospective data contained in University Work Plans.

Each University Accountability Plan is intended to reflect the institution's distinctive mission and to focus on core strengths within the context of State University System goals and regional and statewide needs. The Accountability Plan outlines the university's strategic direction, top priorities, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The "Strategy" section of University Accountability Plans includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. Sections on metrics indicate how the universities have and are performing in key areas. The "Operations" section provides fiscal and other

information, including enrollment planning and intentions to implement new academic programs in 2018-19 as well as in out-years.

Universities will make brief presentations on their Accountability Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of University Accountability Plans associated with the 2018-19 academic year, and review out-year portions, noting any areas for further dialogue and deliberation. University Accountability Plans can be accessed at http://www.flbog.edu/board/accountability/2018 accountabilityplans.php.

In addition, the Committee will consider for approval the University of Florida and Florida State University Preeminent State Research University Annual Status Updates, the University of Central Florida Emerging Preeminent State Research University Annual Status Update, and the University of South Florida's request to be designated as a Preeminent State Research University.

Supporting Documentation Included:	2018 University Accountability Plans
Facilitators / Presenters:	Governor Darlene Jordan; University Representatives

2018 Accountability Plan

UNIVERSITY OF WEST FLORIDA

UWF BOT APPROVED
6/5/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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7. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society

VISION STATEMENT (What do you aspire to?)

UWF is a spirited community of learners, launching the next generation of big thinkers who will change the world.

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.

Strategic Directions

1. Provide high-quality learning and co-curricular experiences that inspire students to become enlightened, engaged global citizens and successful professionals. Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
2. Attract, retain and develop high-quality diverse faculty and staff. Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, and community partnerships as well as to the University. We embrace a culture of shared responsibility.
3. Build programs of distinction that enhance UWF's reputation for educational excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic and workforce needs. Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation and other scholarly works.
4. Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders. Inspire partnerships that develop a pathway to employment for UWF students and graduates and imbue the community with value for UWF as a good neighbor.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional & personal activities. Invest in and steward UWF's natural, technical, intellectual & physical infrastructure.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

In Fall 2016, the UWF Board of Trustees named Martha D. Saunders as the University's sixth president. She announced her vision for UWF as a spirited community of learners, launching the next generation of big thinkers who will change the world. To accomplish this, UWF has concentrated its efforts on supporting student success, building programs of distinction, providing access to talented students and creating knowledge clusters to impact our region in a positive manner.

UWF sees each student as an opportunity. Student success and progression remain at the heart of UWF's mission. UWF continues to strengthen its STEM offerings such as cybersecurity and engineering. Experiential learning is central to education. UWF excels at providing students with undergraduate research opportunities. UWF encourages undergraduates to explore research and high-impact learning opportunities. The Student Scholars Symposium and Faculty Research Showcase grew from 187 undergraduate presentations in 2015-16 to 470 in 2016-17. Participating students boast an average GPA of 3.40.

The University continues to enhance student opportunities in occupations and careers in areas that promote economic recovery, diversification and enhancement. To do this, we will build multidisciplinary innovative knowledge clusters focused on high-demand programs such as cybersecurity, engineering and supply chain logistics. These clusters combine the energy of a start-up in a collegiate environment with accelerated learning and real-world challenges. Our Innovation Network, Center for Cybersecurity, Center for Supply Chain Logistics Management and the Reubin O'D Askew Institute for Multidisciplinary Studies bring together research, K-12 outreach, key industry partnerships, high-impact projects and leading experts.

UWF works with community partners to transform our region and enhance the cultural landscape of Northwest Florida. The UWF Innovation Network helps accomplish that goal. We launched a Gulf of Mexico knowledge cluster focused on economics, marine ecology, marine archaeology and history, logistics and environmental impacts to coastal communities. The cornerstone of this cluster is an open, online course called Mother Mother Ocean 101 and a weekly radio spot on WUWF-FM entitled Gulf Stories Moments. Through the UWF Historic Trust, we engage students and faculty in preserving and sharing the rich history of our area.

Northwest Florida routinely falls below state and national averages for income levels and attainment of college degrees. UWF dedicates resources to provide students with the tools and knowledge they need to be successful without incurring significant debt. UWF was the first Florida public university to make print textbooks for all of its undergraduate courses available in the library. This program reduces the cost to our students while giving them access to course materials. We also work closely with students to find appropriate scholarships, grants and work-study programs to fund their coursework.

Our proposed new Ph.D. program in Intelligent Systems & Robotics, in collaboration with the Institute for Human and Machine Cognition, will be the first of its kind in the state of Florida and will prepare graduates for careers in emerging STEM fields with high demand.

UWF works with local leaders to provide the education and training needed to diversify our region while attracting jobs to new and existing businesses.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Student Success

With nearly 47 percent of UWF's undergraduates enrolled as FTIC students, we have prioritized programming to ensure their success. We developed enhanced pathways to success, predictive analytics and improved advising to ensure on-time graduation. First Year Advising helps students plan their course work so that they finish in four years. Our Dive Deep First-Year Experience helps students adjust to university life socially and academically. A career development advisor helps undeclared students explore majors and career options. UWF's online dashboard shows a student's degree progress along with alerts when any changes get them off track. We are investing in student-centric technology such as the Student Success Collaborative Guide that helps students choose the right major and navigate financial aid requirements as well as course registration. The mobile app allows students to schedule appointments with advisors and track important dates and deadlines. We continue our commitment to ensuring that our students graduate with at least one high-impact learning experience. UWF has developed a healthy campus initiative with a public health framework to reduce risk and promote student mental health. We are adding mental health counselors, early intervention and prevention procedures, and resiliency building programs. We will embed therapists in residential and academic settings. This programming will emphasize the importance of good mental health practices with our students.

2. Programs of Distinction

UWF is identifying programs of distinction for which the University can be known, such as cybersecurity, supply chain management and additive manufacturing. Community businesses and leaders provide us with strong encouragement to continue expanding these offerings. For example, the National Security Agency and the Department of Homeland Security designated UWF as a National Center of Academic Excellence in Cyber Defense Education and as the National Center of Academic Excellence Regional Resource Center for the Southeast. We expanded our course offerings and added certifications to meet the need for qualified cybersecurity experts.

The Center for Supply Chain Management and Logistics Management works with regional partners to fill critical jobs. Our region's deep-water ports, rail and interstate access combined with high entry-level pay scales helps fuel growth and economic strength. Our supply chain logistics management graduates benefit from nearly 100 percent job placement in their field.

Additive manufacturing and our Sea3D Laboratory bring together several disciplines including mechanical engineering, design, information technology and artificial intelligence. We are seeing strong interest from regional industry leaders.

In addition, the discovery by UWF archaeologists of the site of the first multi-year European settlement in the U.S. combined with three shipwrecks from the Spanish fleet linked to Tristán de Luna have put UWF on the map nationally and internationally. UWF's bachelor's program in maritime studies is one of six in the U.S. The UWF Historic Trust keeps history alive for residents and visitors with 29 properties located in the downtown Pensacola Historic District and the Arcadia Mills site in Milton, Fla. Together, these sites attract nearly 146,000 visitors each year.

KEY INITIATIVES & INVESTMENTS *(within 3 years continued)*

3. Access

UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. UWF believes in helping students remove financial barriers. The primary purpose of our financial aid program is to provide support to students, help them maintain satisfactory academic progress and complete their degree on time and on budget.

More than 70 percent of all UWF students receive financial assistance. We work with donors to fund new scholarships such as a $3 million need-based scholarships endowment and a $1 million gift that funds $2,000 merit-based scholarships for 40 UWF sophomores each year. We work with regional partners to expand corporate work-studies and internships. An additional $1 million will be allocated to cover the cost of tuition and fees for FTIC, Pell-eligible students.

UWF has a strong commitment to online learning and offers robust online access for our students. We offer a number of online courses, seven fully online undergraduate degrees and 18 fully online graduate degrees with more than 30 specializations. We have seen an annual increase of 12 percent for our online-only enrollments. More than one-third of our students are fully online during the fall and spring semesters, and that number increases to 59 percent for summer classes. We have a long history of reducing the barriers for place-bound students by providing high-quality online degrees ranging from nursing to information technology.

In addition, UWF operates the Complete Florida program that provides access to 2.1 million Floridians who have taken some college-level courses but did not earn a degree. Currently, this program serves more than 5,200 students through coaching and various support services in conjunction with 14 public and private colleges and universities.

UWF Global Online launched as a major initiative designed to take online learning to scale. Through global partnerships and innovative delivery methods, UWF will accelerate learning by offering a number of free online courses including Mother Mother Ocean 101 and 102 as well as Cross-Cultural Competence. We will launch an Information/Cybersecurity program in Fall 2018 with international partners from the Israeli International Institute for Counter-Terrorism. We will add micro master's degrees in high-demand areas such as health, marketing, innovation and design, sustainability, and entrepreneurship in the near future.

UWF offers nine bachelor's degree programs at our Emerald Coast location in Fort Walton Beach: accounting, general business, management, computer and electrical engineering, criminal justice, global hospitality and tourism management and an interdisciplinary social science degree with a specialization in children and society. We added a degree in mechanical engineering in Fall 2016 that has grown by 77 percent.

We continue to strengthen our 2+2 partnerships with state colleges to provide seamless access for transfer students. While we have much to celebrate, we can still improve, and we are committed to ensuring our students graduate on time and with as little debt as possible.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. American Chemical Society Scholars invited UWF Chemistry students De'Zhanae McCall-Butler, Constance Smylie and Aaron Mena to join the National American Chemical Society Scholars Program.
2. College of Business students Benjamin Fitzner, Lisa Göttert and Katja Hehne won the 2016 Best Student Case Award at the Southeast Case Research Association Conference.
3. UWF Cyber Club placed first in the Cyber Defense Challenge at the Florida Center for Cybersecurity competition.

FACULTY ACHIEVEMENTS

1. UWF professors Drs. John Pecore and Jaromy Kuhl earned a $1.3 million National Science Foundation grant to support students who wish to become STEM teachers in high-needs schools. The Robert Noyce Scholars will receive funding for tuition and post-graduation development.
2. UWF Department of Art professor, Thomas Asmuth, participated in the National Week of Making by participating in the Nation of Makers roundtable discussion held at the White House.
3. The Oxford University Press published UWF professor Dr. Athena du Pré's book, "Real-Life Scenarios: A Case Study Perspective on Health Communication." du Pré paired 25 UWF students with 29 scholars who co-wrote the case studies.

PROGRAM ACHIEVEMENTS

1. In 2016, UWF Department of Accounting students ranked third in the nation on the Certified Public Accountant Examination. UWF accounting students excelled with a passage rate of 87.1 percent compared to the nationwide passage rate of 54.4 percent.
2. UWF nursing students earned a 98.81 percent pass rate on the 2017 NCLEX exam. This exceeds the 90.05 percent national pass rate for BSN students and the 87.16 percent pass rate in Florida.
3. UWF archaeologists discovered a 3rd shipwreck from the 16th century Tristán de Luna y Arellano Spanish fleet. The US Division of Historical Resources awarded UWF professors Drs. John Bratten, Gregory Cook, and John Worth a $293,133 grant titled Exploring Luna's 1559 Fleet.

RESEARCH ACHIEVEMENTS

1. Sharing the work of UWF with the community, the UWF Innovation Institute launched Mother Mother Ocean, a series of free online courses bringing focus to UWF research in the Gulf of Mexico.
2. UWF's Center for Environmental Diagnostics & Bioremediation faculty is part of a team researching how artificial reefs are rebuilding natural habitats and improving commercial fisheries in the Gulf mitigating damage caused by the 2010 Deepwater Horizon oil spill.
3. UWF's Department of Chemistry received a $650,000 grant from the National Science Foundation that provides scholarships, research opportunities and professional development for STEM students with demonstrated financial needs.

INSTITUTIONAL ACHIEVEMENTS

1. UWF named its College of Health the Usha Kundu, MD College of Health after Dr. Usha Kundu and her husband Mahadeb Kundu donated more than $5 million to the University.
2. UWF Counseling and Psychological Services earned accreditation from the International Association of Counseling Services.
3. The UWF Geosciences Scholars program received a $292,000 National Science Foundation grant to study the effect of a multidisciplinary research cohort on student success and the pursuit of graduate studies.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	57.7	61.0	67.6	63.8				
APPROVED GOALS	.	.	.	66	70.5	70.5	71	71.5	.
PROPOSED GOALS	.	.	.	.	.	67	69	71	72

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	32,900	35,400	36,700	36,000	.	.	.	.
APPROVED GOALS	.	.	.	34,000	38,168	38,931	39,709	40,504	.
PROPOSED GOALS	.	.	.	.	.	37,500	38,500	39,500	*40,500*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	15,120	15,460	16,440	15,310	.	.	.	.
APPROVED GOALS	.	.	.	.	15,523	15,058	14,606	14,168	.
PROPOSED GOALS	.	.	.	.	.	14,900	14,500	13,900	*13,500*

4. FTIC Four-Year Graduation Rate (Full-time students only)

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	27.2	26.9	21.5	22.0	25.2	.	.	.	.
APPROVED GOALS	.	.	.	20	26	29	31	33	.
PROPOSED GOALS	.	.	.	.	.	30	33	36	*40*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	61.0	64.6	64.8	70.1	73.5	.	.	.	.
APPROVED GOALS	.	.	.	67	73.6	76	80	81.5	.
PROPOSED GOALS	.	.	.	.	.	78	82	83	*85*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	45.0	50.1	51.1	49.5	52.0	.	.	.	.
APPROVED GOALS	.	.	.	51	51.6	53.9	56.1	58.3	.
PROPOSED GOALS	.	.	.	.	.	53.5	54.5	55	*55*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	39.9	40.5	41.6	41.3	39.2	.	.	.	.
APPROVED GOALS	.	.	.	41	41.0	41.0	41.5	42.0	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	*42*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	43.4*	46.6	38.8	44.0	51.1	.	.	.	.
APPROVED GOALS	.	.	.	43.8	45.5	46.9	48.5	50.2	.
PROPOSED GOALS	.	.	.	.	.	52.5	53.5	54.0	*55.0*

Note*: BOG staff revised the 2012-13 value on 6/13/18 to fix a typo after the BOT approved the plan on 6/5/18.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	65.2	72.8	75.8	80.5	80.2	.	.	.	.
APPROVED GOALS	.	.	.	80	80.0	80.2	80.2	80.5	.
PROPOSED GOALS	.	.	.	.	.	80.2	80.2	80.5	*81.0*

10. BOT Choice: Adult (25+) Undergraduates Enrolled

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	30.7	32.0	30.9	31.7	32.3	33.4	.	.	.
APPROVED GOALS	.	.	.	32	32.6	32	33	33	33
PROPOSED GOALS	.	.	.	.	.	*33*	*33*	*33*	*33*

Note*: There is a time lag for this data due to the fact that the Accountability Plan is produced later in the year than the previous Accountability Report. The Board of Governors will consider changing the time year referenced to the latest available data for this metric at a future meeting.
Note: For more information about the PBF model, visit: http://www.flbog.edu/about/budget/performance_funding.php

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	12	17	14	12	15	.	.	.	.
APPROVED GOALS	.	.	.	14	13	14	15	16	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*16*	*16*

Professional Licensure & Certification Exams: Percent Pass Rates (for first time examinees)

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	88	82	94	86	99	*95*	*95*	*95*	*95*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	1	0	1	0	*1*	*1*	*1*	*1*	*1*
Total	1	1	1	1	*1*	*1*	*1*	*1*	*1*

Time to Degree for FTICs in 120hr programs (in Calendar Years)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.6	4.7	4.5	4.6	4.5	.	.	.	.
APPROVED GOALS	.	.	.	4.6	4.6	4.5	4.4	4.3	.
PROPOSED GOALS	.	.	.	.	.	*4.5*	*4.4*	*4.3*	*4.3*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	42	51	47	48	42	.	.	.	.
APPROVED GOALS	.	.	.	51	43.4	45.6	47.3	50.0	.
PROPOSED GOALS	.	.	.	.	.	*44*	*47*	*50*	*53*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	2,053	1,969	1,924	2,144	2,202	.	.	.	.
APPROVED GOALS	.	.	.	2,000	2,305	2,409	2,493	2,593	.
PROPOSED GOALS	.	.	.	.	.	2,250	2,410	2,480	*2,560*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	625	674	793	814	829	.	.	.	.
APPROVED GOALS	.	.	.	790	892	941	1,012	1,062	.
PROPOSED GOALS	.	.	.	.	.	950	1,050	1,100	*1,150*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	15	17	18	18	20	.	.	.	.
APPROVED GOALS	.	.	.	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	*23*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	32	31	32	32	33	.	.	.	.
APPROVED GOALS	.	.	.	32	32	32	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	*33*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	30	29	30	33	.	.	.	.
APPROVED GOALS	.	.	.	30	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	34	35	36	*36*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	31	36	38	40	41	.	.	.	.
APPROVED GOALS	.	.	.	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	*43*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	19	20	21	19	22	.	.	.	.
APPROVED GOALS	.	.	.	21	23	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	*25*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	1	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	19	20	31	41	40	.	.	.	.
APPROVED GOALS	.	.	.	.	39	40	42	45	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*38*	*39*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	76	69	43	30	30	.	.	.	.
APPROVED GOALS	.	.	.	.	38	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*32*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	1	1	0	.	.	.	.
APPROVED GOALS	.	.	.	.	1	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	2	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

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.

1. Percent of Baccalaureate Graduates Completing 2+ "High Impact Practices"

High Impact Practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities are calculated as the proportion of baccalaureate graduates who completed two or more of the following activities at the University of West Florida: (1) Learning Community, (2) Research with faculty, (3) Internship or field experience, (4) Study abroad, (5) Culminating senior experience, (6) Service-Learning, (7) Communication for Professional Success or (8) First-Year Experience.

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOALS	2018-19 GOALS	2019-20 GOALS	2020-21 GOALS
.	.	.	19%	29%	*33%*	*37%*	*41%*	*45%*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	4,430	4,356	4,272	4,106	3,971	*3,984*	*4,025*	*4,097*	*4,155*
FTIC (Profile Admit)	501	526	594	583	475	*476*	*448*	*405*	*411*
FCS AA Transfers	2,274	2,046	1,951	1,879	1,805	*1,822*	*1,936*	*2,238*	*2,606*
Other AA Transfers	300	297	262	312	332	*334*	*356*	*411*	*479*
Post-Baccalaureates	0	234	379	411	359	*353*	*361*	*357*	*362*
Other Undergraduates	2,249	2,232	2,329	2,349	2,605	*2,555*	*2,617*	*2,581*	*2,618*
Subtotal	**9,754**	**9,691**	**9,787**	**9,640**	**9,547**	***9,524***	***9,743***	***10,089***	***10,631***
GRADUATE									
Master's	1,843	2,020	2,026	2,289	2,437	*2,495*	*2,615*	*2,774*	*2,831*
Research Doctoral	147	158	251	318	344	*345*	*360*	*360*	*365*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	**1,990**	**2,178**	**2,277**	**2,607**	**2,781**	***2,840***	***2,975***	***3,134***	***3,196***
UNCLASSIFIED									
H.S. Dual Enrolled	36	35	50	54	55	*56*	*57*	*63*	*64*
Other[1]	827	723	694	678	650	*652*	*670*	*742*	*752*
Subtotal	**863**	**758**	**744**	**732**	**705**	***708***	***727***	***805***	***816***
TOTAL	12,607	12,627	12,808	12,979	13,033	*13,072*	*13,445*	*14,028*	*14,643*

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	3,474	3,230	3,0244	2,985	2,830	**2,706**	2,693	2,749	2,847	2,950
UPPER	4,580	4,061	4,491	4,587	4,731	**4,807**	4,637	4,735	4,903	5,080
GRAD I	961	1,061	1,127	1,108	1,266	**1,332**	1,368	1,397	1,446	1,498
GRAD II	89	74	71	102	131	**143**	152	155	162	166
TOTAL	**9,105**	**8,966**	**8,712**	**8,781**	**8,959**	**8,988**	**8,850**	**9,036**	**9,358**	**9,694**
NON-RESIDENT										
LOWER	334	334	413	399	405	**417**	472	518	575	637
UPPER	5,002	5,024	5,080	5,144	5,262	**576**	607	648	699	751
GRAD I	1,321	1,461	1,539	1,501	1,672	**406**	489	536	595	659
GRAD II	20	15	24	45	65	**60**	117	148	184	226
TOTAL	**1,135**	**1,171**	**1,437**	**1,394**	**1,406**	**1,459**	**1,685**	**1,850**	**2,053**	**2,273**
TOTAL										
LOWER	3,808	3,564	3,436	3,384	3,235	**3,123**	3,165	3,267	3,422	3,587
UPPER	5,002	5,024	5,080	5,144	5,262	**5,383**	5,244	5,383	5,602	5,831
GRAD I	1,321	1,461	1,539	1,501	1,672	**1,738**	1,857	1,933	2,041	2,157
GRAD II	110	89	95	147	196	**203**	269	303	346	392
TOTAL	**10,240**	**10,137**	**10,150**	**10,176**	**10,365**	**10,448**	**10,535**	**10,886**	**11,411**	**11,967**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	2,582	2,545	2,434	2,559	2,795	*2,987*	*3,196*	*3,374*	*3,520*	*3,674*
Hybrid (50-79%)	1,095	1,308	250	276	236	*257*	*230*	*211*	*193*	*174*
Classroom (0-50%)	5,134	4,736	5,833	5,694	5,466	*5,262*	*4,983*	*5,065*	*5,311*	*5,570*
Subtotal	**8,811**	**8,589**	**8,517**	**8,529**	**8,497**	***8,506***	***8,409***	***8,650***	***9,024***	***9,418***
GRADUATE										
Distance (80-100%)	905	1,059	1,136	1,242	1,509	*1,551*	*1,701*	*1,812*	*1,946*	*2,091*
Hybrid (50-79%)	119	98	50	29	31	*26*	*28*	*27*	*27*	*26*
Classroom (0-50%)	405	391	447	376	328	*365*	*397*	*397*	*414*	*432*
Subtotal	**1,429**	**1,548**	**1,633**	**1,647**	**1,868**	***1,942***	***2,126***	***2,236***	***2,387***	***2,549***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cybersecurity	11.1003	STEM	None	No	230	Spring 2018
Computer Science	11.0701	STEM	None	No	170	Spring 2018

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Construction Management	15.1001	STEM	FAMU, FIU, UF, UNF	No	125	Fall 2018
Human Resources Management	52.1001	GAP	FIU	No	100	Fall 2019
Information Security Management	52.1299	STEM	None	No	100	Spring 2019
Civil Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	40	Spring 2019
Materials Science	40.1001	STEM	None	No	50	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Athletic Training	51.0913	HEALTH	FIU, UCF, UNF, USF	No	40	Fall 2018
Engineering	14.0101	STEM	FGCU, FP	No	50	Fall 2018
Instructional Design & Technology	13.0501	STEM	FSU	Yes	75	Spring 2019
Data Science	11.0802	STEM	None	Yes	125	Spring 2019
Human Resources Management	52.1001	GAP	FIU	No	40	Fall 2019
Environmental Health	51.2202	HEALTH	UF	No	75	Spring 2019
Public Administration	44.0401	None	FAU,FGCU,FIU, FSU, UCF,UNF, USF	Yes	125	Spring 2019

DOCTORAL PROGRAMS						
Intelligent Systems & Robotics	11.0102	STEM	None	No	35	Summer 2018
Instructional Design & Technology	13.0501	STEM	FSU	Yes	160	Spring 2019
Public Health	51.2201	Health	FIU, UF, FAMU, USF	Yes	25	Fall 2020
Nursing Practice	51.3818	Health	FAU, FGCU,FIU, FSU, UCF, UF, UNF, USF	No	30	Fall 2020

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

Since 2012, UWF has invested in long-term strategies that not only increased the institution's performance in the Board of Governors' performance-based funding model but also enhanced the overall quality of the education and experience provided. We added full-time faculty members and hired additional professional academic advisors. We created the Office of Strategic Graduation Initiatives and invested $2 million toward student scholarships, grants and student success programs. We identified gateway courses and developed new policies to support progress to obtaining a degree. Assessed at new student orientation, all new FTIC students indicated that they understand the importance and cost savings of graduating in four years.

The University is keenly aware of the importance of continuous progress. UWF's comprehensive plan to improve the four-year graduation rate includes established goals that significantly increase the completion rates of FTIC cohorts through 2020. The plan includes strategies focused on continuing to build a pipeline of high-achieving students, improving support resources, enhancing financial resources aimed at increasing retention and graduation, and strengthening and reinforcing a culture of shared accountability.

Over the next academic year, the *Undergraduate Progress to Degree* policy will be updated to include expanded expectations for timely graduation including a minimum credit hour each year, ability to automatically award a degree, enrollment load limitations during the summer semester for students with an academic risk, and a required timeframe to declare a major. The policy update will consider expanding early warning to second-year students and special populations. To expedite the time to degree, UWF will examine the feasibility of a winter intersession program. To continue maximizing accelerated credit, UWF will investigate the feasibility of forming three-year bachelor's degree programs. We will strengthen alert notifications targeted to students enrolled in fewer than 15 credit hours per semester. A co-curricular warning will be developed as a complement to the academic early warning.

During Fall 2017, UWF piloted two new Completion Grant programs. Both programs will be fully implemented Fall 2018, and UWF will continue to increase the number of renewable awards to support retention and graduation efforts. We will allocate $1 million in institutional need-based aid towards the cost of tuition and fees for Pell eligible FTIC students.

Through a healthy campus initiative, UWF will build a public health framework focused on reducing risk and promoting mental health for all students. It is our vision to be a mental health friendly campus. By hiring additional mental health counselors, increasing early intervention, prevention, and resiliency building programs and embedding therapists in both the residential and academic environments, we will reinforce the importance of mental health.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

UWF is committed to providing high-quality, relevant, and affordable learning experiences. More than 70 percent of all UWF students received financial assistance. UWF has increased financial resources and allocated an additional $2 million toward student scholarships, grants and student success initiatives. To enable full-time FTIC students with financial need an opportunity to take at least 15 credit hours in the fall and spring, $1 million of institutional need-based aid will be allocated to cover the cost of tuition and fees. Our comprehensive financial aid plan includes an amended financial aid packing philosophy, proactive completion grants, 30-credit guarantee program, summer funding and a refined strategy to reinforce the importance of maintaining Satisfactory Academic Progress.

Financial Aid Packing Philosophy. UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. UWF believes in helping students remove financial barriers. The primary purpose of our financial aid program is to provide support to students, help them maintain satisfactory academic process and enable them to complete their degree on time and on budget. Our first priority is to assist students with financial need.

To encourage enrollment in 15 credit hours per semester, daily alert notifications will target students enrolled in fewer than 15 credits hours before an academic semester. FTIC students eligible for institutional need-based aid and who take 15 credits in both the fall and spring semesters will be awarded $2,000 annually. Awards will be adjusted for students enrolled in 12-14 credit hours per semester. All full-time FTIC student will be budgeted for 36 credits each year; comprised of 15 hours for both fall and spring semesters and 6 hours for summer semester. Students above the Pell threshold, but who still have significant unmet need and register for 12 credit hours, will be provided with a UWF grant to cover the cost of tuition and fees for the additional three credit hour course. All full-time FTIC undergraduate students eligible for work-study and complete 30 credits each year will receive priority selection for work-study positions.

Completion Grant Programs. UWF piloted two new Completion Grant programs, the *Senior Countdown* and the *Graduation Grant*. Both programs will be fully deployed Fall 2018. The *Senior Countdown* program, targeted to rising seniors, provides eligible students an opportunity to commit to graduating within the academic year. Upon enrolling in the program, students receive first priority registration and a $1,000 *Graduation Grant* for their final semester. The *Graduation Grant* program awards grant funds to eligible seniors with an outstanding balance, during the final semester.

Thirty Credit Guarantee. Pell-eligible, full-time FTIC undergraduate students who enroll in Fall 2019 will receive a UWF grant to cover the cost of tuition and fees for 30 credits hours per year or 15 credit hours in the fall and spring, up to eight semesters. $1 million of institutional need-based aid will be directed to cover the cost of the guarantee.

Satisfactory Academic Progress (SAP). In Fall 2018, UWF will launch a personalized Satisfactory Academic Progress (SAP) tracker. Located in the student portal, the SAP tracker will calculate the student's status and help the student monitor and maintain satisfactory academic process. The SAP appeal process will continue to require an advisor-approved academic plan and include a final meeting with a financial aid counselor.

Summer Funding. UWF will continue to commit $400,000 of institutional funds annually towards summer funding. Students with need and who have completed at least 26 credit hours between the fall and spring will receive priority consideration.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ **Date:** 6/5/2018
(Chair, University of Board of Trustees)

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

UNIVERSITY OF NORTH FLORIDA

BOT APPROVED 5/10/18

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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7. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

The University of North Florida's academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a beautiful campus that provides an inspiring setting for our diverse community. Together, we enhance the economic and cultural development of our growing metropolitan region.

VISION STATEMENT (What do you aspire to?)

The University of North Florida will be an institution of choice, nationally recognized for high-caliber students, faculty, and staff. We will be known for engaging students with experiential learning grounded in critical thinking, effective communication, and analytical skills. We will expand our reach and relevance through innovative programs and research that drive the economy, build upon our extensive partnerships, and position our students for lifelong success. Students will develop the global perspectives and cultural understanding needed to address future challenges.

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.*

With a focus on student success, the University of North Florida has at its core a student centered commitment emphasizing individual attention, high impact educational practices and engagement in transformational learning opportunities. A full 87% of UNF seniors participate in at least one high impact practice by the time they graduate. These include internships, study abroad, faculty-mentored research, and publishing and presenting research findings. Initially, a local commuter campus, the UNF of today with its high academic entrance standards, is fast becoming an institution of choice for students from across the state and beyond who want personalized relationships with their faculty.

We have a strong commitment to our graduates and are certain that they are fully prepared to engage in a successful career or to attend their choice of graduate school. This results in a UNF graduate who is a critical thinker, effective communicator, and a socially engaged citizen in his or her community. Our institutional metrics on employment rates and mean salaries bear this out.

Originally chartered as a regional university, the university remains committed to enhancing the intellectual, cultural, and civic capital needed for the development of Northeast Florida and beyond. In exercising this dedication, UNF retains ongoing commitments to local businesses and agencies, conducting research relevant to the local community while also generating solutions-transferable well beyond our regional borders.

Our graduates represent a microcosm of the world's college-educated workforce. UNF mirrors and even exceeds the marketplace in terms of our former and current military students, proportion of ethnic/racial minority students (31%), number of UNF students with disabilities, high-talent LGBT population, and a graduation rate for minorities that is the same as the rate for our majority students.

UNF's greatest strength is in preparing students to be successful in securing the most significant jobs in Florida. Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state. Additionally, 22 percent of UNF graduates earn degrees in the majors directly matched to the top 10 job needs, which is five percentage points higher than the State University System (SUS) average.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Strengths:

Consistently ranked nationally for quality and value, the University of North Florida encourages the cultural and intellectual growth of students, while preparing them to make a difference in their communities. Faculty and staff work hand-in-hand with students to provide unique experiences that not only prepare students for the real world, but also encourage civic involvement and responsibility. UNF holds certain qualities and characteristics as fundamental. These are our hallmarks of an education at UNF.

Academically Gifted Students - High school students entering UNF in the fall of 2017 had an average GPA of 4.27 — our most academically gifted class to date.

Small Classes and Individualized Attention - With a student to faculty ratio of 18 to 1 and an average class size of 34 students, UNF professors get to know their students and work with them individually to ensure success. 90% of all undergraduate courses have less than 50 students. Over 73% of UNF full-time instructional faculty are either tenured or on a tenure track line resulting in more terminally degreed and research-activity faculty in undergraduate classrooms. With 16,500 students, it's just the right size to offer a great campus experience.

Internships and high-impact experiences - Approximately 87 percent of UNF seniors polled take part in internships and other real-world experiences in their fields before they graduate. 18% of graduating seniors participated in a faculty led research project outside of the traditional classroom setting.

Particular STEM degree programs and programs defined as areas of strategic emphasis: UNF makes a notable impact on the Northeast Florida region with its strong healthcare, transportation and logistics, and coastal biology programs. Expansion of such programs like nursing, mental health, and environmental sustainability to meet the demands of community providers has great potential but at a cost. The challenge of allocating existing or new resources to expand programs which must meet accreditation and staffing demands cannot be addressed by compromising program quality. With appropriate allocation of resources through strategic planning, workforce demands in healthcare, computing, engineering, and coastal science can be addressed.

Employment after Graduation - Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state.

Transformational Learning Opportunities - From undergraduate research projects to community initiatives, UNF students are offered life-changing experiences outside the classroom.

Environmentally Beautiful Campus - UNF's nearly 1,400-acre campus includes a nature preserve and 10 LEED-certified green buildings, demonstrating our commitment to the environment. UNF also owns 1,050 acres on the Intracoastal Waterway used for research.

Global Perspective - UNF students study abroad at more than twice the national average (14% of UNF graduating seniors have experienced one or more study abroad experiences). UNF has one of the nation's top 10 rates of participation in short-term study abroad experiences. In addition, students from more than 70 countries call UNF home, enriching cultural diversity on campus.

Community Engagement - UNF received the Community Engagement Classification from The Carnegie Foundation for the Advancement of teaching, a prestigious recognition of UNF's strong commitment to the community and efforts to make students good citizens. Nearly 12,000 students participated in over 650 community engagement activities. These activities involved over 270 faculty and yielded an economic value on Northeast Florida of $8.9 million dollars.

Opportunities and Challenges:

Student Success - UNF is committed to its efforts to ensure increased retention and improving timely graduation rates for all students.

Programmatic Growth - Funding for growth in strategic areas necessitates an alignment between student and faculty interests, emerging markets, and local community business needs for specific skillsets in the workforce.

Enrollment Growth - The University must respond to the demand to increase its current enrollment with the stated mission to provide ideal student-faculty ratios, transformational learning opportunities, and individualized attention.

Downtown development - Until recently, UNF has restricted its expansion to largely within the core campus. With the lease of the Barnett Building in the downtown center, UNF is able to cultivate urban entrepreneurships and contribute on-site course offerings to the downtown community.

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. Advance student success

Academic quality and operational efficiency, not always complementary goals, are at the heart of initiatives UNF has already established or plans to implement over the next three years. Achieving student success requires that students graduate with the requisite knowledge and skills to realize their goals at a pace and cost that enhances successful completion rates and avoids excessive financial expense. Institutional initiatives and the required resources are strategically designed and deployed with the ultimate objective of **promoting improved retention of our students and expeditious time to graduation.**

The following initiatives intend to increase first-to-second year retention rates:

- Intensify "15 to Finish" campaign.
- Create and implement summer bridge (or "boot camp") programs which target specific student groups specifically preparing first-time students for college.
- Promote greater identification with the institution through increased funding of freshman-specific Transformational Learning Opportunities. Participation in the opportunity would be tied to registration in the upcoming fall term.
- Enhance and expand First Year Seminar directed to first-time-in-college students.
- Expand skills-based workshop availability, including, but not limited to, an emphasis on time management, study skills, note taking, and exam preparation.
- Collaborate with Student Affairs to expand social and academic integration, and co-curricular programming, particularly in the residence halls.
- Identify and implement incentives for students to participate in programming, such as Supplemental Instruction, tutoring, and skills-based workshops.
- Mandate second year advising.
- Implement the Beginning College Survey of Student Engagement.

The following initiatives promote 4 year graduation rates and decrease the number of students graduating with excess hours:

- Increase faculty participation in student success strategies such as mid-term reporting and academic alerts.
- Re-evaluate course sequencing to facilitate student flow-thru, particularly in majors with low 4-year graduation rates.
- Expand peer-assisted student support programming in historically challenging programs of study.
- Incentivize timely graduation by expanding priority registration for those students on track.
- Review policies and procedures which hinder timely graduation.
- Observe the 9-hour summer rule with availability of summer Bright Futures funding.
- Review and correct if appropriate, programs with greater than 120 credit hours.
- Eliminate unnecessary prerequisites or required in-residence credits.
- Increase distance learning course availability.
- Connect career services programming with lower division students.
- Create additional faculty professional development programs focused on retention and graduation.
- Expand predictive modeling for student risk assessment and focus advising efforts on those at risk
- Leverage technology to help advisors and students track academic progress.
- Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.
- Expand financial support for undergraduate research

2. Produce more graduates in STEM fields and areas of strategic emphasis

As a comprehensive public institution, UNF serves a diverse student population in a large metropolitan area which has increased its demand for graduates in the traditional STEM fields as well as a number of additional fields defined by the state as areas of strategic emphasis. Through strategic planning, UNF has proposed the creation of new academic programs as well as the reallocation of resources in current programs to effectively meet the needs of students and community. UNF's Vision Statement commits to relevance in our region which is demonstrated through expanding innovative programs, creating greater research opportunities, and maintain critical external partnerships such as the Mayo, Brooks Rehabilitation, and Johnson & Johnson.

Increase bachelor's degree production in areas of strategic emphasis and STEM:

- Launch BS in Behavioral Neuroscience degree, creating a new psychology curriculum that enhances connections with regional medical and technology organizations.
- BS in Communication was strengthened to better match workforce needs and enhance quantitative research skills of students. Degree is now identified by the Board of Governors as a labor force need.
- Augment BSN enrollments through additional distance learning offerings.
- Increase capacity of health and education programs by expanding geographic markets including Flagler/Palm Coast area.
- Offer preparation for computing educators through a collaboration between Education and Computing.
- Target growth in undergraduate Computing Science, Biology, Physics, and Chemistry programs.

Increase graduate degree production in areas of strategic emphasis and STEM:

- Launch new MS degree programs that serve local workforce needs and focus on existing faculty excellence and infrastructural strengths including MS Logistics & Supply Chain Management, MS Materials Science & Engineering, and MS Data Analytics.
- Analyze new opportunities for RN-MSN students with an associate's degree.
- Explore new doctoral degree prospects, in particular those that draw upon existing research strengths and local opportunities. Included in the master plan is a PhD in Biomedical Sciences in collaboration with Mayo Clinic, a Doctor of Health Administration that would serve the growing local healthcare industry.

3. Expand infrastructure for research & development

- Advance the Materials Science and Engineering Research Facility (MSERF), funded from a state legislative budget request. MSERF is a state-of-the-art microscopy facility that rivals any found in the Southeast. Efforts over the next three years include expanding MSERF's instrumentation as a catalyst for R&D by researchers and industry partners. Additionally, as the university's first multi-user "core" facility, MSERF will serve as a model for identifying and investing in future R&D infrastructure at UNF.
- Strengthen the relationship with Guana Tolomato Matanzas National Estuarine Research Reserve (GTM-NERR) to expand coastal science and engineering research and educational programming. An application is being finalized to sublease vacant land next to the current GTM-NERR facility for a potential future research and instructional laboratory.

- **Serve as an economic driver and engaged community partner**

As is evident from the previous sections, UNF is a major economic driver in Northeast Florida and in the state by providing highly prepared graduates to the workforce, and designing and delivering programs that address strategic needs. To enhance this impact, UNF has developed key initiatives designed to strengthen the connection between curriculum, faculty, students, and centers to regional industry and civic interests.

The following initiatives intend to increase the percent of graduates employed and amount of wages earned:

- Commitment to Student-Community Partnerships - Mutual economic value is generated when connections and relationships between the academic mission of teaching and learning in community settings are established. As a public university situated in a metropolitan region, community relationships strengthen institutional accountability through purposeful initiatives that address the needs and concerns of the region and state. UNF's explicit commitment to the principles of community and civic engagement, involving community partners, faculty, and students, has yielded mutually beneficial relationships with social service, health care, educational, and neighborhood agencies and organizations. The wealth of the larger community is enhanced by this diffusion of intellectual capital.

- Downtown Presence - UNF has signed a lease to rent two floors in the downtown Barnett National Bank building to offer classes for up to 200 students. It is anticipated that classes, including continuing education offerings, will begin in January 2019. The space will also include an Entrepreneurial Center through the Coggin College of Business with the goal of developing and supporting new businesses. UNF students will work as interns in this "learning lab" while entrepreneurs will be provided mentoring and advising support in developing new ideas. Additionally, UNF will continue to grow the relationship between the Museum of Contemporary Art downtown and the campus proper. UNF's presence downtown further stimulates our commitment to meeting local, employer needs.

- Community Flagships and Centers - UNF Flagship programs and UNF centers are designed to establish community partnerships to serve the local population, make a state and national impact, and prepare students for high earning jobs. The University continues to provide financial support for six established flagship programs in Coastal Biology, Community Nursing, Transportation and Logistics, International Business, Music, and Nutrition and Dietetics. In addition, centers such as the Center for Urban Education and Policy and the Center for Community Initiatives collaborate with the local community to strengthen education, policy, and quality of life.

Key Achievements for 2016-17

Limit to one page.

STUDENT ACHIEVEMENTS

1. Furtuna Tewolde, a recent University of North Florida psychology graduate, is a recipient of the Frost Scholarship, a generous funding package that covers university and college fees and a grant for living expenses for select applicants enrolled in a one year Master of Science program at Oxford University in Oxford, England.
2. Matthew Morse, an undergraduate student majoring in chemistry at the University of North Florida, was selected to receive the prestigious National Institute of Standards and Technology's (NIST) Summer Undergrad Research Fellowship, providing him the opportunity to work at the national Material Measurement Laboratory at NIST's Gaithersburg campus in Washington D.C.
3. Kami Richmond won a Phi Kappa Phi graduate scholarship earning a Masters of Public Administration at Syracuse University.

FACULTY ACHIEVEMENTS

1. Dr. Debbie Reed, instructor and professor in residence in the Department of Exceptional Deaf and Interpreter Education at the University of North Florida, has been named to the American Association of Colleges for Teacher Education (AACTE)'s new Clinical Practice Commission (CPC).
2. Dr. Joshua Gellers, assistant professor of political science at the University of North Florida, has been awarded a Fulbright Postdoctoral Scholar Award to conduct research on public participation in the environmental decision-making process through an affiliation with the Department of Geography at the University of Peradeniya in Sri Lanka.
3. Based on an analysis of Clarivate Analytics's Web of Science citation database, UNF faculty published more than 210 quality journal articles in FY2017, a rate that significantly exceeds that of our peer institutions. More impressively, within the first year of publication, UNF faculty articles were on average cited at a rate almost double the averages for both peer and aspirant universities.

PROGRAM ACHIEVEMENTS

1. The Coastal Biology Flagship Program at the University of North Florida was awarded a grant for more than $300,000 by the National Science Foundation (NSF) to continue the development of an intensive summer research internship for undergraduate students from all over the country to study coastal ecosystems.
2. The Coggin College of Business at the University of North Florida is one of the nation's most outstanding business schools, according to The Princeton Review.
3. Coggin College of Business Accounting student was a top CPA exam performer and winner of the 2016 Elijah Watt Sells Award by the American Institute of CPAs.

RESEARCH ACHIEVEMENTS

1. Ken Laali, a presidential professor of Chemistry received a patent and collaborated with Mayo Clinic faculty to test synthetic curcuminoid compounds that show promise for fighting several forms of cancer.
2. $1.4 million National Science Foundation grant to establish a Robert Noyce Fellowship program to support the training of STEM teachers via the Jacksonville Teacher Residency program
3. Research and development expenditures, as reported on the NSF Higher Education R&D survey, increased again in FY2017, to a total of $6.5 million. This represents a three-year increase of 76%, including a 22% growth in R&D expenditures at UNF from federal contracts and grants. UNF's ranking on the HERD survey has jumped well over 30 places since FY2014.

INSTITUTIONAL ACHIEVEMENTS

1. UNF receives 2017 Higher Education in Diversity Award
2. Best Regional University-US News and World Report
3. Best College Value – Kiplinger's Personal Finance list

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	66.1	66.5	68.7	69.1	.	.	.	.
APPROVED GOALS	.	.	.	67.5	69.7	70.8	71.8	72.9	.
PROPOSED GOALS	.	.	.	.	.	*70*	*71*	*72*	*73*

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

	2012-13	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,700	36,100	37,000	38,000	.	.	.	.
APPROVED GOALS	.	.	.	37,500	38,110	39,253	40,431	41,644	.
PROPOSED GOALS	.	.	.	.	.	*39,000*	*39,500*	*40,000*	*40,500*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	17,060	17,290	17,360	17,680	.	.	.	.
APPROVED GOALS	.	.	.	.	17,174	17,088	17,002	16,917	.
PROPOSED GOALS	.	.	.	.	.	*17,500*	*17,400*	*17,300*	*17,200*

4. FTIC Four-Year Graduation Rate (Full-time students only)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ACTUAL	26.5	26.2	30.2	32.9	33.7	.	.	.	.
APPROVED GOALS	.	.	.	30.5	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	*35*	*36*	*37*	*38*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	76.1	77.8	74.6	75.4	77.5	.	.	.	.
APPROVED GOALS	.	.	.	77	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	*78*	*79*	*80*	*81*

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	44.6	44.8	44.7	48.7	51.7	.	.	.	.
APPROVED GOALS	.	.	.	48	53	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	*53*	*54*	*55*	*56*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	36.2	33.5	32.6	32.1	30.2	.	.	.	.
APPROVED GOALS	.	.	.	33	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*33*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51.2	50.2	50.0	48.9	53.6	.	.	.	.
APPROVED GOALS	.	.	.	51	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	*54*	*55*	*56*	*57*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.4	71.1	71.9	71.7	80.3*	.	.	.	.
APPROVED GOALS	.	.	.	73	73	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	*81*	*81*	*82*	*82*

Note*: In 2016-17, UNF improved their data collection for this metric and are therefore not eligible for improvement points this year.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	11	14	16	19	.	.	.	.
APPROVED GOALS	.	.	.	15	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*21*	*22*	*23*

2018 ACCOUNTABILITY PLAN UNIVERSITY OF NORTH FLORIDA

BOT Approved 5/10/18

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

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	2021
ACTUAL	26	13	19	14	15	.	.	.	.	
APPROVED GOALS	.	.	.	19.5	18	19	20	21	.	
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*18*	*19*	

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	96	85	94	94	94	*95*	*95*	*95*	*95*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.

MULTI-YEAR	2013	2012	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	97	97	96	96	96	*97*	*97*	*97*	*97*
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Exam Scores Relative to Benchmarks									
Above or Tied	2	2	2	2	*2*	*2*	*2*	*2*	*2*
Total	2	2	2	2	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs (in Calendar Years)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.9	4.9	4.8	4.8	4.8	.	.	.	.
APPROVED GOALS	.	.	.	4.8	4.7	4.6	4.5	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.7	4.6	4.5	*4.4*

Six-Year FTIC Graduation Rates [full-time and part-time]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	48.6	54.8	54.0	53.0	56.3	.	.	.	.
APPROVED GOALS	.	.	.	55	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	*60*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,221	3,177	3,207	3,255	3,206	.	.	.	.
APPROVED GOALS	.	.	.	3,300	3,280	3,305	3,330	3,355	.
PROPOSED GOALS	.	.	.	.	.	3,250	3,280	3,310	*3,330*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	582	590	598	622	619	.	.	.	.
APPROVED GOALS	.	.	.	600	640	646	653	659	.
PROPOSED GOALS	.	.	.	.	.	625	630	635	*640*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	18	19	18	19	.	.	.	.
APPROVED GOALS	.	.	.	19.5	20	21	21	22	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*21*	*21*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	2015-16	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	25	23	24	22	21	.	.	.	.	
APPROVED GOALS	.	.	.	23	23	23	23	23	.	
PROPOSED GOALS	.	.	.	.	.	22	22	22	*22*	

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	11	14	16	19	.	.	.	.
APPROVED GOALS	.	.	.	15	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	*23*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	26	29	30	33	36	.	.	.	.
APPROVED GOALS	.	.	.	31	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	*40*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	33	34	35	34	38	.	.	.	.
APPROVED GOALS	.	.	.	36	37	38	39	40	.
PROPOSED GOALS	.	.	.	.	.	39	40	41	*42*

Scholarship, Research and Innovation

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	*0*

Faculty Awards

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	2017-18	Fall 2019
ACTUAL	1	1	0	0	1	2	.	.	.	
APPROVED GOALS	.	.	.	.	1	1	1	1	.	
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*2*	*2*	

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research, Creative Activity and Innovation

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.5	3.7	3.7	5.1	6.5	.	.	.	.
APPROVED GOALS	.	.	.	.	9.7	10.6	11.7	12.9	.
PROPOSED GOALS	.	.	.	.	.	8.3	9.0	9.3	*9.6*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	40	44	50	41	30	.	.	.	.
APPROVED GOALS	.	.	.	.	69	74	82	90	.
PROPOSED GOALS	.	.	.	.	.	40	45	50	*50*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	2	0	0	2	1	.	.	.	.
APPROVED GOALS	.	.	.	.	3	3	4	5	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	*5*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	1	1	1	.	.	.
APPROVED GOALS	.	.	.	.	1	1	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	*2*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	1	1	0	.	.	.
APPROVED GOALS	.	.	.	.	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	0	1	1	*2*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

This KPI is a revision of a similar but broader institution-specific KPI proposed in last year's Work Plan. The revised metric, which was originally proposed as one of the three Board of Trustees' Choice metrics UNF presented to the Board of Governors last October, focuses institutional attention specifically on internships that are part of a student's degree program, and aligns with the federal focus on providing students with real world work experience prior to degree completion.

1. Percent of Bachelor's Graduates Engaged in Internships

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
46.3%	45.9%%	46.4%	47.1%%	50.1%	*51%*	*52%*	*53%*	*54%*

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type

(for all students at all campuses)

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	6,669	6,684	6,306	6,495	6,998	*7,380*	*7,490*	*7,610*	*7,730*
FTIC (Profile Admit)	22	16	22	16	25	*25*	*25*	*25*	*25*
FCS AA Transfers	4,349	4,104	3,958	3,671	3,490	*3,350*	*3,360*	*3,370*	*3,380*
Other AA Transfers	373	357	361	348	343	*350*	*350*	*350*	*350*
Post-Baccalaureates	0	0	527	505	496	*490*	*495*	*500*	*505*
Other Undergraduates	2,595	2,743	2,416	2,562	2,635	*2,670*	*2,680*	*2,690*	*2,700*
Subtotal	**14,008**	**13,904**	**13,590**	**13,597**	**13,987**	***14,265***	***14,400***	***14,545***	***14,690***
GRADUATE									
Master's	1,472	1,499	1,427	1,404	1,440	*1,470*	*1,500*	*1,530*	*1,560*
Research Doctoral	100	105	100	94	89	*90*	*95*	*100*	*105*
Professional Doctoral	114	150	251	359	438	*445*	*455*	*465*	*475*
Subtotal	**1,686**	**1,754**	**1,778**	**1,857**	**1,967**	*2,005*	*2,050*	*2,095*	*2,140*
UNCLASSIFIED									
H.S. Dual Enrolled	8	39	27	37	34	*40*	*40*	*40*	*40*
Other[1]	556	490	487	484	537	*540*	*540*	*540*	*540*
Subtotal	**564**	**529**	**514**	**521**	**571**	***580***	***580***	***580***	***580***
TOTAL	16,258	16,187	15,882	15,975	16,525	*16,850*	*17,030*	*17,220*	*17,410*

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 to a degree program but is enrolled. (1) 'Other Unclassified' student Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	4,717	4,572	4,639	4,371	4,649	4,922	5,020	5,120	5,220	5,320
UPPER	4,679	7,555	7,296	7,228	7,200	7,394	7,530	7,570	7,610	7,650
GRAD I	993	994	1,004	945	908	937	960	980	1,000	1,020
GRAD II	172	169	200	262	364	402	410	420	430	440
TOTAL	**13,561**	**13,289**	**13,139**	**12,805**	**13,121**	13,655	13,920	14,090	14,260	14,430
NON-RESIDENT										
LOWER	130	151	191	195	208	236	240	245	250	255
UPPER	185	184	176	199	249	287	300	300	305	305
GRAD I	104	103	132	149	140	139	140	145	145	150
GRAD II	9	13	28	51	56	66	70	70	75	75
TOTAL	**428**	**452**	**528**	**594**	**650**	728	750	760	775	785
TOTAL										
LOWER	4,484	4,723	4,830	4,566	4,856	5,158	5,260	5,365	5,470	55,75
UPPER	7,864	7,739	7,472	7,427	7,447	7,681	7,830	7,870	7,915	7,955
GRAD I	1,096	1,097	1,136	1,094	1,048	1,075	1,100	1,125	1,145	11,70
GRAD II	180	182	228	313	420	468	480	490	505	515
TOTAL	**13,988**	**13,741**	**13,666**	**13,399**	**13,771**	14,383	14,670	14,850	15,035	15,215

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,054	1,389	1,722	1,941	2,320	*2,736*	*2,950*	*3,070*	*3,190*	*3,320*
Hybrid (50-79%)	175	185	214	260	291	*225*	*230*	*235*	*240*	*245*
Classroom (0-50%)	11,484	10,888	10,367	9,792	9,692	*9,879*	*9,910*	*9,930*	*9,955*	*9,965*
Subtotal	**12,713**	**12,462**	**12,303**	**11,993**	**12,303**	*12,840*	*13,090*	*13,235*	*13,385*	*13,530*
GRADUATE										
Distance (80-100%)	163	186	252	296	345	*438*	*470*	*500*	*530*	*550*
Hybrid (50-79%)	88	49	65	103	109	*90*	*90*	*90*	*95*	*95*
Classroom (0-50%)	1,025	1,044	1,047	1,008	1,014	*1,015*	*1,020*	*1,025*	*1,025*	*1,040*
Subtotal	**1,276**	**1,279**	**1,364**	**1,407**	**1,468**	*1,544*	*1,580*	*1,615*	*1,650*	*1,685*

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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 where the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA in Disabilities and Society	05.0210	---	None	DL & face-to-face	TBD	Mar/June
BFA Graphic Design & Digital Media	50.0409	Gap Analysis	FAMU, UF, USF SP	No	TBD	Mar/June
BS in Information Technology	11.0103	STEM	FAMU, FIU, FSU, UCF, USF T, USF SM, UWF	TBD	TBD	Mar/June
BS in Information Systems	11.0104	STEM	None	TBD	TBD	Mar/June
BS in Information Science	11.0401	STEM	None	TBD	TBD	Mar/June
BS in Computer Science	11.0701	STEM	None	TBD	TBD	Mar/June
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Educational Technology, Training, & Development	13.0501	Education	FAU, FSU, UCF, UWF	TBD	TBD	TBD
MS in Applied Behavior Analysis	42.2814	---	None	DL & face-to-face	TBD	TBD
DOCTORAL PROGRAMS						

New Programs Under Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T	TBD	TBD	TBD
BS in Biomedical Engineering	14.1901	STEM	Under 14.0501: FGCU, FIU, UF	TBD	TBD	TBD
BA in Community Leadership	TBD	---	None	No	TBD	TBD
BS in Business Analytics	52.1301	STEM	UF	TBD	TBD	TBD

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Sport Management	31.0504	---	FAMU, FSU, UCF, UF, USFT	TBD	TBD	TBD
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	TBD
MA in Deaf Education	13.1003	Education	None	Yes	TBD	TBD
MA in Early Childhood	13.1210	Education	None	Yes	TBD	TBD
MS in Business Analytics	52.1301	STEM	None	TBD	TBD	TBD
MS in Engineering Management	14.3502	STEM	FIU	TBD	TBD	TBD
MS in Materials Science & Engineering	40.1001	STEM	FSU	TBD	TBD	TBD
MHA Executive Masters	51.0701	Health	FAU, FIU, UCF	DL & Face-to-Face	TBD	TBD
DOCTORAL PROGRAMS						
DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
EdD in Curriculum & Instruction	13.0301	Education	FAU, FIU, FSU, UF, USFt, UWF	TBD	TBD	TBD
PhD in Biomedical Science	26.0102	STEM	FIU, FSU, UCF	TBD	TBD	TBD

FOUR YEAR GRADUATION RATE 2018 IMPROVEMENT PLAN

UNIVERSITY OF NORTH FLORIDA

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

- Intensify "15 to Finish" advising campaign; portion of cohort attempting 15+ hours in initial Fall jumped 341% in 2016 & 2017 versus prior five years, but 44% of students in cohort still do not
- Expand financial support for supplemental instruction (SI) and peer tutoring
- Create & implement additional summer "boot camp" programs targeting difficult majors
- Increase funding of freshman-specific Transformational Learning Opportunities, with participation tied to registration in second fall
- Expand skill-based workshop availability, including but not limited to time management, study skills, note taking, and exam prep
- Increase faculty participation in mid-term grade reporting and academic alerts
- Evaluate course sequencing to facilitate student flow-through, particularly in majors with low 4-year rates
- Expand peer-assisted student support programming in historically challenging courses/programs
- Expand priority registration for those students on track
- Increase summer distance learning course availability
- Identify and implement incentives for students to participate in SI, tutoring, and skills workshops
- Expand social, academic, and co-curricular programming in residence halls
- Mandate second year advising
- Enhance and expand First Year Seminar directed to first-time-in-college students
- Implement the Beginning College Survey of Student Engagement
- Review and adjust policies and procedures that hinder timely graduation:
    - Observe the 9-hour summer rule with availability of summer Bright Futures funding
    - Review, and modify if appropriate, programs with greater than 120 credit hours
    - Eliminate unnecessary prerequisites or in-residence credits
- Create additional faculty professional development programs focused on retention / graduation
- Expand development and implementation of predictive modeling for student risk assessment, and focus advising efforts on those students most at risk
- Leverage enrollment services technology to help advisors and students track academic progress
- Expand financial support for undergraduate research
- Expand career services programming focused on lower division students.
- Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

UNF will expand to all need-based FTIC degree-seeking students a financial aid leveraging strategy first piloted by its Enrollment Services unit in Fall 2016 to encourage FTICs in need to enroll in 15+ hours. This strategy allocates need-based institutional funds using the following award process:

- Eligible students are FTIC degree-seeking students enrolled in 15+ hours, with unmet need, and for whom a gap exists after receiving federal, state, and other institutional assistance
- Need-based funds, targeted to those students least able to pay, are awarded with initial award package
- Eligible students with highest unmet need (excluding loans) are identified each term
- Institutional need-based grants are awarded from $750 to $4,000 per year (fall/spring) with a typical award being $2,500-$4,000, depending on unmet need.

At UNF, the in-state tuition cost of three additional hours is approximately $640 per semester. Thus, a typical award more than covers the cost of the additional three hours of enrollment.

The ultimate impact of this program on 4-year rates is still to be seen, but initial results are encouraging. Fall 2016 saw a 310% increase over the previous year in the number of FTICs with need-based aid taking 15 or more hours, and the number grew even higher in Fall 2017. Data will be reviewed each year to assure this proactive approach is making a significant impact on 4-year rates.

UNIVERSITY OF NORTH FLORIDA

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/10/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018 Accountability Plan

FLORIDA GULF COAST UNIVERSITY

APPROVED FGCU BOARD OF TRUSTEES MAY 1, 2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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7. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.

STATEMENT OF STRATEGY (How will you get there?)

FGCU is the only public regional comprehensive state university in South Florida. FGCU is a catalyst for regional economic growth in the southwest corner of the state, providing affordable higher education that leads to an educated workforce largely focused on local needs of the region. Nearly half of FGCU's graduates leave the university with no student loan debt and those FGCU graduates with debt have a loan default rate below the SUS average.

FGCU serves students that are increasingly diverse, seeking postsecondary instruction in a supportive environment characterized by relatively small classes, rigorous instruction, experiential learning, challenging scholarship, accessible information resources, entrepreneurship, and career focus. This combination not only ensures our students a competitive place in the job market, but also provides the skillset and attitude necessary to pursue advanced education and lifelong learning. FGCU students are second among the SUS in the percentage of graduates employed and/or continuing their education in Florida following graduation: a very important consideration in calculating the state's return on investment.

Student success is at the core of FGCU's mission and is the primary focus of everyone: trustees, administration, faculty, students, staff, alumni, and community. To further advance the core of our mission, FGCU is becoming more pro-active, limiting enrollment growth, increasing scholarship funds, incentivizing student performance, fostering scholarship, and encouraging and rewarding educational efficiency.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FGCU's core capabilities are dedicated to student growth and development. What are these capabilities and how are they manifest? FGCU students are much more likely than their peers nationally to engage in an internship, work, or have a research experience with a full-time faculty member while enrolled at FGCU. Moreover, the relationship the university enjoys with its community is outstanding as seen in its service learning statistics, community fundraising, and contributions to the regional economy including workforce development, cultural and social programming, and economic research.

Among the challenges FGCU must confront now:

- low four-year and six-year graduation rates;
- high student attrition and student transfer-out rates;
- critical shortage of teaching labs;
- more flexible course scheduling and delivery; and,
- limited fiscal resources that include institutionally supported student grants and scholarships.

Opportunities include:

- a newly adopted university strategic plan with well-defined goals and objectives
- creation of a new university-wide structural and functional framework dedicated to student success and enrollment management that has been formalized with the appointment of a new Vice President for Student Success and Enrollment Management reporting directly to President Martin with funding to support its initiatives;
- an actively engaged board of trustees advocating on behalf of the university;
- implementation of a very successful bachelor's degree in entrepreneurship;
- prospective resources to move forward with critically needed regional bachelor's programs in construction management, supply chain management, and business analytics and informatics;
- PECO funds to address the growing science teaching lab shortage; and,
- funding that provides a basis for beginning expansion of the existing undergraduate nursing program.

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. FGCU will implement a new structural and functional framework to drive student success that will result in improving graduation rates, especially within four years or less. FGCU currently does not have integration of critical offices that support student success. Services provided by these offices (e.g., admissions, financial aid, student advising, registrar, academic support, career services) while largely in place, are spread among several divisions of the University.

To leverage the strengths of each of these offices to achieve significantly enhanced student success requires their integration into a cohesive unit that has direct input to the President. This unit will provide research on FGCU student success. Utilizing the results of this research, FGCU will address the following:

- admissions practices will be adjusted;
- financial support will be targeted to those students with the greatest potential for success;
- flexible scheduling will accommodate student needs;

2. University data systems and analytics are being significantly enhanced to accomplish the following:
   1) identify and enroll students with the greatest potential for academic success
   2) retain and graduate them in four years or less.

Student tracking, student engagement, and student success data (in completing degree requirements) are being scrutinized routinely to inform policy decisions and goal attainment especially with regard to performance funding metrics.

- additional policies, programs, and services that keep students on track to graduation will be implemented;
- enhanced student success will be encouraged and incentivized;
- students transferring out will be reduced; and,
- graduates will secure well-paying jobs with opportunities for further education.

Advisors will intervene to ensure that students are engaged and making satisfactory progress.

3. An Honors College that attracts and graduates high-achieving students continues to grow. The plan is to increase student enrollment in the Honors College by 500 (roughly 80% from 700 to 1200) in the next five years. Honors students have much higher graduation rates than the student body as a whole. The Honors College offers generous student financial support, fosters student engagement, creates a challenging intellectual environment and enhances student-life programming. It is a vehicle for attracting and retaining the best and the brightest in an ever-more competitive environment and yields increased scholarship, student retention, and timely graduation.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. Yun Cao, a first-year music performance and political science major, participated in the 2016 Conducting Masterclass and Workshop series held in Chicago. Nationally, Yun Cao was the only undergraduate accepted to participate in this event.
2. Chelsea Atkins, a software engineering major, was awarded a SMART Scholarship from the American Society for Engineering Education. The scholarship was established by the Department of Defense to support undergraduate and graduate students pursuing degrees in science, technology, engineering and mathematics (STEM) disciplines.
3. Matthew Walzer, a junior studying sports management, participated in the Design for All Showcase held at The White House, where he spoke on a panel about designing apparel and assistive technology for people with special needs.

FACULTY ACHIEVEMENTS

1. Dr. Robert O'Neill, Professor and Chair of the Environmental and Civil Engineering Department, was awarded the ExCEEd (Excellence in Civil Engineering Education) Leadership Award presented annually by the American Society of Civil Engineers (ASCE).
2. Dr. Arthur Reubens of the Lutgert College of Business received a Fulbright award to conduct research in Bratislava, Slovakia.
3. Dr. Mollie Venglar of the Marieb College of Health and Human Services received the Outstanding Service Award from the Federation of State Boards of Physical Therapy in November 2016.

PROGRAM ACHIEVEMENTS

1. David and Alise Bartley provided a gift of $1 million to support the University's counseling program.
2. The Lutgert College of Business Institute for Entrepreneurship received a $40,000 grant from the Richard M. Schulze Family Foundation to support the Veterans Florida Entrepreneurship Program (VFEP). FGCU is the Southwest Florida chapter host of the program. This a tuition-free course offered to all veterans in Florida interested in starting a business. The 15-week course gives instruction in the nationally recognized Lean Startup method.
3. The FGCU Nursing program had the highest first-time pass rate on the NCLEX within the SUS during 16-17 academic year.

RESEARCH AWARDS/ACHIEVEMENTS

1. Title: State personnel Development Grant; Sponsor: Florida Department of Education; Amount: $1,393,673. Principal Investigator: Margaret Sullivan.
2. Title: FGCU-Runway Program-Economic Incubators. Sponsor: Economic Incubators, Inc. Amount: $250,000. Principal Investigator: Sandra Kauanui.
3. Title: Talent Search for Lee County Florida 2016-2021. Sponsor: U.S. Department of Education; Amount: $240,000. Principal Investigator: Dolores Keisler.

INSTITUTIONAL ACHIEVEMENTS

1. FGCU was awarded $17.8 million in performance-based funding for FY 2017 during the 2016 legislative session, an increase of 35% over the preceding year.
2. FGCU completed its capital campaign exceeding the original target goal of $100 million by $27 million.
3. FGCU won the 2016 "Exemplary Program Award for Improving General Education" from the Association for General and Liberal Studies.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	65.6	64.3	65.8	68.7	.	.	.	.
APPROVED GOALS	.	.	.	66	67	68	69	70	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*71*	*72*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	35,300	35,200	36,300	38,000	.	.	.	.
APPROVED GOALS	.	.	.	37,000	37,500	38,200	39,000	39,900	.
PROPOSED GOALS	.	.	.	.	.	*39,000*	*40,000*	*40,500*	*41,000*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	18,300	18,690	18,900	18,230	.	.	.	.
APPROVED GOALS	.	.	.	.	18,690	18,440	18,190	17,940	.
PROPOSED GOALS	.	.	.	.	.	*18,000*	*17,700*	*17,400*	*17,100*

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2
ACTUAL	21.5	20.2	21.5	21.6	22.9	.	.	.	.
APPROVED GOALS	.	.	.	21	22	23	30	32	.
PROPOSED GOALS	.	.	.	.	.	*24*	*26*	*30*	*32*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	69.6	71.7	73.5	72.9	74.8	.	.	.	.
APPROVED GOALS	.	.	.	74	75	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*77*	*78*	*80*

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PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	43.8	45.2	44.7	47.9	52.5	.	.	.	.
APPROVED GOALS	.	.	.	47	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*53*	*53*	*54*	*54*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	35.4	35.0	34.2	31.9	30.6	.	.	.	.
APPROVED GOALS	.	.	.	36	33	33	34	34	.
PROPOSED GOALS	.	.	.	.	.	*31*	*32*	*33*	*34*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	66.2	63.6	60.2	65.3	62.0	.	.	.	.
APPROVED GOALS	.	.	.	62	66	67	68	69	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*65*	*70*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	71.9	72.3	75.9	75.6	75.7	.	.	.	.
APPROVED GOALS	.	.	.	76	77	78	79	80	.
PROPOSED GOALS	.	.	.	.	.	*77*	*78*	*79*	*80*

10. BOT Choice: Bachelor's Degrees Awarded to Hispanic and African-Americans

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	427	452	504	549	608	.	.	.	.
APPROVED GOALS	.	.	.	524	569	589	609	629	.
PROPOSED GOALS	.	.	.	.	.	*625*	*650*	*700*	*750*

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	11	15	13	14	14	.	.	.	.
APPROVED GOALS	.	.	.	14	15	16	17	20	.
PROPOSED GOALS	.	.	.	.	.	*15*	*16*	*17*	*20*

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	92%	96%	96%	99%	90%	*95%*	*95%*	*96%*	*96%*
US Benchmark	*85%*	*85%*	*87%*	*88%*	*90%*	.	.	.	.

MULTI- YEAR	2011- 14	2012 - 15	2013- 16	2014- 17	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	92%	96%	90%	93%	91%	*91%*	*92%*	*92%*	*93%*
US Benchmark	*89%*	*90%*	*91%*	*92%*	*92%*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	2	2	2	2	*1*	*2*	*2*	*2*	*2*
Below	2	2	2	2	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	4.6	4.5	4.5	4.5	4.5	.	.	.	.
APPROVED GOALS	.	.	.	4.2	4.4	4.3	4.2	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.4*	*4.3*	*4.2*	*4.0*

Six-Year FTIC Graduation Rates [full-time students only]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
ACTUAL	43	49	43	46	48	.	.	.	.
APPROVED GOALS	.	.	.	45	47	50	53	55	.
PROPOSED GOALS	.	.	.	.	.	*50*	*53*	*55*	*57*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	1,875	1,864	2,062	2,331	2,399	.	.	.	.
APPROVED GOALS	.	.	.	2,132	2,400	2,450	2,500	2,550	.
PROPOSED GOALS	.	.	.	.	.	*2,450*	*2,500*	*2,550*	*2,600*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	385	368	339	300	328	.	.	.	.
APPROVED GOALS	.	.	.	350	325	350	375	400	.
PROPOSED GOALS	.	.	.	.	.	*350*	*375*	*400*	*425*

Bachelor's Degrees Awarded to African-American & Hispanic Students (% of Total)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	23	25	25	24	26	.	.	.	.
APPROVED GOALS	.	.	.	.	25	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	*26*	*27*	*28*	*29*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
ACTUAL	13	13	12	12	11	.	.	.	.
APPROVED GOALS	.	.	.	13	12	12	13	13	.
PROPOSED GOALS	.	.	.	.	.	*12*	*13*	*13*	*15*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	15	16	18	21	19	.	.	.	.
APPROVED GOALS	.	.	.	19	23	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	*19*	*20*	*21*	*27*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	28	30	31	33	30	.	.	.	.
APPROVED GOALS	.	.	.	32	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	*33*	*35*	*37*	*38*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	32	35	37	36	39	.	.	.	.
APPROVED GOALS	.	.	.	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*42*	*43*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
ACTUAL	1	0	1	0	1	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*1*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	15	10	9	7	8	.	.	.	.
APPROVED GOALS	.	.	.	.	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	*9*	*10*	*11*	*12*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	87	72	74	77	74	.	.	.	.
APPROVED GOALS	.	.	.	.	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	*77*	*78*	*79*	*80*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020
ACTUAL	0	0	2	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	*0*	*1*	*2*	*2*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*1*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	2	5	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*2*	*5*

KEY PERFORMANCE INDICATORS (CONTINUED)

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.

1. Undergraduate student publications

	2014	2015	2016	2017	2018	2019	2020	2021
Actual	.	.	11	31				
APPROVED GOALS	.	.	.	15	20	25	30	35
PROPOSED GOALS					*35*	*40*	*45*	*50*

2. Increase in Number of Students in Honors Program/College

	2014	2015	2016	2017	2018	2019	2020	2021
Actual	.	.	674	944				
APPROVED GOALS				770	*875*	*975*	*1035*	*1200*
PROPOSED GOALS					*1000*	*1100*	*1,200*	*1,200*

3. Increase in Number of Student Entrepreneurs Starting a Business

	2014	2015	2016	2017	2018	2019	2020	2021
Actual (and proposed)	.	.	5	22	*26*	*30*	*34*	*38*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	8,348	8,998	9,351	9,258	9,319	9,412	9,506	9,601	9,697
FTIC (Profile Admit)	377	353	301	282	248	245	240	235	230
FCS AA Transfers	1,710	1,656	1,640	1,606	1,717	1,734	1,751	1,769	1,787
Other AA Transfers	238	208	210	206	220	222	224	226	228
Post-Baccalaureates	0	170	178	157	182	183	185	187	189
Other Undergraduates	2,081	1,816	1,896	2,035	1,896	1,915	1,934	1,953	1,973
Subtotal	**12,754**	**13,201**	**13,576**	**13,544**	**13,582**	**13,711**	**13,840**	**13,971**	**14,104**
GRADUATE									
Master's	863	838	834	798	822	830	838	846	854
Research Doctoral	48	64	52	72	67	68	69	70	71
Professional Doctoral	76	95	94	116	125	126	127	128	129
Subtotal	**987**	**997**	**980**	**986**	**1,014**	**1,024**	**1,034**	**1,044**	**1,054**
UNCLASSIFIED									
H.S. Dual Enrolled	21	25	28	97	139	140	141	142	143
Other[1]	312	240	240	194	208	210	212	214	216
Subtotal	**333**	**265**	**268**	**291**	**347**	**350**	**353**	**356**	**359**
TOTAL	**14,074**	**14,463**	**14,824**	**14,821**	**14,943**	**15,085**	**15,227**	**15,371**	**15,517**

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. 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	5,424	5,741	5,855	5,587	5,459	5,380	5,385	5,390	5,400	5,420
UPPER	4,468	4,667	4,961	5,349	5,502	5,788	5,790	5,800	5,825	5,850
GRAD I	705	667	650	631	598	637	640	645	650	655
GRAD II	163	153	145	146	174	185	190	195	200	205
TOTAL	**10,760**	**11,228**	**11,610**	**11,713**	**11,733**	**11,990**	**12,005**	**12,030**	**12,075**	**12,130**
NON-RESIDENT										
LOWER	311	342	407	559	632	625	630	635	640	650
UPPER	180	194	208	233	277	346	350	355	360	365
GRAD I	31	29	28	30	35	40	41	45	50	55
GRAD II	7	11	15	15	19	15	17	20	25	30
TOTAL	**530**	**575**	**657**	**837**	**963**	**1,026**	**1,038**	**1,055**	**1,075**	**1,100**
TOTAL										
LOWER	5,735	6,083	6,262	6,147	6,091	6,005	6,015	6,025	6,040	6,070
UPPER	4,649	4,860	5,168	5,582	5,779	6,134	6,140	6,155	6,185	6,215
GRAD I	736	696	677	661	633	677	681	690	700	710
GRAD II	170	163	160	161	193	200	207	215	225	235
TOTAL	**11,290**	**11,802**	**12,267**	**12,551**	**12,696**	**13,016**	**13,043**	**13,085**	**13,150**	**13,230**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,597	1,774	2,055	2,428	2,309	2,360	2,478	2,600	2,725	2,855
Hybrid (50-79%)	215	138	87	120	56	65	67	70	72	75
Classroom (0-50%)	8,572	9,031	9,289	9,180	9,505	9,714	9,610	9,510	9,428	9,355
Subtotal	**10,384**	**10,943**	**11,431**	**11,728**	**11,870**	**12,139**	**12,155**	**12,180**	**12,225**	**12,285**
GRADUATE										
Distance (80-100%)	230	217	225	291	245	260	273	292	311	342
Hybrid (50-79%)	103	63	19	4	10	15	15	20	20	25
Classroom (0-50%)	573	580	593	526	571	602	600	593	594	578
Subtotal	**906**	**860**	**837**	**821**	**826**	**877**	**888**	**905**	**925**	**945**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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 10.0.9.24(17), F.S.). 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 # 20

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Business Analytics & Informatics	11.0104	STEM	None	No	30	4/2019
Construction Management	15.1001	STEM	FAMU, FIU,UF,UNF	No	30	4/2019
Digital Media Design	50.0102	STEM	UCF, UF	No`	75	4/2019
Supply Chain Management	52.0203	STEM	FAMU,FPU,UNF,UWF	No	30	4/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						

New Programs for Consideration 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Physics	40.0801	STEM	FAMU,FAU,FIU,FSU,UCF,UF,UNF,USFT,UWF	No	25	4/2020
Environmental Geology	40.0699	STEM	None	No	50	4/2020
Real Estate	52.1501	None	FAU,FIU,FSU,UCF,UF	No	75	4/2020
Professional Sales	52.1804	None	None	No	75	4/2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU,FSU,UCF,UWF	Yes	50	4/2020
Biology	26.0101	STEM	FAMU,FAU,FIU,FSU,UCF,UNF,USFT,UWF	No	45	4/2020
Health Administration	51.0701	HEALTH	FAMU,FAU,FIU,UF,UNF,USFT,UWF	Yes	75	4/2020
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	No	30	4/2020

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA GULF COAST UNIVERSITY

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

We have established objectives that will focus on Academic, Curricular, Financial, and Policy areas that, collectively, will make a positive impact on improving our 4-year graduation rate. They include: **Academic** – 1) Promote and increase timely graduation and persistence by focusing on well-established high impact and related practices; 2) Refine existing programs and implement new innovative programs through the Center for Academic Achievement to assist students with adjusting to college and with the rigors of college coursework; 3) Expand degree completion opportunities for students; 4) Implement, increase, and improve the use of technology/software that will contribute to students' academic success and degree progression; 5) Establish new comprehensive university-wide academic advising services to improve advising practices for students; 6) Formalize and expand faculty engagement in enhancing student success. **Curricular** – 1) Develop a first-year experience program that provides a common set of experiences for all FTIC students, while providing opportunities to form deeper connections to the university. **Financial** – 1) Realign and expand our scholarship and financial aid programs to provide a positive impact on recruiting best-fit students, first-year retention rates, sophomore persistence, and 4-year graduation rates; 2) Expansion of scholarship and financial aid programs to significantly expand students enrolling in summer courses; 3) Commitment to containing the cost of degree to the student. **Policy** – 1) Create institutional-wide policy focusing on graduating students in a timely-manner (e.g. 4-years); 2) Improve operations involving the application process, document management, file review and course articulation to provide a more student friendly and efficient process for incoming undergraduate students; 3) Continue to improve and expand the communications and interactions between the enrollment services offices and incoming students by providing a more student-friendly/student-first environment; 4) Enhance our marketing and recruitment plans to attract best-fit students and students with the highest probability to succeed, including examining policies that are hindering students rather than enticing them to enroll; 5) Re-evaluate the current university-wide course scheduling and course enrollment management process to maximize course offerings that allow for timely graduation.

Academic, Curricular, Financial, and Policy incentives and disincentives have been defined. Specific **Incentives** include: 1) Expansion of high impact practices that will engage students outside the classroom that enables students to develop their leadership skills and broaden their professional networks for gaining employment; 2) Expand admittance into the Honors College; 3) SOAR in 4 plan for first-year students to stay on track to a 4-year degree and secure employment; 4) Expansion of financial aid that is targeted to students willing to commit FGCU as their first choice; 5) Implementation of a policy whereby merit scholarship program funding ends after 4 years with recipients required to complete a minimum of 30 credit hours each academic year while maintaining a 3.0 GPA; 6) Expansion of all scholarship and financial aid programs to significantly expand students enrolling in summer courses; 7) Creation of a gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year; 8) Creation of a gap fund to support tuition costs to help prevent students from dropping out their senior year right before graduation; 9) Implementation of new institutional policies that will alleviate common bottle neck areas in course and space scheduling; 10) Establish a new office that focuses specifically on creating greater flexibility for students to take online courses and complete their degrees faster; 11) Expand the number of adjunct faculty to deliver more courses during the Summer term; 12) SOAR in 4 plan for first-year students to stay on track to a 4-year degree and secure employment; 13) Implement and improve the technology used by students so that it enhances and facilitates their use which will improve their time to degree progression. Specific **Disincentives** include: 1) Students who are currently receiving scholarships or financial aid are at risk for losing their funding (and not remaining in school) if they don't maintain academic requirements and maintain enough credit hours; 2) Not meeting academic program milestones (e.g. earning certain grades in critical courses along their progression) will result in a student being removed from their major of choice; 3) Implementation of the "3/2 Withdrawal Rule" where students are limited to withdraw from 3 lower level courses and 2 upper level courses without financial penalty; 4) Creation and implementation of FGCU Timely Graduation of Undergraduate Students Policy to encourage students to graduate in 4 years and not accrue excess hours resulting in a surcharge.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

Within the context of our 4-year graduation rate plan, the focus of our **Financial** endeavors is to assist students in a variety of ways that will promote persistence to graduation in a timely fashion for all undergraduate students through their programs. This will be actuated through the broadening of the university's financial aid packaging and awarding strategies to recruit and retain students. In addition, FGCU continues to proactively pursue and increase funding for our merit scholarships as well as our Foundation need-based and merit scholarships. The expansion of student financial services on campus will continue to be extremely vital to help students understand their financial position and eliminate any barriers to matriculation and graduation. We are evaluating some of these ideas relative to cost/benefit and, thus, these ideas / plans may change or be modified. Provided below are a number of specific action items that outlines the implementation of a proactive financial aid plan to enable full-time students with financial need to take 15 credits in the Fall and Spring semesters as well as support for taking courses in the Summer term:

- FGCU has implemented a policy where merit scholarship programs require students to complete 30 credit hours each academic year and maintain a 3.0 GPA. Scholarship funding ends after 4 years thereby creating an incentive for students to graduate in 4 years.
- Investigate the creation of incentive and retention scholarships for need-based students who complete 30 credits and maintain Satisfactory Academic Progress after each academic year.
- Creation of a gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year.
- Creation of a gap fund to support tuition costs to help prevent students from dropping out their senior year right before graduation.
- Expand our partnerships with Collegiate High schools to offer scholarships to AA graduates.
- Offer scholarships to Collegiate School Associate in Arts degree graduates (similar to our ACE graduates) to help improve our four-year graduation and retention rates.
- Expansion of Florida Bright Futures Academic and Medallion recipient funding for Summer 2018 term where students are taking at least 6 credit hours.
- Implementation of a 6 credit hour of tuition and fees scholarship for students enrolled in our Summer Bridge program (Step Ahead) as students in our summer bridge program demonstrate higher retention rates.
- Starting with the Summer 2018 term, need-based students will be eligible for a second Pell award.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ **Date:** May 1, 2018

(Chair, University of Board of Trustees)

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018 Accountability Plan

FLORIDA STATE UNIVERSITY

UBOT APPROVED
on 6/8/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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MISSION STATEMENT (What is your purpose?)

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

VISION STATEMENT (What do you aspire to?)

Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni. These three forces—entrepreneurship, interdisciplinarity, and diversity—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.

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 State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Through our reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, we are able to attract top faculty and students. FSU is a national leader in the retention and on-time graduation as demonstrated by our freshman retention rate of 94% (one of the highest in the U.S.) and a graduation rate 20 percentage points higher than the national average. Our focus on retaining every student we enroll has proven effective in the success of traditionally underrepresented students, and FSU was recently recognized as one of the top schools in the country for the graduation of African-American students. Our ongoing challenges remain to modernize facilities and infrastructure, improve student-faculty ratio, and elevate student engagement in experiential learning.

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. Top 25

After advancing to #33, FSU continues on its path to become a top 25 public university. Through the support provided as a preeminent institution and resources from private partners, we are continuing our strategic campaign focused on increasing faculty, graduate education, and the research enterprise. This campaign is focused on adding faculty, fostering interdisciplinary collaboration, increasing research to address national and state needs, improving our graduate and research profile, promoting diversity, and elevating performance in key metrics.

2. Student Success

Recognized for advancing the persistence of all students, FSU's 4-year graduation rates are now among the top 15 in the country. FSU will continue to be a national leader in student success. FSU seeks to continue to elevate the quality of our undergraduate education by increasing student participation in high impact practices and experiential learning. We will also continue to expand our student success teams, such as advisors and counselors, which provide critical guidance and support to students. Finally, through our strategic faculty hiring efforts, we plan to increase course availability and decrease the class size for traditionally high-demand courses.

3. Entrepreneurship and Innovation Education

Advancing FSU's commitment to innovation and entrepreneurship, FSU opened the Jim Moran School of Entrepreneurship in Fall 2017. Offering an interdisciplinary degree in entrepreneurship, the Jim Moran School will become a focal point for collegiate entrepreneurial education. In addition, the Jim Moran Institute for Global Entrepreneurship will continue to expand, serving as a lifeline for training and assistance to entrepreneurs, small businesses, and nonprofits throughout Florida. Finally, FSU recently opened the student-orientated Innovation Hub, which will advance student career preparation through the development of design-thinking, problem-solving, and technological-innovation skills.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. David Perez, a junior from Homestead, Florida, received the prestigious 2017 Udall Scholarhip for Environmental Engineering.
2. The National Science Foundation awarded eight FSU students a prestigious graduate research fellowship.
3. Four FSU students received the prestigious Boren Scholarship, a program of the National Security Education Program that funds critical overseas language studies.

FACULTY ACHIEVEMENTS

1. Jawole Willa Jo Zollar, Professor of Dance, received the 2017 Lifetime Achievement in Dance from the New York Dance and Performance Awards.
2. Professor James Bowman received the 2017 Lifetime Achievement Award from the American Society for Public Administration.
3. Plutonium researcher and professor Thomas Albrecht-Schmitt received the American Chemical Society's Southern Chemist Award in recognition of his contributions in nuclear chemistry.

PROGRAM ACHIEVEMENTS

1. FSU's online programs are among the best in the nation — including five graduate programs ranked in the Top 20 and three in the Top 10 — according to U.S. News & World Report.
2. The Department of Computer Science was designated as a National Center of Academic Excellence for its work in cyber defense by the National Security Agency and the Department of Homeland Security. The department also received a $4.6 million grant to fund the education of students in cybersecurity.
3. Florida State University's College of Criminology & Criminal Justice was ranked number one in the world by the Center for World University Rankings.

RESEARCH ACHIEVEMENTS

1. The National Science Foundation reaffirmed the FSU High Magnetic Field Laboratory with a record $184 million commitment for the next 5 years, one of the largest single investments of the NSF.
2. FSU researchers partnered with Harvard and MIT on the Chan Zuckerberg Initiative "Reach Every Reader," a 5-year, $30 million project to improve childhood reading.
3. Six FSU researchers were named fellows of the American Association for the Advancement of Science.

INSTITUTIONAL ACHIEVEMENTS

1. *U.S. News and World Report* Best Colleges Rankings - FSU moved from 38th to 33rd in the overall ranking, the largest jump of any public university in the top 100 for the second year in a row.
2. FSU has been recognized again by *INSIGHT Into Diversity* magazine as one of ten Diversity Champion institutions among the "Higher Education Excellence in Diversity" recipients.
3. FSU's internationalization programs were recognized as one of four in the country to receive the Sen. Paul Simon Award by NAFSA: Association of International Educators.

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	60.3	60.8	63.7	66.6	.	.	.	.
APPROVED GOALS	.	.	.	61	65	67	68	70	.
PROPOSED GOALS	.	.	.	.	.	*67*	*68*	*70*	*71*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	31,600	34,200	35,700	35,900	.	.	.	.
APPROVED GOALS	.	.	.	34,500	36,300	37,000	38,500	40,000	.
PROPOSED GOALS	.	.	.	.	.	*37,000*	*38,500*	*40,000*	*41,500*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,140	14,980	15,040	14,280	.	.	.	.
APPROVED GOALS	.	.	.	.	14,900	14,500	14,200	13,900	.
PROPOSED GOALS	.	.	.	.	.	*13,980*	*13,800*	*13,600*	*13,400*

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

	2009-10 - 2012-13	2010-11 - 2013-14	2011-12 - 2014-15	2012-13 - 2015-16	2013-14 - 2016-17	2014-15	2015-16	2016-17	2017-18
ACTUAL	61.6	60.8	62.6	65.8	68.4	.	.	.	.
APPROVED GOALS	.	.	.	62	66	66	67	68	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*70*	*71*

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

	2012-13 - 2013-14	2013-14 - 2014-15	2014-15 - 2015-16	2015-16 - 2016-17	2016-17 - 2017-18	2017-18	2018-19	2019-20	2020-21
ACTUAL	89.4	90.5	91.0	90.4	91.4	.	.	.	.
APPROVED GOALS	.	.	.	92	92	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	*92*	*93*	*93*	*94*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	38.3	37.5	39.1	42.8	43.4	.	.	.	.
APPROVED GOALS	.	.	.	41	43	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	*44*	*45*	*47*	*48*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	30.6	30.0	28.4	27.7	28.0	.	.	.	.
APPROVED GOALS	.	.	.	28	28	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*30*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	38.1	38.5	42.0	53.9*	56.9*	.	.	.	.
APPROVED GOALS	.	.	.	46	47	47	48	50	.
PROPOSED GOALS	.	.	.	.	.	*58*	*58*	*59*	*60*

Note*: The Master of Social Work was retroactively reclassified into a new CIP starting with the 2015-16 academic year.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75.1	73.9	78.2	78.7	81.7	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*82*	*82*	*83*	*83*

Note*: There are no approved goals for FSU yet as the Board changed FSU to this metric at its Nov. 2017 meeting.

10. BOT Choice: National Rank Higher than Financial Resources Ranking

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	120	119	114	120	130	.	.	.	.
APPROVED GOALS	.	.	.	120	121	120	121	119	.
PROPOSED GOALS	.	.	.	.	.	*132*	*130*	*128*	*127*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.1	4.1	4.1	4.1	4.2	.
PROPOSED GOALS	.	.	.	.		*4.2*	*4.2*	*4.2*	*4.3*

1b. Average SAT Score*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	1222	1239	1241	1232	1290*	.	.	.	.
APPROVED GOALS	.	.	.	1244	1247*	1250*	1253*	1260*	.
PROPOSED GOALS	.	.	.	.		*1298*	*1300*	*1303*	*1305*

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	5	7	8	8	.	.	.	.
APPROVED GOALS	.	.	.	7	8	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*9*	*9*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	92	92	93	93	93	.	.	.	.
APPROVED GOALS	.	.	.	92	93	93	94	94	.
PROPOSED GOALS	.	.	.	.	.	*94*	*94*	*94*	*95*

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	77	79	79	80	80	.	.	.	.
APPROVED GOALS	.	.	.	80	80	81	82	82	.
PROPOSED GOALS	.	.	.	.	.	*81*	*82*	*82*	*83*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	6	6	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*8*

6. Science & Engineering Research Expenditures ($ Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	224	231	237	243	247	.	.	.	.
APPROVED GOALS	.	.	.	206	247	249	251	253	.
PROPOSED GOALS	.	.	.	.	.	*249*	*251*	*253*	*255*

7. Non-Medical Science & Engineering Research Expenditures ($ Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	217	226	228	231	226	.	.	.	.
APPROVED GOALS	.	.	.	196	235	237	239	241	.
PROPOSED GOALS	.	.	.	.	.	*237*	*239*	*241*	*243*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	*7 of 8*	*7 of 8*	*7 of 8*	*7 of 8*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	103	109	101	101	105	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

10. Doctoral Degrees Awarded Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	497	551	558	526	533	.	.	.	.
APPROVED GOALS	.	.	.	510	534	540	544	560	.
PROPOSED GOALS	.	.	.	.	.	*540*	*550*	*540*	*565*

11. Number of Post-Doctoral Appointees*

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013 OFFICIAL	Fall 2014	Fall 2015	Fall 2016	Fall 2017	2018
ACTUAL	241	218	235	212	211	.	.	.	.	
APPROVED GOALS	.	.	.	212	211	202	217	220	.	
PROPOSED GOALS	.	.	.	.	.	*202*	*217*	*220*	*225*	

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size ($ Millions)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	548	625	605	585	639	.	.	.	.
APPROVED GOALS	.	.	.	575	625	650	675	700	.
PROPOSED GOALS	.	.	.	.	.	*650*	*675*	*700*	*725*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	5	7	8	8	.	.	.	.
APPROVED GOALS	.	.	.	7	8	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*9*	*9*

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	2021
ACTUAL	42	40	38	41	41	.	.	.	.	
APPROVED GOALS	.	.	.	41	42	42	43	44	.	
PROPOSED GOALS	.	.	.	.	.	*42*	*43*	*44*	*44*	

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	88	80	95	94	95	*95*	*95*	*95*	*95*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	88	82	80	78	81	*82*	*82*	*82*	*82*
FL Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Medicine (2Y)	96	95	92	97	93	*96*	*96*	*96*	*96*
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.
CROSS-YEAR	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Medicine (CK)	99	100	97	94	98	*96*	*96*	*96*	*96*
US Average	*98*	*97*	*95*	*96*	96	.	.	.	.
Medicine (CS)	99	95	92	99	96	*96*	*96*	*96*	*96*
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	2	3	4	4	*5*	*5*	*5*	*5*
Total Exams	5	5	5	5	*5*	*5*	*5*	*5*	*5*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.2	4.1	4.0	4.0	4.0	.	.	.	.
APPROVED GOALS	.	.	.	4.0	3.9	3.9	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	*3.9*	*3.8*	*3.8*	*3.8*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	77	79	79	80	80	.	.	.	.
APPROVED GOALS	.	.	.	80	80	81	82	82	.
PROPOSED GOALS	.	.	.	.	.	*81*	*82*	*82*	*82*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7,938	8,105	8,421	8,626	8,611	.	.	.	.
APPROVED GOALS	.	.	.	8,750	8,750	8,900	9,050	9,100	.
PROPOSED GOALS	.	.	.	.	.	*8,700*	*8,800*	*8,950*	*9,100*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,104	2,927	3,019	2,833	2,880	.	.	.	.
APPROVED GOALS	.	.	.	2,930	2,980	3,050	3,100	3,200	.
PROPOSED GOALS	.	.	.	.	.	*2,950*	*3,000*	*3,100*	*3,200*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	24	25	25	26	27	.	.	.	.
APPROVED GOALS	.	.	.	26	27	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*31*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	2016-17	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	7	6	6	5	5	.	.	.	.	
APPROVED GOALS	.	.	.	6	6	6	6	6	.	
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*6*	

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	6	9	11	13	16	.	.	.	.	
APPROVED GOALS	.	.	.	13	13	14	16	18	.	
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*18*	*19*	

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	20	19	22	24	24	.	.	.	.	
APPROVED GOALS	.	.	.	24	26	28	29	31	.	
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*31*	*34*	

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	32	33	35	37	41	.	.	.	.	
APPROVED GOALS	.	.	.	29	30	31	32	33	.	
PROPOSED GOALS	.	.	.	.	.	*42*	*43*	*44*	*45*	

Scholarship, Research, Creative Activities and Innovation

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	6	6	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*8*

Faculty Awards

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	2017-18	Fall 2018	Fall 2019
ACTUAL	11	7	2	7	9	.	.	.	.		
APPROVED GOALS	.	.	.	.	8	9	10	11	.		
PROPOSED GOALS	.	.	.	.	.	*9*	*10*	*11*	*12*		

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Total Research Expenditures (M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	251	253	256	268	283	.	.	.	.
APPROVED GOALS	.	.	.	223	273	275	277	279	.
PROPOSED GOALS	.	.	.	.	.	*275*	*277*	*279*	*281*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64	66	60	55	55	.	.	.	.
APPROVED GOALS	.	.	.	58	55	55	56	56	.
PROPOSED GOALS	.	.	.	.	.	*55*	*56*	*56*	*58*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	47	30	24	47	34	.	.	.	.
APPROVED GOALS	.	.	.	.	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	*34*	*34*	*34*	*34*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	13	15	25	16	8	.	.	.	.
APPROVED GOALS	.	.	.	11	9	14	17	17	.
PROPOSED GOALS	.	.	.	.	.	*14*	*15*	*16*	*16*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	3	1	8	3	.	.	.	.
APPROVED GOALS	.	.	.	2	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*5*	*5*

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type

(for all students at all campuses)

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	23,070	23,396	23,361	23,507	23,765	*23,660*	*23,710*	*23,750*	*23,790*
FTIC (Profile Admit)	71	75	77	104	123	*70*	*60*	*60*	*60*
FCS AA Transfers	5,725	5,713	5,476	5,424	5,166	*5,320*	*5,270*	*5,220*	*5,170*
Other AA Transfers	421	395	391	432	429	*460*	*470*	*480*	*490*
Post-Baccalaureates	0	50	243	335	337	*340*	*340*	*340*	*340*
Other Undergraduates	2,850	2,954	2,860	2,826	2,898	*2,880*	*2,930*	*2,980*	*3,030*
Subtotal	**32,137**	**32,583**	**32,408**	**32,628**	**32,718**	***32,730***	***32,780***	***32,830***	***32,880***
GRADUATE									
Master's	4,155	4,117	4,012	4,132	4,115	*4,200*	*4,290*	*4,380*	*4,470*
Research Doctoral	2,626	2,660	2,648	2,668	2,640	*2,690*	*2,740*	*2,800*	*2,860*
Professional Doctoral	1,254	1,190	1,154	1,126	1,094	*1,110*	*1,130*	*1,150*	*1,170*
Subtotal	**8,035**	**7,967**	**7,814**	**7,926**	**7,849**	***8,000***	***8,160***	***8,330***	***8,500***
UNCLASSIFIED									
H.S. Dual Enrolled	23	53	36	40	49	*55*	*55*	*55*	*55*
Other[1]	1,116	1,134	1,169	1,230	1,184	*1,260*	*1,270*	*1,280*	*1,290*
Subtotal	**1,139**	**1,187**	**1,205**	**1,270**	**1,233**	***1,315***	***1,325***	***1,335***	***1,345***
TOTAL	**41,311**	**41,737**	**41,427**	**41,824**	**41,800**	***42,045***	***42,265***	***42,495***	***42,725***

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	15,236	12,943	12,841	13,035	13,059	12,957	12,876	12,896	12,915	12,935
UPPER	16,096	16,202	16,138	15,641	15,815	15,906	16,030	16,054	16,078	16,102
GRAD I	3,046	2,840	2,800	2,793	2,849	2,819	2,870	2,921	2,974	3,028
GRAD II	2,601	2,661	2,603	2,588	2,552	2,431	2,475	2,519	2,565	2,611
TOTAL	**36,980**	**34,647**	**34,382**	**34,057**	**34,274**	**34,113**	**34,251**	**34,390**	**34,532**	**34,675**
NON-RESIDENT										
LOWER	1,258	1,226	1,513	1,739	1,889	1,876	1,864	1,867	1,869	1,872
UPPER	914	1,076	1,066	1,196	1,434	1,641	1,658	1,661	1,663	1,666
GRAD I	927	973	941	935	970	909	925	942	959	976
GRAD II	979	980	993	1,000	1,024	1,028	1,047	1,065	1,085	1,104
TOTAL	**4,078**	**4,254**	**4,513**	**4,870**	**5,316**	**5,454**	**5,494**	**5,535**	**5,576**	**5,618**
TOTAL										
LOWER	16,494	14,169	14,353	14,774	14,947	14,833	14,740	14,763	14,785	14,807
UPPER	17,011	17,279	17,204	16,838	17,248	17,547	17,688	17,715	17,741	17,768
GRAD I	3,973	3,813	3,741	3,728	3,819	3,728	3,795	3,863	3,933	4,004
GRAD II	3,580	3,641	3,596	3,588	3,576	3,459	3,521	3,585	3,649	3,715
TOTAL	**41,058**	**38,901**	**38,895**	**38,928**	**39,590**	**39,567**	**39,745**	**39,925**	**40,108**	**40,293**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Inst

(for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,982	2,854	3,476	4,064	5,286	*5,607*	*5,800*	*6,100*	*6,400*	*6,800*
Hybrid (50-79%)	472	300	74	40	3	*4*	*0*	*0*	*0*	*0*
Classroom (0-50%)	29,170	28,290	28,007	27,508	26,907	*26,778*	*26,690*	*26,540*	*26,370*	*26,100*
Subtotal	**31,624**	**31,444**	**31,557**	**31,612**	**32,195**	***32,389***	***32,490***	***32,640***	***32,770***	***32,900***
GRADUATE										
Distance (80-100%)	656	821	901	1,057	1,211	*1,219*	*1,280*	*1,340*	*1,400*	*1,470*
Hybrid (50-79%)	299	218	94	5	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50%)	6,598	6,415	6,343	6,254	6,184	*6,023*	*6,090*	*6,160*	*6,230*	*6,300*
Subtotal	**7,553**	**7,454**	**7,338**	**7,316**	**7,395**	***7,242***	***7,370***	***7,500***	***7,630***	***7,770***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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 (e.g., labs, internships, practica, clinicals, labs) – see SUDS data element #2052.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Financial Planning and Services	52.0804	_____	_____	_____	80	Nov. 2018
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs Consideration by University in 2019-2

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Business Analytics	52.1301	STEM	UF	No	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Linguistics	16.0102	GLOBAL	FIU, USF, UF	No	15	Spring 2021
Aerospace Engineering	14.0201	STEM	UCF, UF	Yes	30	Spring 2020
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Yes	30	Spring 2021
DOCTORAL PROGRAMS						
Linguistics	16.0102	GLOBAL	UF, USF	No	10	Spring 2021
Nursing	51.3808	HEALTH	FAU, FIU, UCF, UF, USF	No	9	Spring 2021
Nurse Anesthesia	51.3804	HEALTH	UNF	No	66	Fall 2019

UBOT Approved 6/8/2018

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

For the last 20 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have been designing and building a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential.

We have shown that regardless of background, all students can succeed. FSU has virtually erased retention and graduation rate disparities between all categories of underrepresented students and our traditional students. Our first to second-year student retention rate is now 94%; FSU's six-year graduation rate is now 80.2%; and the four-year graduation rate is now 68.4%, which is among the top 15 public universities in the country. Student success is at the core of our university, and we continue to help lead the nation in improving the timely, four-year graduation of students.

Our commitment to student success, especially for first-generation and lower socioeconomic students, means we need to address obstacles that students bring with them to FSU and the barriers that may be present as they navigate toward a timely graduation. FSU's plan to further increase our four-year graduation rate is built upon six pillars, designed to address the many challenges, incentives, and disincentives for timely graduation without increasing student costs:

1. A Success Team Behind Every Student: For many students, particularly first-generation students, navigating higher education, selecting majors and courses, and understanding the many opportunities available at a major research university can be challenging. Our plan continues to build the success teams that help guide and support students along their FSU journey. FSU's student success teams include combinations of professional Academic Advisors, Career Advisors, College Life Coaches, Peer Mentors, Faculty Mentors, Alumni, and others. Armed with data and predictive analytics, these teams work proactively instead of waiting for students to come to them—helping set student expectations and pathways while providing appropriate guidance along the way.

2. Foundation Communities: Transitioning to and finding your way in a large university can present a host of personal and academic challenges. We plan to continue to launch targeted programs to support and engage students, starting in their first year. These programs provide a peer-community for students and give students scaffolding to help them transition, navigate, and succeed over their four years. Previous examples of these include our nationally recognized: (1) Center for Academic Retention and Enhancement (CARE), which provides transition, support, and engagement for first-generation and low-socioeconomic students; (2) Unconquered Scholars Program, which supports students previously classified as foster care, homeless, or ward of the state; (3) and our Student Veterans Center, which provides comprehensive support to veterans throughout their time at FSU.

3. A Re-Designed Curriculum: Some students face challenges succeeding in courses and making steady progress each semester. Our plan continues to redesign gateway courses critical to student success, such as calculus, to promote maximum learning for all students. We also plan to ensure that we have sufficient course and seat availability to meet the growing demand for particular courses, such as STEM laboratory courses. At the same time, we aim to reduce class sizes to facilitate a more engaging learning environment where all students can succeed, as well as increase supplemental instruction and academic support, such as peer tutoring and learning assistance.

4. Experiential and Global Learning: At FSU, and nationally, there are gaps among students in their participation in career-building experiential learning, due in part to insufficient information, mentorship, and financial resources. We plan to continue to expand opportunities and financial support for students to engage in applied, hands-on learning, such as internships, study abroad, service-learning, and undergraduate research. Participating in these kinds of experiences improves student learning, graduation rates, and post-graduation outcomes, particularly for underrepresented students.

5. Leadership and Personal Development: Engaging students outside the classroom is critical to helping students connect with the campus community and elevating student success. Our plan continues to increase opportunities beyond the classroom, including opportunities to serve in over 700 student organizations; develop leadership skills in one of several professional development programs; and develop the habits of healthy living—both physically and mentally—through programs in recreation, counseling, and wellness.

6. College to Career: Many students have difficulty discerning their professional and personal trajectory. Helping students recognize their future professional pathways increases student motivation for a timely graduation, providing students clearer pathways for what comes after graduation. We will continue to expand the guidance, support, and reflection students need to launch successfully after graduation, particularly through the continued expansion of our Career Center programming, such as earlier career planning, career portfolios, career-fairs, and other forms of professional development.

UBOT Approved 6/8/2018

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

In 2016, Florida State University launched an effort to improve student success and four-year graduation rates by encouraging our students to take at least 15 hours in the fall and spring semesters. This campaign, our *Take 15* effort, was informed by data, which suggested that by taking 15 hours, students spent more time in a formative academic environment, resulting in better overall performance. The *Take 15* campaign, recently recognized with a Florida TaxWatch Prudential Productivity Award, has significantly increased the number of students taking at least 15 credit hours per term and increased student performance. Importantly, this increase in credit hours and academic performance was seen across all the diverse student populations of FSU.

Specifically to support the timely graduation of students with financial need, FSU also amended our financial aid packages. All resident lower-income students now receive aid that covers tuition and fees for 15 credit hours in the Fall and Spring semesters. This amended financial aid packaging covers over 7,500 students each year, and in 2017-18, this group of students was disbursed nearly $50 million dollars in financial aid, with about $14 million of FSU-funded institutional aid.

In addition, for students who may require additional resources for timely graduation, we are expanding our microgrant program, effective Fall 2018. FSU is participating in a new initiative with the Association of Public and Land Grant Universities (APLU) and the U.S. Department of Education's Institute of Education Sciences to proactively award students micro-grants of up to $2,000 each. Students with financial need who meet the criteria will not need to apply for this grant; funding will be automatically deposited into their accounts to support the costs they may have as they work toward graduation.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA STATE UNIVERSITY

UBOT Approved 6/8/2018

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6/8/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018 Accountability Plan

FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED

5/15/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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2018 ACCOUNTABILITY PLAN FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED
5/15/2018

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 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 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.

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 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.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Core Capabilities: Florida Atlantic University (FAU) is a first choice university for excellence in undergraduate education, comprehensive graduate education, visionary and globally relevant research, and transformative engagement with its global communities. The institution is building a uniquely competitive and globalized student body, recruiting and retaining prominent teams of researchers, deeply engaging with south Florida's global communities, evolving best practices, and developing a national reputation for excellence.

Strengths:

- FAU continues to be a national model for diversity and inclusiveness. *U.S. News and World Report* (USNWR) ranked FAU with the highest *Campus Ethnic Diversity* index score in the State University System for the 2016-17 academic year.
- Student success outcomes have steadily increased in recent years. Since 2013, the six-year graduation rate has increased 10% and four-year graduation rate has risen by 7%. In the same timeframe, the academic progress rate has risen by almost eleven percent.
- The Division of Research is making targeted investments to increase the university's research enterprise and has made significant progress in establishing research pillars focused on institutional strengths. Total research expenditures have nearly doubled over the past five years.
- FAU's faculty, staff, and students volunteer thousands of hours of their time to engage with surrounding communities.
- *FAU Tech Runway*, a public-private partnership formed to foster early-stage technology companies has helped launch 52 start-up companies since its launch, and has created 298 jobs, 94 internships, 139 corporate partnerships with more than $23 million in revenue and $46 million in investment capital.
- The efforts of all stakeholders to implement the *FAU Strategic Plan for the Race to Excellence 2015 – 2025* has set the university's trajectory to become the country's fastest improving public research university.

Opportunities:

- Design has been completed for The *Schmidt Family Complex for Academic and Athletic Excellence* - a multi-use facility to be constructed adjacent to FAU Stadium. The new structure will include an academic learning center, strength and conditioning performance center, sports medicine facility, and a counseling center,
- *Harbor Branch Oceanographic Institute* (HBOI) at Florida Atlantic University has been a leader in advancing coastal science and engineering research on the global scale for five decades. Under the institute's new strategic plan, HBOI will be a state-of-the-art campus that promotes economic efficiency and environmental stewardship. The institute will be a catalyst for innovation and work to enhance the quality of life within coastal communities for Florida's coastal waters and beyond.
- The university's *Community Engagement Task Force* is thoughtfully working to catalog the collective efforts of the campus community with the goal to gain the *Community Engaged* University classification awarded by the *Carnegie Foundation for the Advancement of Teaching* in 2020. The university is currently selecting a consultant to conduct a feasibility study for a large capital campaign

Challenges: Improving student success rates as measured by academic progress rates, graduation rates and decreasing average time-to-degree will continue to be FAU's major challenges. Many FAU undergraduates maintain part-time and full-time employment simultaneously while completing their degrees. Approximately, 65% of FAU students are employed while enrolled at the institution. As the university encourages these students to increase their course loads we will work in partnership with them to develop "flight plans" that support their academic ambitions while considering their economic viability. FAU will also seek ways to further change the academic culture by incentivizing academic excellence and encouraging achievement.

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 is bolstering efforts to improve student learning, academic success rates and develop the academic support structure necessary to graduate first-time-in-college (FTIC) students in four years or less and AA transfer students in two years or less. The university is also focused on ensuring these graduates are able to acquire lucrative employment opportunities and/ or continue their studies in excellent graduate programs.

The university is employing several strategies set forth by the *FAU Strategic Plan for the Race to Excellence 2015-2025*:

Decreasing the Proportion of Part-Time Students: A new policy was enacted in fall 2017 that requires all incoming FTIC students to take a full-time course load (30 credit hours) over the course of their first year at FAU. The policy reduced the proportion of part-time entering FTIC in the fall 2017 cohort to less than one percent and provided these students a clear expectation to make a commitment to academic rigor in their first year. The university will continue to enforce this policy but will allow eligible students to request exceptions as long as they are able to complete their degree requirements in four years or less.

Increasing Average Course Loads (30 credit hours per year): A new revised timely graduation policy requires students who drop down to part-time status at any point after their first year to meet with an advisor to create an approved plan to make-up the missed credits in a future term. This policy change seeks to increase the average course load undergraduates take to ensure they stay on track to graduate in four years or less. The policy includes a mandatory graduation requirement that stipulates that students must graduate upon completing their degree requirements.

Non-Traditional Course Formats: Intercession semesters provide students the opportunity to accelerate their path to degree completion by enrolling in courses that follow a shorter compressed format. Courses will be offered during breaks between traditional semesters and courses will also start in the middle of the fall and spring terms. These non-traditional course formats provide students who are struggling mid-semester an opportunity to register for a prerequisite course and will alleviate the need for them to wait for a course to be offered next term or later. The College of Business successfully launched four mini-mester courses over the fall 2017-18 winter break. Course offerings for these mini-mesters will be expanded to other colleges and fifteen courses will be offered in the coming academic year. Additionally, students who are seeking Bachelors of Arts and Bachelors of Science degrees can take new intensive, fast-track foreign language courses that will help satisfy their graduation requirements. In this new format classes are held four days per week and allow students the opportunity to rapidly progress towards degree completion.

Targeted Recruitment: Since 2015, FAU has increased admission standards each year and focused on recruiting students who are prepared academically for the rigor associated with enrolling at a 4-year public research university. FAU is placing special emphasis on recruiting students who are ranked in the top 10% of their graduating class. These students will have the opportunity to earn up to $30,000 in scholarships over the course of their four years here at FAU. The university is assertively recruiting National Merit Scholars with programs that offer unique academic opportunities. The FAU Max Planck Honors Program, which starts in fall 2018, will provide honors students with exclusive enrichment opportunities, including courses taught or co-taught with Max Planck scientists. The MedDirect BS/MD program offers high school seniors who have demonstrated exceptional academic ability, conditional admission to the Charles E. Schmidt College of Medicine provided they complete the program requirements and achieve a minimum qualifying MCAT score. National Merit Scholars will receive preferred admission to both of these innovative programs.

1. **Boldness: Student Success *(cont'd)***

Expanding Successful Initiatives: FAU is expanding initiatives that have had success in refocusing the university's academic culture and encourages academic excellence. The Soar-in-4 Scholars programs provides conveniences such as guaranteed course availability and priority course registration to freshman who agree to complete their Bachelor's degree four year or less. The program will be offered to freshman in the Christine E. Lynn College of Nursing and College for Design and Social Inquiry in addition to the existing program in the College of Engineering and Computer Science. FAU will also increase the number of combined programs that allow high achieving students to earn Bachelor's and Master's degrees in accelerated formats. Many of these programs follow a 3+2 format in where students will have earned both their Bachelors and Master's degree in 5 years.

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)
The Institute for Healthy Aging and Lifespan Studies is situated at the intersection of basic research and practical application. The institute's team is creating novel intervention programs that improve medical care and focuses on how we administer healthcare. Particular focus is given to lifespan studies that include studies and research on healthy living and aging. Improvements are made in the care of dementia patients and their caregivers that focus on advances in mobility and quality of life that reduces nursing home placement and hospital admissions in the elderly. The institute recently attracted a $1 million gift from the Harry T. Mangurian Jr. Foundation.

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 key areas of development are first, the enhancement of infrastructure for cutting edge neuroscience research activity, initiated through the creation of new cores for cell imaging and behavioral neurobiology; second, the Institute seeks to recruit 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. Over the past year, we have recruited three tenured professors. Third, the Institute seeks to enhance neuroscience graduate educational opportunities and to communicate the promise and progress of brain research to the lay community through public outreach programs. This year the Institute launched the FAU Graduate Neuroscience Training Program (GNTP), which affords a common first year curriculum, opportunities for laboratory rotations and access of applicants to three Ph.D. granting units that have neuroscience concentrations. Additionally, the Institute established a post-baccalaureate program to facilitate research exposures of promising trainees in the years prior to graduate or medical school. In many cases, the Brain Institute's research, education and outreach initiatives 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. James Sullivan is the Interim Executive Director of Harbor Branch Oceanographic Institute and the director of the recently established FAU Harbor Branch research pillar, which seeks to establish ecosystem as a translational science and so cast a wide academic umbrella across all relevant disciplines at FAU. Our faculty and students study the natural environment and they assess how environmental change impacts the human environment (and vice versa). In doing that, FAU scientists contribute to lasting solutions that benefit the quality of life and the economies of communities that depend on services provided by their surrounding ecosystems. 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. During the start-up phase of the FAU Harbor Branch pillar we organize research around programs that are addressed by centers of research excellence. One example of such programs is the FAU Center of Warm Water Aquaculture (seeking USDA and NOAA Sea Grant support). Economic development and technology transfer are important facets of the FAU Harbor Branch pillar, and we are in the process of establishing strategic partnerships with several aquaculture and ocean engineering companies.

2. Synergy: Research *(cont'd)*

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*. Security and reliability are important crosscutting thrusts for I-SENSE. The team is funded through the NSF, DOD, NOAA, NIST, NIH, and other agencies and is growing a network of industrial and municipal partners, including Telit, SBA Communications, Atmel/Microchip, Dioxide Materials, and Martin County. The team has extensive experience developing and maintaining robust public-private partnerships, benefitting all stakeholders.

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 *(cont'd)*

FAU's Community Engagement Initiative was launched in June 2015 as a presidential priority. Recognizing FAU's impact in and commitment to its local and regional communities, President Kelly established the Community Engagement Task Force (CETF). The CETF is charged with defining, identifying, and documenting the breadth and depth of FAU's engagement activities in the community as well as institutionalizing and strengthening the culture of strategic engagement within the University. The CETF has evolved into the Office of Community Engagement (OCE), which functions under a distributed network model comprised of students, faculty, and staff from many divisions, departments and units working with community partners to achieve mutual goals.

Over the past year, the OCE has continued to strengthen a university-wide infrastructure to recognize, support, and document engagement activities and opportunities for students, faculty and staff. The OCE will continue to enhance the university's engagement culture during the next year by deepening its commitment to the community. For that purpose, the following goals have been developed:

- Conduct community workshops and recognition events for community partners;
- Encourage colleges to identify and incorporate engagement activities into their respective faculty evaluation and P&T criteria where appropriate;
- Build a database of community partners to implement a mapping project that will graphically illustrate the University's reach and types of engagement activities;
- Administer a university-wide partnership survey in order to evaluate perceptions and needs of our partners;
- Expand the availability of quality experiential learning opportunities for students;
- Create and implement professional development opportunities for faculty, staff and students;
- Continue to build the data and narrative necessary to obtain the Carnegie designation;
- Prepare a successful application to achieve the Carnegie Community Engagement designation; and,
- Prepare recommendations for administrative review relative to the future of community engagement at FAU.

In addition to the efforts of the OCE the Division of Institutional Advancement is engaging stakeholders in our community who are investing in FAU's future. In September of 2016, Danita Nias was appointed Vice President for Institutional Advancement and CEO of the Florida Atlantic University Foundation. Mrs. Nias leads all FAU fundraising efforts, including principal gifts, planned giving and alumni relations and also provides leadership to determine, strategize and execute the university's capital fundraising campaign designed to generate millions of dollars for scholarships and other strategic goals.

FAU President John Kelly and First lady Carolyn Kelly, along with local philanthropists Aubrey and Sally Strul, have teamed up to create the Kelly/Strul Emerging Scholars Program which seeks to eliminate financial barriers for talented, low-income, first generation students. The goal of the program is to develop well-rounded, workforce-ready students who graduate in four years or less, with no debt. Kelly/Strul Emerging Scholars receive a full scholarship package, mentoring, coaching about financial literacy and career planning, internship opportunities, and are encouraged to make their mark on the university and meet other students by joining a campus organization. The program was started following a $1 million gift from Aubrey and Sally Strul. The program has now attracted nearly $3 million in additional private support.

The Let's Build This Together campaign seeks to preserve and advance the reputation of the Developmental Research Schools at Florida Atlantic University by creating an enduring base of support. The campaign is engaging alumni, parents, former parents, grandparents, friends, and supporters to invest in the construction of a new, state-of-the-art facility for the A.D. Henderson/ FAU High School Complex to further enhance a world-class educational model. The new facility seeks to bring young people together to accelerate industry driven S.T.E.M. skills, share innovative co-working spaces, and capitalize on the K-12 and university partnership which is dedicated to the ideals of innovation, technology, research and discovery. The campaign has already raised nearly $4 million.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. FAU graduate Tevin Ali was named 2017 Student of the Year by the Florida Association of Colleges and Employers (FloridaACE).
2. Dual-enrolled FAU/ FAU High student, Hannah Herbst was awarded a Congressional Award of Achievement for creating BEACON, a sustainable energy device that captures power from ocean waves.
3. The Leon Charney Diplomacy Program received the Best Commissioner Award at the Model European Union competition in Bloomington, Indiana.

FACULTY ACHIEVEMENTS

1. Professor J.A. Scott Kelso of the Charles E. Schmidt College of Science, was admitted to the Royal Irish Academy, Ireland's leading body of experts in sciences and humanities.
2. Dr. Jon Moore of the Harriet L. Wilkes Honors College received the prestigious Antarctic Service Medal from the National Science Foundation (NSF).
3. Professors Randy Blakely of the FAU Brain Institute in the Charles E. Schmidt College of Medicine and Amy Wright of Harbor Branch Oceanographic Institute at FAU (HBOI) were named fellows of the National Academy of Inventors (NAI).

PROGRAM ACHIEVEMENTS

1. The nation's first International Max Planck Research School for Brain and Behavior doctoral degree program launched at FAU in fall 2016.
2. FAU's Brain Institute was designated as a "Nikon Center of Excellence" making it one of seven designated centers in the U.S. and seventeen worldwide.
3. US News and World Report (USNWR) ranked FAU's Christine E. Lynn College of Nursing's Online Graduate Nursing Program as 43rd; Doctor of Nursing Practice Program as 44th and Master of Science in Nursing Program as 45th among the Best Graduate Nursing Schools in the United States.

RESEARCH ACHIEVEMENTS

1. The U.S. Department of Transportation awarded a $10 million grant to the Freight Mobility Research Institute housed in the Department of Civil, Environmental and Geomatics Engineering to improve the nation's mobility of people and goods.
2. The Wallace Foundation awarded a $5.6 million grant to the College of Education in partnership with seven other universities to participate in a national initiative that will develop models to improve university school principal preparation programs and encourage higher-quality training statewide.
3. The U.S. Department of Education awarded FAU a $4.4 million Title III grant to increase the number Hispanics in computer-related careers.

INSTITUTIONAL ACHIEVEMENTS

1. U.S. News and World Report (USNWR) ranked FAU with the highest Campus Ethnic Diversity index score in the State University System for the 2016-17 academic year.
2. FAU was one of 83 campuses nationwide that were designated as a "Voter-Friendly Campus" by the Campus Vote Project and Student Affairs Professionals in Higher Education (NASPA).
3. FAU received a $1 million gift from Dr. Walter and Lalita Janke to establish the Walter and Lalita Janke Sustainability Science Research Fund which will support faculty research.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	66.8	68.4	67.5	68.9	.	.	.	.
APPROVED GOALS	.	.	.	70	68	69	70	72	.
PROPOSED GOALS	.	.	.	.	.	69	70	72	74

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	36,000	36,800	38,700	39,800	.	.	.	.
APPROVED GOALS	.	.	.	37,000	39,200	39,700	40,200	40,700	.
PROPOSED GOALS	.	.	.	.	.	40,300	40,800	41,300	41,800

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	17,260	16,920	16,650	15,520	.	.	.	.
APPROVED GOALS	.	.	.	.	16,380	16,210	16,050	15,890	.
PROPOSED GOALS	.	.	.	.	.	15,210	15,200	15,190	15,180

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2
ACTUAL	20.1	19.3	24.0	25.3	27.1	.	.	.	.
APPROVED GOALS	.	.	.	24	26	27	28	30	.
PROPOSED GOALS	.	.	.	.	.	30	32	34	36

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	67.7	65.9	72.2	74.7	78.4	.	.	.	.
APPROVED GOALS	.	.	.	74	78	83	86	90	.
PROPOSED GOALS	.	.	.	.	.	84	87	90	90

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	52.9	55.1	54.2	52.7	50.7	.	.	.
APPROVED GOALS	.	.	.	53	51	52	53	55
PROPOSED GOALS	.	.	.	.	.	51	51	52

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	41.5	41.2	42.3	41.8	41.1	.	.	.	.
APPROVED GOALS	.	.	.	39	41	41	40	40	.
PROPOSED GOALS	.	.	.	.	.	41	42	42	42

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	51.3	55.5	61.2	59.4	62.4	.	.	.	.
APPROVED GOALS	.	.	.	58	61	62	63	65	.
PROPOSED GOALS	.	.	.	.	.	62	62	63	63

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	71.3	72.9	74.6	73.2	75.1	.	.	.	.
APPROVED GOALS	.	.	.	74	74	76	78	80	.
PROPOSED GOALS	.	.	.	.	.	76	77	78	79

10. BOT Choice: Bachelor's Awarded to Hispanic & African-Americans

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	42.0	43.8	45.2	45.6	46.7	.	.	.	.
APPROVED GOALS	.	.	.	46	47	48	49	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50

2018 ACCOUNTABILITY PLAN FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED
5/15/2018

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	202
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	11	12	11	14	16	.	.	.	.
APPROVED GOALS	.	.	.	14	17	22	28	32	.
PROPOSED GOALS	.	.	.	.	.	22	28	32	33

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	201	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	89	89	81	96	100	100	100	100	100
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Medicine (2Y)	95	95	97	97	97	100	100	100	100
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.

CROSS- YEAR	2012 -	2013- 1	2014- 1	2015- 16	201	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (4Y-CK)	.	.	100	100	100	100	100	100	100
US Average	*98*	*97*	*95*	*96*	*96*	.	.	.	.
Medicine (4Y-CS)	.	.	100	100	97	100	100	100	100
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	1	1	3	4	4	4	4	4	4
Total	2	2	4	4	4	4	4	4	4

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5.0	5.0	4.8	4.9	4.8	.	.	.	.
APPROVED GOALS	.	.	.	4.9	4.8	4.8	4.7	4.6	.
PROPOSED GOALS	.	.	.	.	.	4.7	4.6	4.5	4.5

Six-Year FTIC Graduation Rates [full-time and part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
ACTUAL	40.1	45.0	48.9	49.2	50.6	.	.	.	.
APPROVED GOALS	.	.	.	49	51	51	50	55	.
PROPOSED GOALS	.	.	.	.	.	50	51	53	55

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5,124	5,017	5,473	5,640	5,694	.	.	.	.
APPROVED GOALS	.	.	.	5,625	5,645	5,701	5,758	5,816	.
PROPOSED GOALS	.	.	.	.	.	5,722	5,751	5,780	5,809

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	1,545	1,519	1,576	1,515	1,688	.	.	.	.
APPROVED GOALS	.	.	.	1,618	1,726	1,743	1,761	1,778	.
PROPOSED GOALS	.	.	.	.	.	1,696	1,705	1,713	1,722

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	42	44	45	46	47	.	.	.	.
APPROVED GOALS	.	.	.	46	47	48	49	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	51

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018			
ACTUAL	28	28	27	27	26	.	.	.	.
APPROVED GOALS	.	.	.	28	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	24	24

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
ACTUAL	9	10	11	19	21	.	.	.	.
APPROVED GOALS	.	.	.	19	21	22	24	26	.
PROPOSED GOALS	.	.	.	.	.	24	26	27	30

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
ACTUAL	27	31	31	34	32	.	.	.	.
APPROVED GOALS	.	.	.	33	32	33	34	35	.
PROPOSED GOALS	.	.	.	.	.	32	32	33	33

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
ACTUAL	30	33	44	42	44	.	.	.	.
APPROVED GOALS	.	.	.	43	44	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	44	44	45	45

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	
ACTUAL	2	2	1	1	1	.	.	.	.
APPROVED GOALS	.	.	.	1	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	5

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016			
ACTUAL	4	1	3	0	2	.	.	.	.
APPROVED GOALS	.	.	.	5	1	2	3	4	.
PROPOSED GOALS	.	.	.	.	.	2	3	4	4

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	24	23	21	31	46	.	.	.	.
APPROVED GOALS	.	.	.	23	35	42	45	50	.
PROPOSED GOALS	.	.	.	.	.	57	62	68	73

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	79	84	79	86	53	.	.	.	.
APPROVED GOALS	.	.	.	88	89	90	91	92	.
PROPOSED GOALS	.	.	.	.	.	60	61	62	63

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020
ACTUAL	5	9	4	0	1	.	.	.	.
APPROVED GOALS	.	.	.	.	0	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	2	3	4

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	2	6	17	23	22	.	.	.	.
APPROVED GOALS	.	.	.	13	29	35	40	45	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	26

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	0	3	2	.	.	.	.
APPROVED GOALS	.	.	.	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	3

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. Number of Undergraduate Research Activities

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
.	.	2,187	4,602	5,073	5,200	5,450	5,600	5,750

Notes: Activities involve faculty mentored undergraduates who engage in curricular and co-curricular research (e.g., enrollment in research-based curriculum, participation in internal university undergraduate research grants), and the products of that inquiry which contributes to the discipline or practice (e.g., internal and external presentations, competitions, publications, etc.). Counts represent the number of research activities and may include duplicate counts of undergraduates who have participated in more than one research activity.

2. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
17%	21%	23%	25%	27%	31%	34%	35%	40%

3. 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 2019. According to the Carnegie Foundation timeline, designation will be announced in January 2020.

BOT APPROVED
5/15/2018

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	11,595	11,552	11,795	11,703	11,494	11,609	11,725	11,842	11,961
FTIC (Profile Admit)	198	147	102	74	48	48	48	48	48
FCS AA Transfers	7,207	7,229	7,093	7,391	7,174	7,461	7,759	8,070	8,393
Other AA Transfers	594	585	565	555	543	565	587	611	635
Post-Baccalaureates	0	807	821	862	884	897	911	924	938
Other	5,093	3,920	3,851	3,639	3,623	3,677	3,733	3,788	3,845
Subtotal	**24,687**	**24,240**	**24,227**	**24,224**	**23,766**	**24,257**	**24,763**	**25,284**	**25,820**
GRADUATE									
Master's	3,624	3,478	3,534	3,724	3,756	3,794	3,831	3,870	3,909
Research Doctoral	791	795	796	759	766	774	781	789	797
Professional Doctoral	250	316	322	369	379	383	387	390	394
Subtotal	**4,665**	**4,589**	**4,651**	**4,852**	**4,901**	**4,950**	**5,000**	**5,050**	**5,100**
UNCLASSIFIED									
H.S. Dual Enrolled	659	787	812	586	615	*651*	*658*	*665*	*671*
Other[1]	797	765	756	939	999	1,009	1,019	1,029	1,040
Subtotal	**1,456**	**1,552**	**1,568**	**1,525**	**1,614**	**1,660**	**1,677**	**1,694**	**1,711**
TOTAL	30,808	30,381	30,447	30,601	30,281	30,868	31,440	32,027	32,631

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. (1) 'Other Unclassified' edits include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	8,437	8,693	8,346	8,612	8,466	8,386	8,554	8,725	8,899	9,077
UPPER	11,343	11,345	11,376	11,351	11,364	11,313	11,766	12,236	12,726	13,235
GRAD I	2,432	2,338	2,227	2,083	2,069	1,978	1,998	2,018	2,038	2,058
GRAD II	408	414	394	376	374	392	396	400	404	408
TOTAL	**22,621**	**22,790**	**22,343**	**22,422**	**22,273**	**22,069**	**22,713**	**23,379**	**24,067**	**24,778**
NON-RESIDENT										
LOWER	463	502	594	820	973	997	1,097	1,206	1,327	1,460
UPPER	492	471	465	525	634	753	828	911	1,002	1,102
GRAD I	323	280	372	570	785	935	944	954	963	973
GRAD II	140	132	140	151	167	172	174	175	177	179
TOTAL	**1,419**	**1,384**	**1,571**	**2,066**	**2,558**	**2,857**	**3,043**	**3,247**	**3,470**	**3,714**
TOTAL										
LOWER	8,901	9,195	8,940	9,432	9,439	9,383	9,650	9,931	10,226	10,537
UPPER	11,835	11,816	11,841	11,876	11,997	12,066	12,594	13,147	13,728	14,337
GRAD I	2,756	2,618	2,599	2,653	2,854	2,913	2,942	2,972	3,001	3,031
GRAD II	549	545	534	527	541	564	570	575	581	587
TOTAL	**24,040**	**24,174**	**23,914**	**24,488**	**24,831**	**24,926**	**25,756**	**26,625**	**27,536**	**28,492**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Inst

(for all students and all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,876	2,164	2,388	4,002	4,432	4,979	5,576	6,246	6,995	7,835
Hybrid (50-79%)	1,298	1,908	2,032	944	1,038	1,088	1,127	1,168	1,210	1,253
Classroom (0-50%)	17,563	16,940	16,363	16,362	15,967	15,380	15,534	15,689	15,846	16,004
Subtotal	**20,737**	**21,012**	**20,783**	**21,308**	**21,437**	**21,447**	**22,237**	**23,103**	**24,051**	**25,092**
GRADUATE										
Distance (80-100%)	813	822	860	925	1,076	1,220	1,342	1,476	1,624	1,786
Hybrid (50-79%)	53	75	118	145	177	157	163	169	175	181
Classroom (0-50%)	2,438	2,267	2,156	2,111	2,142	2,101	1,996	1,896	1,801	1,711
Subtotal	**3,304**	**3,164**	**3,134**	**3,181**	**3,395**	**3,478**	**3,501**	**3,541**	**3,600**	**3,678**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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 # 20

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by the University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (Council) 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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Data Science and Analytics	30.601	STEM	FIU, UCF, NCF, FGCU	No	100	FALL 2018
DOCTORAL PROGRAMS						

New Programs For Consideration by the University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Bioengineering	14.0501	STEM	FGCU, FIU, UF	No	100	FALL 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Neurotechnology	26.1501	STEM, Health	None	No	30	FALL 2019
DOCTORAL PROGRAMS						

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA ATLANTIC UNIVERSITY

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

The overarching goal of the institution is to ensure that all students have the support structure necessary to graduate in four years or less and continue on to thriving careers or continuing study in the profession or graduate areas of their choosing. To catalyze this success, FAU has developed a number of initiatives that accelerate undergraduate progression, streamlining the traditional processes for enrollment and matriculation.

Academic and Curricular Incentives for Timely Graduation

Jump Start – Students have the opportunity to enroll in this summer program that precedes the beginning of their first full fall semester at the university. The initiative incentivizes students with 6 summer credits to get a "jump start" (and early momentum) on progression in their collegiate careers. Students who participate also receive priority registration and the opportunity to enroll in a free 0-credit course that offers success strategies and skills, as well as a more comprehensive introduction to collegiate life.

Soar-in-4 Scholars – This initiative has been gradually implemented for two years and allows students to receive incentives for committing to graduate in four years or less. Participants receive priority registration within their degree programs, guaranteed course availability, and the ability to register for a full year's worth of coursework all at once. The long-term plan will make this program available to all FAU students, but it is currently limited to students in three colleges: Design & Social Inquiry, Engineering & Computer Science, and Nursing.

Accelerated 3-year Degree Programs – The University No Longer frames undergraduate degree programs as 4-year experiences. Instead, plans of study, known as "Flight Plans" at FAU, may also come in 3-year formats. These accelerated degree programs were introduced in Computer Science, English, Environmental Engineering, Exercise Science, Health Sciences, Hospitality Management, Neuroscience and Behavior, Political Science, and Psychology. These programs leverage the summer terms so that students pursue their degree program year-round. Accordingly, students advance earlier to their careers earlier and save themselves the costs of the fourth year of study (e.g. residence hall fees, dining fees, and living expenses), as well as the opportunity cost of their first year's salary (median at FAU is just under $40,000 annually).

Bachelor of General Studies (BGS) – This degree program was originally designed for students who, for one reason or another, have not successfully completed all of the requirements for their degree program of choice. While these students must still complete the university requirements for a bachelor's degree, they have the flexibility to develop their own concentration of at least 15 credit hours in a field of their choosing. Introduced in 2015, the *BGS* empowers students who may have a job offer or promotion that only requires *any* bachelor degree to achieve their dreams within four years or less. Students may opt into this degree program after consulting with an academic advisor.

Bachelor of Arts in Health Science – A practical degree program for students who have a broad interest in working in the healthcare industry, this bachelor's degree boasts a flexible interdisciplinary curriculum. Other traditional professional or pre-professional health programs, such as nursing and pre-health biological sciences, require advanced science and mathematics coursework. This program provides an innovative approach to the

administrative and practical part of the healthcare industry. Students who may not have been selected for direct admission in the university's highly selective nursing program, for instance, may have difficulty graduating in four years if they are unable to find a suitable alternative degree program. This degree provides a path for them.

Financial Incentives

Launch Scholarship – This scholarship program incentivizes students to get back on track to complete their degree in four years. Each spring, the university identifies students who have strayed "off-track" in their progression and require financial support to get back on track. In many cases, students are required to enroll for the summer semester, leveraging the third term in order to make up for any loss time in the academic progression of a student. This scholarship targets students who may be under-enrolling because they cannot afford 30 credits per year due to personal obligations or other cost-related reasons.

Intern Owls Network (iON Internships) – These on-campus internship opportunities are available to full-time, degree seeking undergraduate students who have at least a 2.7 GPA. iON interns are mentored on-site in FAU departments and earn $10-$15 per hour with an average work-schedule of 20-30 hours per week. There are currently over 120 on campus internships available and more are continually added. iON interns also receive notation of their on-campus internship experience on their official transcript.

Policy and Disincentives for Untimely Graduation

Timely Graduation Policy – The University revised its existing *Timely Graduation Policy* which now sets the expectation for freshmen entering the university to complete their degree program within four years. If students are unable to attend full-time (30 sch per year) they must meet with an advisor to make up the credits in a future term. Most students enroll in the summer semesters in order to get back on track towards a four-year graduation timeframe. The policy includes a mandatory graduation requirement so that students must graduate upon completion of degree requirements. In addition the university enacted a policy requiring all incoming students to enroll full-time during their first semester and each subsequent semester. If incoming freshmen claim that they are not enrolled full-time due to financial need, then they are referred to FAU's Office of Student Financial Aid to explore additional funding.

Adjustments to Entry Requirements for Lower-Level Mathematics Courses - In the past, students taking their first mathematics course at FAU were placed in the appropriate course based on their score on a placement exam, Aleks PPL. An alarming number of entering students, however, have been placing into Intermediate Algebra, making it unlikely that these students will ever achieve a timely graduation. Based on state and local studies and data compiled by *Complete College America*, FAU has spearheaded an initiative to place these students into higher-level courses, while augmenting those courses with additional hours of instruction. This initiative will launch in summer 2018 and should have an immediate impact on putting students on a timely graduation path.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

Proactive Financial Aid Program

FAU Academic Grant – FAU's proactive financial aid program is currently offered to roughly one-third of the students in each year's fall first-time-in-college cohort. This grant is available to all incoming freshmen whose Expected Family Contribution (EFC) on the Free Application for Federal Student Aid (FAFSA) is $10,000 or less. The motivation for this grant program is to proactively engage students who are taking fewer than 15 credit hours in

each fall and spring semester due to financial obstacles that prevent them from affording a heavier course load. Students who accept this grant are able to receive aid that progressively increases in amount each year. First-year students are offered $3,000, with the annual amount growing by $1,000 upon satisfactory completion of 30 credit hours annually with at least a 3.0 FAU grade point average. Students who need to take fewer than 15 credit hours in any given fall or spring semester are able to use the summer term to meet the 30 credit hour threshold that is necessary for renewal. As such, the second-year award is $4,000, the third-year award is $5,000, and fourth-year students are eligible for $6,000 during their senior years. In total, this grant awards students up to $18,000 over the course of their study at FAU. Students who do not complete 15 credit hours in the fall and/or spring, or who fail to maintain a minimum GPA of 3.0 will be given the option to appeal for reinstatement of the FAU Academic Grant. Students who matriculate with an EFC of greater than $10,000, but have an eligible EFC in subsequent years may be eligible for the FAU Academic Grant.

Recruitment Scholarships – All freshmen who are offered merit-based recruitment scholarships by FAU's Office of Undergraduate Admissions must now meet minimum requirements for renewal. The terms of this renewal require at least a 3.0 FAU grade point average, as well as completion of 30 credit hours per year. Students are thus incentivized to earn 120 credit hours in 4 years in order to maintain the scholarships. Awards range in value from a total of $12,000 up to $30,000 (over four years).

Pathways to Graduate Education Scholarship – FAU offers accelerated pathways, as well as pipelines to the university's Charles E. Schmidt College of Medicine, so that students can integrate their bachelor's degree programs with graduate or professional-level education. With pathways scholarships, the university incentivizes students to finish earlier. The scholarships award eligible students up to $2,000 enrolled in combined or advanced standing graduate degree programs. Many students complete the bachelor's degree portion of the pathway in only 3 years, finishing both their undergraduate and graduate education in as little as 5 years. FAU currently offers 20 of these programs and more are being developed.

Financial Implications

As noted above, FAU's incentives and disincentives for students to graduate in four years or less have largely positive impacts on their financial standings. Most of these initiatives are academic or curricular in nature. Under no circumstance should a student be unable to complete a degree program on time due to financial difficulty. Likewise, under no circumstance should the cost to the student increase due to these initiatives. In fact, most of the university's financial aid interventions target the neediest students.

Currently, the university estimates that it has decreased the average cost of undergraduate degree *to the student* by more than $1,000 (from $16,540 in FY 2015-16 to $15,520 in FY 2016-17). This is largely due to the enhanced rate of progression, as well as the overall increase in financial aid that the university is directing to students who need assistance as they work towards timely graduation.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/21/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

New College of Florida

BOT Approved June 9, 2018

STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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7. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

VISION STATEMENT (What do you aspire to?)

The *New College Plan for Growth*, approved by the Board of Governors in November 2016, sets our short-term goals: 1200 students by 2024 with a four-year graduation rate of 80%. As a proud member of the State University System, this will increase NCF's contribution to Florida's intellectual capital, innovation potential, and economic development.

Longer-term, we aspire for NCF to be recognized among the top 20 liberal arts colleges in the nation — a premier liberal arts college that educates students for lives of great achievement.

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.

New College of Florida is a selective, residential liberal arts college distinguished by the quality of its faculty and the graduates it produces. We are recognized as a leader among public liberal arts schools, ranked #1 by Washington Monthly and #6 by U.S. News & World Report.

To reach our long-term vision of being recognized as one of the top 20 liberal arts colleges in the nation, we will:

(1) Execute our *Plan for Growth*. This three-year plan (funded by the legislature for both 2017-18 and 2018-19) articulates enhancements we're making in the areas of academic excellence, student development, and institutional infrastructure to grow enrollment by nearly 50%.

(2) Develop and implement a comprehensive Strategic Enrollment Management plan to recruit and retain a diverse student body who would benefit most from a New College education.

(3) Develop academic programs of distinction and enhance our signature academic program.

(4) Enhance wellness programs to ensure the safety and wellbeing of all New College students.

(5) Beautify and transform the campus through new multi-use facilities and student housing.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Strengths and core capabilities:

- As the State's Honors College, NCF is recognized nationally for its academic excellence:
  - #1 among public liberal arts schools by Washington Monthly
  - #6 among public liberal arts schools by U.S. News & World Report
  - #16 among public colleges in Kiplinger's Best Values in Colleges
  - #25 among public colleges by Forbes
  - Listed among: The Princeton Review's Best 382 Colleges
    The Princeton Review's Top 50 Colleges that Create Futures
    The Fiske Guide to Colleges as one of 38 "best buy" colleges
    70 schools in the 2017 Public Colleges of Distinction Guidebook

- We offer Florida students an outstanding education at the lowest net cost in the SUS. Through an innovative academic program, collaboration with faculty, and opportunities offered through our Center for Engagement and Opportunity, students engage in high-impact practices, such as internships, living-learning communities, and undergraduate research.

- New College is a destination for students interested in STEM. More than 40% of the baccalaureate degrees NCF awarded in 2017 were in STEM disciplines and NCF ranks #1 among all public colleges and universities in producing graduates who go on to earn PhDs in STEM fields. Every student in the first cohort of graduates from NCF's Master in Data Science program received a job offer immediately following graduation and they earn a median salary of $84,000.

Opportunities:

- Continued Legislative support for our 3-year Plan for Growth will allow us to enhance academic excellence, student development, and institutional infrastructure, and meet our short-term vision.

- Further collaboration with the Cross College Alliance (University of South Florida Sarasota-Manatee, Florida State University Ringling Center for the Cultural Arts, State College of Florida, and the Ringling School of Art and Design) will increase efficiencies through shared services and cross-registration opportunities. Expanded collaboration with State College of Florida and other SUS institutions could result in clear pathways for Florida students from admission to post-graduation employment.

- Interdisciplinary faculty hires and the recently completed wing of the Heiser Natural Sciences building provide opportunities to expand our academic offerings in programs of strategic emphasis.

Challenges for improvement:

- Critical deferred maintenance and student housing needs represent our greatest challenges. To meet our enrollment and graduation rate goals, we need to maintain our existing facilities and build a multi-use facility and student housing.

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. Academic Excellence

In executing the first year of our *Plan for Growth*, we successfully hired 15 new faculty members to enhance the depth and breadth of our academic program. These faculty, many with interdisciplinary training and scholarship, have been hired in areas such as Artificial Intelligence, STEM, Sustainability, Global/International Issues, and the Arts. The legislature has appropriated funding for 15 faculty searches in 2018-19 and we will seek funding to fulfill our plan to hire 10 additional faculty in 2019-20.

Our *Plan for Growth* also articulates how we will support faculty development by sharing best pedagogical practices and incorporating innovative teaching techniques using new technology. The plan also details how we will increase the number of students participating in high-impact pedagogical practices, including internships, civic engagement, community engagement, and study abroad. Finally, the plan outlines how we will improve academic advising, clarifying pathways to academic success and removing barriers to timely graduation.

2. Student Development

Our *Plan for Growth* calls for enhancements to our first-year student program to increase student self-confidence and social connections. We will provide leadership training for leaders of student government, clubs, and organizations while increasing staff support for year-to-year continuity for these organizations. We will expand opportunities for students to participate in activities that promote well-being, performance, and community-building. We will also meet growing student need for disabilities, counseling, and health services. We will formalize institutional diversity and inclusion programming and provide programming and resources for career and vocational development and exploration.

3. Institutional Infrastructure

To accommodate a larger student body, we will build a multi-purpose facility to support academic excellence (classrooms, labs, and auditorium, and faculty offices), student development (space for health and wellness, student life, and advising), and administrative support (campus safety, records and registration, financial affairs, and employee support services). We will investigate building additional residence halls with P3 funding. We will renew our information technology infrastructure and address ADA accessibility across the campus. As we expand our faculty and student affairs staff, we will build sufficient support capacity in the areas of Human Resources, Institutional Research, Compliance and Audit, Accreditation, Assessment, and Finance.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Caitlyn Ralph and Constance Sartor received Goldwater Scholarships, the country's top award for undergraduates in science, math, and engineering.
2. Jennyfer Gonzalez, Kaithleen Conoepean, and Colman Scanlon-Duro were awarded Gilman Scholarships, sponsored by the U.S. Department of State's Bureau of Educational & Cultural Affairs.
3. Allya Yourish, with a Fulbright English Teaching Assistantship to Malaysia, became NCF's 85th Fulbright winner.

FACULTY ACHIEVEMENTS

1. Professor Maria Vesperi was awarded the 2017 *Anthropology in Media Award* by the American Anthropological Association for her work communicating anthropology to the general public.
2. Associate Professor Alina Wyman published a book, *The Gift of Active Empathy: Scheler, Bakhtin, and Dostoevsky*, Northwestern University Press, 2016.
3. Assistant Professor of Religion, Manuel Lopez Zafra, participated in a summer National Endowment for the Humanities Institute on "Islam in Asia: Traditions and Transformations."

PROGRAM ACHIEVEMENTS

1. New College was awarded a five-year, $750,000 grant from the Andrew K. Mellon Foundation for managing its "Connecting the Arts and Humanities on Florida's Creative Coast" initiative
2. NCF received the NASPA Silver Seal for student voter registration and turnout. NCF is a member of the National Association of Student Personnel Administrators All-In Democracy Leadership Initiative
3. The New College student newspaper, The Catalyst, won first place in the American Scholastic Press Association 2016-17 competition.

RESEARCH ACHIEVEMENTS

1. In partnership with UF, Associate Professor of Biology and Environmental Studies Emily Saarinen and her students used bioinformatics and genetic data analysis to support conservation and recovery of at-risk butterflies across Florida and California.
2. NCF's 3 Physics faculty (Professors Colladay, Sendova, and Ruppeiner) were lead authors on a combined total of 7 peer-reviewed publications, appearing in: *Phys. Rev. D. Journal of Physics A. Mathematical and Theoretical, Physics Letters B. Journal of Raman Spectroscopy, Journal of Non-Crystalline Solids*; and the *Journal of Chemical Physics.*
3. Assistant Professor Peter Cook was lead author on three peer reviewed publications about mammal neuroscience and behavior in the journals *Current Biology, Neurotoxicology and Teratology,* and *Social Cognitive and Affective Neuroscience.*

INSTITUTIONAL ACHIEVEMENTS

1. National Rankings for 2016-17:
    a. #5 public liberal arts college in the nation (U.S. News & World Report, for 2016-2017)
    b. #1 public liberal arts college in the nation (Washington Monthly)
    c. One of the "Top 50 Colleges That Pay You Back" (The Princeton Review)
    d. One of only 20 public colleges in the U.S. to be named a "Best Buy" (Fiske Guide)

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	42.1	43.8	41.8	54.2	.	.	.	.
APPROVED GOALS	.	.	.	45.0	46.1	51.2	56.3	61.4	.
PROPOSED GOALS	.	.	.	.	.	*55*	*58*	*64*	*67*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	26,300	25,000	26,500	26,700	.	.	.	.
APPROVED GOALS	.	.	.	26,700	27,000	27,400	27,800	28,200	.
PROPOSED GOALS	.	.	.	.	.	*27,400*	*28,000*	*32,000*	*37,000*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	8,190	8,190	6,030	6,780	.	.	.	.
APPROVED GOALS	.	.	.	.	6,020	6,000	6,000	6,000	.
PROPOSED GOALS	.	.	.	.	.	*6,750*	*6,750*	*6,750*	*6,750*

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	63.1	53.6	57.0	52.5	53.6	.	.	.	.
APPROVED GOALS	.	.	.	56	55	57	59	61	.
PROPOSED GOALS	.	.	.	.	.	*55*	*56*	*60*	*65*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	81.2	80.2	81.3	84.3	78.8	.	.	.	.
APPROVED GOALS	.	.	.	83	85	86	88	90	.
PROPOSED GOALS	.	.	.	.	.	*80*	*84*	*87*	*90*

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	41.9	42.4	39.5	45.9	51.2	.	.	.	.
APPROVED GOALS	.	.	.	44	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*51*	*52*	*53*	*54*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	28.8	28.6	30.0	28.3	29.5	.	.	.	.
APPROVED GOALS	.	.	.	28	29.3	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*33*

8. Percent of Freshmen in Top 10% of High School Graduating Class

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	35	41	45	43	35	38.2	.	.	.
APPROVED GOALS	.	.	.	43	36	38	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	*41*	*43*	*45*

Note*: There is a time lag for this data due to the fact that the Accountability Plan is produced later in the year than the previous Accountability Report. The Board of Governors will consider changing the time year referenced to the latest available data for this metric at a future meeting.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	25.7	31.5	82.2	82.7	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*83*	*83*	*84*	*84*

Note*: There are no approved goals yet as the Board of Governors changed NCF to this metric at its Nov. 2017 meeting

10. BOT Choice: Undergraduate Seniors in a Research Course

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	100	100	100	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	5	5	5	5	5	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*

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
ACTUAL	35	41	45	43	35	38.2	.	.	.
APPROVED GOALS	.	.	.	43	36	38	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	*41*	*43*	*45*

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3.9	3.9	3.9	3.8	3.9	.	.	.	.
APPROVED GOALS	.	.	.	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	*3.8*	*3.8*	*3.8*	*3.8*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	66	67	70.5	63	65	.	.	.	.
APPROVED GOALS	.	.	.	63.4	64.6	60.5	62.0	66.5	.
PROPOSED GOALS	.	.	.	.	.	*60.5*	*62.0*	*66.5*	*67.0*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	198	144	177	170	164	.	.	.	.
APPROVED GOALS	.	.	.	180	164	180	190	180	.
PROPOSED GOALS	.	.	.	.	.	*180*	*180*	*190*	*200*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics (continued)

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	7	.	.	.	.
APPROVED GOALS	.	.	.	.	7	15	15	20	.
PROPOSED GOALS	.	.	.	.	.	*7*	*15*	*15*	*20*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	14	14	11	25	20	.	.	.	.
APPROVED GOALS	.	.	.	23	20	22	24	26	.
PROPOSED GOALS	.	.	.	.	.	*22*	*24*	*26*	*28*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*5*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	34	27	37	41	.	.	.	.
APPROVED GOALS	.	.	.	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	*41*	*42*	*43*	*44*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	100	.	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Total Research Expenditures ($ in Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1.3	0.9	0.9	1.1	1.0	.	.	.	.
APPROVED GOALS	.	.	.	.	1.0	1.1	1.3	1.5	.
PROPOSED GOALS	.	.	.	.	.	*1.1*	*1.3*	*1.5*	*1.7*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89	80	68	69	53	.	.	.	.
APPROVED GOALS	.	.	.	.	78	80	81	82	.
PROPOSED GOALS	.	.	.	.	.	*58*	*60*	*66*	*72*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

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.

1. Percentage of Alumni Donors

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
20.8	17.8	17.5	16.7	18.3	*18.5*	*19.0*	*19.5*	*20.0*

2. Percent of Undergraduate Transfer Students

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
11.3	12.9	11.9	11.3	12	*13*	*14*	*15*	*16*

3. Percentage of Graduates Completing 3+ High Impact Practices

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
.	.	21.3	41.3	50.4	*55*	*58*	*61*	*65*

Note 1: Percentage of Alumni Donors as reported to U.S. News Survey this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution.
Note 2: As reported in Table 3A of the New College of Florida Accountability Reports, this is the headcount of transfer students (AA transfers from FCS, AA transfers from other schools, and other transfer students) divided by the total Fall undergraduate headcount enrollment.
Note 3: Percentage of graduating seniors completing 3+ high-impact practices (as defined by the National Survey of Student Engagement and the Association of American Colleges & Universities) is calculated as the proportion of graduates who completed three or more of the following activities at New College: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) externally-funded research with faculty, (7) first-year experience, (8) learning communities, (9) service learning, (10) collaborative projects. Not all activities are currently offered to students. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice).

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	691	710	735	748	720	*740*	*791*	*852*	*900*
FTIC (Profile Admit)	13	18	17	16	13	*17*	*18*	*20*	*25*
FCS AA Transfers	30	25	35	33	38	*31*	*34*	*35*	*40*
Other AA Transfers	3	12	13	10	7	*12*	*13*	*14*	*20*
Post-Baccalaureates	0	0	0	0	0	*0*	*0*	*0*	*0*
Other Undergraduates	57	70	54	54	56	*60*	*64*	*69*	*75*
Subtotal	**794**	**835**	**854**	**861**	**834**	***860***	***920***	***990***	***1,060***
GRADUATE									
Master's	0	0	0	14	22	*30*	*35*	*40*	*50*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	0	0	0	14	22	***30***	***35***	***40***	***50***
UNCLASSIFIED									
H.S. Dual Enrolled	0	0	0	0	0	*0*	*0*	*0*	*0*
Other[1]	0	0	9	0	2	*0*	*0*	*0*	*0*
Subtotal	**0**	**0**	**9**	**0**	**2**	***0***	***0***	***0***	***0***
TOTAL	794	835	863	875	858	*890*	*955*	*1,030*	*1,110*

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	220	206	213	232	209	217	221	236	255	273
UPPER	583	563	595	580	592	577	585	626	677	725
GRAD I	0	0	0	2	8	13	17	17	17	20
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	**803**	**769**	**807**	**814**	**809**	**807**	**823**	**879**	**949**	**1,018**
NON-RESIDENT										
LOWER	36	47	62	54	49	49	51	53	59	62
UPPER	107	80	87	94	102	88	89	96	103	110
GRAD I	0	0	0	2	3	5	6	6	6	8
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	**143**	**127**	**149**	**149**	**154**	**142**	**146**	**155**	**168**	**180**
TOTAL										
LOWER	257	253	275	286	258	266	272	289	314	445
UPPER	689	643	681	674	694	665	674	722	780	835
GRAD I	0	0	0	4	11	18	23	23	23	28
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	**946**	**896**	**957**	**963**	**963**	**949**	**969**	**1,034**	**1,117**	**1,198**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100)	0	0	0	0	0	*0*	*0*	*0*	*54*	*60*
Hybrid (50-79)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50)	946	896	957	960	952	*931*	*946*	*1,011*	*1,040*	*1,220*
Subtotal	**946**	**896**	**957**	**960**	**952**	***931***	***946***	***1,011***	***1,094***	***1,280***
GRADUATE										
Distance (80-100)	0	0	0	0	0	*0*	*3*	*3*	*3*	*4*
Hybrid (50-79)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50)	0	0	0	4	11	*18*	*20*	*20*	*20*	*24*
Subtotal	**0**	**0**	**0**	**4**	**11**	***18***	***23***	***23***	***23***	***28***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

NEW COLLEGE OF FLORIDA

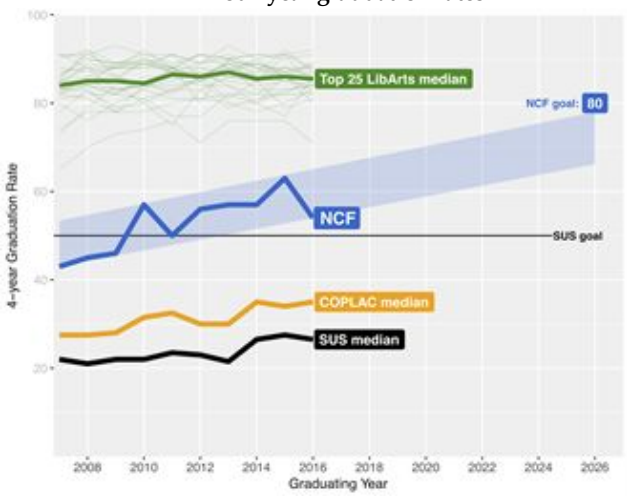
This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives/disincentives for timely graduation.

Introduction

While NCF's four-year graduation rate of 54% compares favorably with other SUS institutions, public liberal arts colleges, and the 2025 SUS Strategic Plan goal of 50%, we are not satisfied. In the *NCF Plan for Growth*, approved in November of 2016, we articulated a plan to reach an 80% four-year graduation rate within the next decade. While that goal is ambitious, we are confident we will attain it through the continued support of the BOG.

Four-year graduation rates



COPLAC = Council of Public Liberal Arts Colleges
Top 25 LibArts = Top 25 liberal arts colleges (U.S. News & World Report)

Academic / Curricular Incentives and Disincentives

- Contract System and Graduation Requirements

  NCF students complete the equivalent of 124 credit hours to graduate: 31 units (courses, labs, tutorials, or projects), with each unit equal to 4 credit hours.

  Each semester, students work with advisors to develop *academic contracts* listing at least 3 units (12 credits) to be attempted, with criteria to measure success. To graduate, students must successfully complete 7 academic contracts, 3 independent study projects, a thesis, and a baccalaureate exam.

  These requirements can be completed in 3.5 years:

	Year 1	Year 2	Year 3	Year 4	
Fall:	4 units	4 units	4 units	4 units[b]	
January:	1 ISP[a]	1 ISP	1 ISP		
Spring:	4 units	4 units	4 units		
Total:	9 units	9 units	9 units	4 units	= 31 units

(a) ISP = Independent Study Project
(b) including completion of thesis and baccalaureate exam

  Students who complete fewer than 4 units per semester (or who do not successfully complete one ISP) are still able to graduate within four years by completing those remaining requirements in the January and Spring terms of their fourth year.

- Breadth/depth of academic & student life programs

  It's difficult for a small college to offer the breadth and depth of experiences students expect. The following strategies will remedy this in 2018-19:

  a) In executing our growth plan, we have hired 15 new faculty for 2018-19 (and plan to hire 15 more in '19-20, followed by 10 more in '20-21).
  b) We encourage students to cross-register for face-to-face and online courses within the Cross Campus Alliance, CIEL, and COPLAC.
  c) We are clarifying pathways from admissions to post-graduation employment for all academic programs through Strategic Enrollment Management and the *What's Next?* program.
  d) We are expanding intramural offerings and enhancing wellness and safety programming.
  e) Our Student Support Team is enhancing our early intervention efforts to retain students.

- Financial incentives and disincentives

  Our block tuition model (explained on the next page) provides the primary incentive for students to graduate within four years.

  The Satisfactory Academic Progress requirement (whereby students must make satisfactory progress toward graduation each semester in order to remain eligible for financial aid) ensures students on financial aid remain on-pace to graduate in 4 years

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

NEW COLLEGE OF FLORIDA

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

Block Tuition Model

Since 1975, New College of Florida has used a block tuition model to charge students. Under this model, all full-time undergraduate students pay the same block tuition rate covering tuition and fees[1] regardless of the number of credit hours they attempt. The following table displays the block rates students are charged in order to reach the 124 credit hours[2] required for graduation:

Block rates (credit hours charged) to New College of Florida students

	Year 1	Year 2	Year 3	Year 4	
Fall	16 credits	16 credits	16 credits	16 credits	
January	4 credits	4 credits	4 credits	(a)	
Spring	16 credits	16 credits	16 credits	(b)	
Total	**36 credits**	**36 credits**	**36 credits**	**16 credits**	**= 124 credits**

(a) Students are only required to complete three January ISPs (Independent Study Projects) to graduate.

(b) Students taking an eighth semester are charged a block rate equivalent to 12 credit hours.

While students are charged a block rate equivalent to 16 credit hours per semester, they are able to complete up to 32 credits each term. Students *do* take advantage of this — more than one-third of students attempt more than 16 credit hours per semester (with students taking, on average, more than 17 credits per semester).

NCF students attempt more than the 16 credit hours they are charged each semester(a, b)

	Fall 2017	Spring '17	Fall 2016	Spring '16	Fall 2015	Spring '15
Average number of credit hours attempted by NCF undergraduate students	17.4	17.2	17.2	17.0	17.5	17.3
Percent attempting **at least 16 credit hours**(b)	88.0%	81.9%	85.7%	82.7%	87.3%	83.7%
% attempting **more than 16 credit hours**	34.8%	36.3%	32.3%	33.5%	37.9%	37.9%

(a) Numbers represent credit hour equivalencies. At NCF, one full-semester course is equivalent to 4 credit hours.

(b) Values in this table include 8th-semester seniors who are charged for (and more likely to attempt) only 12 credit hours

Additionally, NCF awards every Florida FTIC student at least $1,000 per year through the Four Winds Scholarship. These scholarships equate to more than 6 credit hours of tuition each year, meaning Florida FTIC students pay for less than 30 credit hours each academic year.

This block tuition model is a major reason why New College of Florida leads the SUS in affordability ($6,780 in net tuition and fees for a bachelor's degree) and time-to-degree (3.8 years, on average, to graduate). It also contributes to the fact that more than 80% of NCF students graduate without excess hours.

We will continue to use this block tuition model and investigate how we might further encourage students (through advising and financial incentives/disincentives) to complete all their graduation requirements within four years.

[1] Fees: tuition differential, financial aid, capital improvement, activities and service, health, athletic, technology, and green fees

[2] On this page, all units (courses, labs, tutorials, projects, thesis) have been converted to credit hour equivalencies. As explained in page 1, each full-semester unit is equivalent to 4 credit hours (with 31 units — 124 credit hours — required for graduation.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

NEW COLLEGE OF FLORIDA

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6/9/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018 Accountability Plan

UNIVERSITY OF FLORIDA

BOT APPROVED
6/7/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

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6/07/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.
Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: an exceptional academic environment, achieved by a diverse community; an outstanding and accessible education that prepares students for work, citizenship, and life; a preeminent faculty; growth in research and scholarship that improves lives; strengthened public engagement; successful and appreciative alumni; and infrastructure and administration that enable preeminence.

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.

To achieve UF's goal to become a Top 5 university, UF is implementing strategies to optimize its achievements in multiple metrics that play critical roles in public perception, the State's Performance Funding and Preeminence scoring systems, its standing among AAU universities in research, graduate education, and technology transfer, and multiple national and international ranking systems, including U.S. News & World Report.

Through investment of new resources, both public (legislative appropriations) and private (a $3 billion capital campaign is halfway to its goal), and through internal reallocations, UF is building leadership positions in strategic endeavors. This is being driven, in large part, through the hiring of 500 additional faculty members. This growth is boosting the university's research, technology transfer, and economic development portfolios. Through careful deployment of these faculty members, the university is reducing the student-faculty ratio and undergraduate class size. The new resources also enable UF to allocate competitive stipends for graduate assistants. This will step up the quality of each new cohort of graduate students who are important partners in faculty research endeavors.

At the same time, the university is addressing other factors that play important roles in determining its national standing:

- improving its four- and six-year graduation rates by addressing the incentives and disincentives to timely graduation
- improving the credentials of the incoming freshman class each year
- updating pedagogy to improve student success and preparation
- engaging in national outreach and branding efforts to improve perception of key stakeholders

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STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UF is one of the nation's most comprehensive public research universities. This is a strength but it presents a challenge to leverage appropriately the opportunity it presents. For example, the emerging discipline of data science will require not only specialists in computer science, statistics and mathematics, but also the contributions of practitioners from many applied fields (medicine, pharmacy, demography, geography, etc.) UF is particularly well-suited for such state-of-the-art interdisciplinary work.

UF is on the cusp of becoming one of the nation's truly top public research universities. This absolutely makes sense for one of the nation's rapidly rising states. Having recently achieved top ten status in the U.S. News & World report ranking, UF is determined to become one of the Top 5 public research universities in the U.S. This aspiration has brought into sharp focus an academic work plan for the entire university. Along each dimension – research, education, outreach, tech transfer and economic development – we have identified aspirational targets and the means to achieve them. Thanks to the public resources provided by the Legislature and the Governor and the private resources raised through the UF capital campaign, we are adding 500 faculty, beginning construction of a new Data Science building, and expanding our research portfolios in many critically important areas with global impact.

For almost all metrics of interest, UF is a high achiever. That poses a challenge as well. There is little or no "low hanging fruit" left for plucking in great bunches. Future progress will depend on focus and discipline and often will come incrementally. For example, UF's 4- and 6-year graduation rates of 68% and 88% (for the fall 2011 cohort) are among the best in the nation, and UF is determined to improve them. But no single action or policy change is likely to improve either of these by five or ten points. Incremental improvement requires fine-tuning a host of factors, and this process is underway.

The other challenge UF faces, at least with respect to rankings, is the nature of the process: it is an arms race. UF engages in a very competitive environment against the best universities in the nation. Other universities will not stand still as UF improves and tries to capture a larger share of what they likely believe to be "their" market.

The news is good, however. Thanks to the partnership among the university, the Legislature, and the Governor, UF is perceived nationally to have substantial momentum. We are successfully recruiting accomplished faculty. Graduate stipends have been adjusted to nationally competitive levels, so UF is in position to recruit some of the nation's best students. Its research and technology transfer enterprises are recognized among the best in the nation. If we can maintain this successful partnership, build on this momentum, and sustain the focus on our metric goals, then UF will achieve top-five status.

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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. UF has partnered with donor Herbert Wertheim to transform the College of Engineering's research capacity and output, its educational programs, and its outreach programs. His $50M gift enables investment in programs and facilities, while UF's new recurring investment in the college is growing the faculty in size and strength. A vision for "The 21st Century New Engineer" underlies the college's educational programs. The anticipated returns on investment include: an increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity and data science; a larger grants and contracts portfolio; more extensive technology transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station in Sarasota.
An initiative to build a new Data Science Building is strongly linked to this initiative. This facility will enable the university to bring many faculty in data science from around the campus to collaborate with core engineering strengths in this area and underpin an important emerging technology.

2. UF is completing the first year of an initiative to fill 500 new faculty positions. This investment into the university's future will have multiple impacts, all of which drive towards UF's goal to become a Top 5 university. First, it will strengthen research portfolios in key areas and advance the university's goal of $1 billion annually in research contracts and grants. Since most of this hiring will take place at the early professional level, it also serves to rebalance the demographics of the faculty. Second, it decreases the student faculty ratio, an important metric in rankings and reputation. Third, the new faculty positions are being deployed to reduce class sizes. This also figures into rankings and fosters greater contact between students and instructors. Fourth, the new faculty positions are allowing us to redesign the way we deliver content in several disciplines. For example, national best practices are being adopted in teaching the freshman calculus class. Large national experiments show that we can anticipate improved student success in this class, leading to greater access to STEM majors and better overall retention and graduation rates.

3. UF is at the halfway mark of its $3 billion capital campaign. At this point, over $1.5 billion has been raised through the generosity of donors to the university. These funds and the earnings generated from UF's endowment help provide the resources for the margin of excellence we seek and help foster recognition of the university's world-class achievements in learning, discovery, engagement, and economic development. UF is placing special emphasis in this campaign on growing the endowment from $1.5B to $3B and on securing named professorships and chairs to help attract and retain world-class faculty. The funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction and renovation on the campus. With a return of $9 for every $1 invested, the capital campaign offers excellent return on investment for UF and the state.

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Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Philip Dmitriev won a Frost Scholarship to study at Oxford
2. Michael Cudic won a Barry Goldwater Scholarship award last year and won an NIH award to study at Oxford this fall. Aaron Sandoval was named a Goldwater recipient for the coming year
3. Jasmine Haddaway was named a Rangel Scholar

FACULTY ACHIEVEMENTS

1. Doug Soltis & Art Hebard elected to National Academy of Science
2. Jack Davis won 2017 Kirkus Prize for Nonfiction for The Gulf: The Making of an American Sea
3. Pam Soltis won Southeastern Universities' Research Association 2018 Distinguished Scientist Award

PROGRAM ACHIEVEMENTS

1. Reitz Union wins EBie Award for Sustainability from The Urban Green Council
2. UF Strategic Development Plan earned the Society for College and University Planning's 2017 "Excellence in Planning for an Existing Campus" award.
3. UF ranked #5 among large schools on the Peace Corps' 2017 Top Volunteer-Producing Colleges and Universities list

RESEARCH ACHIEVEMENTS

1. UF research spending reached a record $801.4 million in 2017
2. UF Sid Martin Biotechnology Institute named Incubator of the Year for 2017 among more than 7,500 incubators worldwide
3. Multiple sclerosis can be inhibited or reversed using a novel gene therapy technique that stops the disease's immune response in mouse models, University of Florida Health researchers have found.

INSTITUTIONAL ACHIEVEMENTS

1. UF tied for #9 among U.S. public universities in U.S. News & World Report ranking
2. UF was ranked #2 in Kiplinger's Best Values in Public Colleges
3. UF won the 2018 Senator Paul Simon Award for Comprehensive Internationalization

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PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	66.2	67.6	69.4	70.9	.	.	.	.
APPROVED GOALS	.	.	.	66	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*71*	*71*	*72*	*72*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,800	38,400	40,700	42,100	.	.	.	.
APPROVED GOALS	.	.	.	35,500	41,000	41,000	42,000	42,000	.
PROPOSED GOALS	.	.	.	.	.	*42,000*	*43,000*	*43,000*	*43,000*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	9,950	10,060	10,760	10,340	.	.	.	.
APPROVED GOALS	.	.	.	.	10,700	10,700	10,700	10,700	.
PROPOSED GOALS	.	.	.	.	.	*10,700*	*10,700*	*10,700*	*10,700*

4. FTIC Four-Year Graduation Rate (for Full-time students)

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	66.3	67.3	68.0	67.6	66.0	.	.	.	.
APPROVED GOALS	.	.	.	67	68	68	70	71	.
PROPOSED GOALS	.	.	.	.	.	*68*	*70*	*72*	*74*

Note: The 2009, 2010, and 2011 cohorts match IPEDS reports and have been adjusted for PharmD students. The 2012 and 2013 cohorts are lower because they have not yet been adjusted for PharmD students.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	95.7	95.2	94.6	95.5	94.6	.	.	.	.
APPROVED GOALS	.	.	.	96	96	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	52.2	54.7	56.1	56.9	58.8	.	.	.	.
APPROVED GOALS	.	.	.	56	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*59*	*59*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	32.8	32.4	31.6	29.7	27.7	.	.	.	.
APPROVED GOALS	.	.	.	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.0	69.8	69.2	70.3	70.9	.	.	.	.
APPROVED GOALS	.	.	.	71	71	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*72*	*72*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	74.4	77.3	79.8	80.3	82.1	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*85*	*85*

Note*: There are no approved goals for UF yet as the Board changed UF to this metric at its Nov. 2017 meeting.

10. BOT Choice: Licenses/Options Executed Annually*

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL #	129	140	147	261	293	257	.	.	.
ACTUAL RANK	7	4	5	3	2	.	.	.	.
APPROVED GOALS	.	.	.	.	293	235	245	260	.
PROPOSED GOALS	.	.	.	.	.	*235*	*261*	*265*	*270*

Note*: The UF Board chose benchmarks for this metric to be based on UF's national rank – not the number of licenses/options executed.
Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	4.3	4.3	4.3	4.3	4.4	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.3	4.3	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	*4.4*	*4.4*	*4.4*	*4.4*

1b. Average SAT Score

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	1287	1285	1273	1281	1331	.	.	.	.
APPROVED GOALS	.	.	.	1273	1280	1280	1290	1290	.
PROPOSED GOALS	.	.	.	.	.	*1350*	*1360*	*1360*	*1360*

Note: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	10	10	9	11	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	96	96	96	96	95	.	.	.	.
APPROVED GOALS	.	.	.	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	87	88	87	87	88	.	.	.	.
APPROVED GOALS	.	.	.	88	89	89	89	90	.
PROPOSED GOALS	.	.	.	.	.	*89*	*89*	*90*	*91*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	25	25	25	29	28	.	.	.	.
APPROVED GOALS	.	.	.	25	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*33*

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	643	652	700	742	766	.	.	.	.
APPROVED GOALS	.	.	.	707	690	725	760	805	.
PROPOSED GOALS	.	.	.	.	.	*788*	*812*	*837*	*862*

7. Non-Medical Science & Engineering Research Expenditures (M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	472	480	518	483	489	.	.	.	.
APPROVED GOALS	.	.	.	523	450	475	495	520	.
PROPOSED GOALS	.	.	.	.	.	*503*	*518*	*534*	*550*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	8 of 8	8 of 8	8 of 8	7 of 8	8 of 8	.	.	.	.
APPROVED GOALS	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	232	263	303	307	334	.	.	.	.
APPROVED GOALS	.	.	.	270	322	315	323	333	.
PROPOSED GOALS	.	.	.	.	.	*339*	*344*	*350*	*354*

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,595	1,671	1,592	1,579	1,671	.	.	.	.
APPROVED GOALS	.	.	.	1,592	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,700*	*1,700*	*1,700*

11. Number of Post-Doctoral Appointees*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 OFFICIAL	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	648	625	674	677	644	679	666	.	.
APPROVED GOALS	.	.	.	677	644	679	664	690	.
PROPOSED GOALS	.	.	.	.	.	.	.	*690*	*692*

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,360	1,520	1,556	1,468	1,612	.	.	.	.
APPROVED GOALS	.	.	.	1,630	1,570	1,640	1,717	1,800	.
PROPOSED GOALS	.	.	.	.	.	*1,770*	*1,850*	*1,950*	*2,100*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

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KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	10	10	9	11	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	77	75	72	73	73	.	.	.	.
APPROVED GOALS	.	.	.	72	72	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	*73*	*73*	*73*	*73*

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.1	4.0	3.9	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	.	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	87	88	86	87	88	.	.	.	.
APPROVED GOALS	.	.	.	87	88	89	89	90	.
PROPOSED GOALS	.	.	.	.	.	*89*	*89*	*90*	*90*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8,245	8,515	8,604	8,451	8,595	.	.	.	.
APPROVED GOALS	.	.	.	8,515	8,515	8,515	8,600	8,600	.
PROPOSED GOALS	.	.	.	.	.	*8,515*	*8,600*	*8,600*	*8,600*

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exams: Percent Pass Rates (first-time examinees)

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOAL	2019 GOAL	2020 GOAL	2021 GOAL
Nursing	92	90	93	90	87	90	90	90	90
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	87	89	87	78	76	81	81	81	81
Florida Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Medicine (2Yr)	98	96	95	96	95	98	98	98	98
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.
Pharmacy	95	96	95	94	89	90	90	90	91
US Average	*95*	*95*	*93*	*86*	*88*				
Dentistry (p1)	100	100	100	97	100	95	95	95	95
US Average	*93*	*96*	*96*	*95*	*89*	.	.	.	.
Dentistry (p2)	100	96	99	98	98	95	95	95	95
US Average	*94*	*92*	*92*	*91*	*92*	.	.	.	.
Occupational Therapy	100	100	98	100	96	95	95	95	NA
No Comparison available	.	.	.	.	.	.	.	.	.

CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
Medicine (4Y-CK)	100	98	98	99	94	98	98	98	98
US Average	*98*	*97*	*95*	*96*	*96*	.	.	.	.
Medicine (4Y-CS)	99	97	98	99	97	98	98	98	98
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.
Veterinary	99	97	95	98	97	97	97	97	97
US Average	*96*	*90*	*90*	*90*	*91*	.	.	.	.

MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18 GOAL	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL
Physical Therapy	94	94	96	95	95	95	95	95	95
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Note: An asterisk (*) indicates the passing rate is preliminary.

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5,981	6,241	5,613	5,809	6,162	.	.	.	.
APPROVED GOALS	.	.	.	5,620	5,650	5,700	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	*5,700*	*5,800*	*5,800*	*5,800*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	27	27	28	27	28	.	.	.	.
APPROVED GOALS	.	.	.	26	26	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*28*	*28*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	6	6	7	7	7	.	.	.	.
APPROVED GOALS	.	.	.	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*6*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	26	27	31	32	.	.	.	.
APPROVED GOALS	.	.	.	27	32	33	34	35	.
PROPOSED GOALS	.	.	.	.	.	*33*	*34*	*35*	*35*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	40	42	43	43	45	.	.	.	.
APPROVED GOALS	.	.	.	44	44	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	*45*	*46*	*47*	*47*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	58	58	58	59	61	.	.	.	.
APPROVED GOALS	.	.	.	58	59	59	59	59	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	25	25	25	29	28	.	.	.	.
APPROVED GOALS	.	.	.	25	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	18	20	15	21	23	.	.	.	.
APPROVED GOALS	.	.	.	21	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	*26*	*27*	*28*	*29*

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	695	708	740	791	801	.	.	.	.
APPROVED GOALS	.	.	.	747	735	770	810	850	.
PROPOSED GOALS	.	.	.	.	.	*825*	*849*	*875*	*901*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51	54	52	52	55	.	.	.	.
APPROVED GOALS	.	.	.	52	52	53	53	54	.
PROPOSED GOALS	.	.	.	.	.	*56*	*56*	*57*	*57*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	97	91	115	101	118	.	.	.	.
APPROVED GOALS	.	.	.	.	105	108	110	115	.
PROPOSED GOALS	.	.	.	.	.	*120*	*121*	*123*	*125*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	129	140	147	261	293	257	.	.	.
APPROVED GOALS	.	.	.	225	293	235	245	260	.
PROPOSED GOALS	.	.	.	.	.	*235*	*261*	*265*	*270*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	15	16	16	15	17	11	.	.	.
APPROVED GOALS	.	.	.	17	16	10	16	17	.
PROPOSED GOALS	.	.	.	.	.	*11*	*15*	*15*	*16*

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.

1. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

2. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

3. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

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ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	25,591	25,705	26,221	27,419	27,624	27,354	27,545	27,755	27,755
FTIC (Profile Admit)	632	631	618	448	329	330	333	335	335
FCS AA Transfers	4,890	5,142	5,480	5,807	6,094	6,264	6,308	6,356	6,356
Other AA Transfers	248	285	404	462	614	751	757	762	762
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	1,014	1,018	1,279	1,382	1,775	2,062	2,076	2,092	2,092
Subtotal	**32,375**	**32,781**	**34,002**	**35,518**	**36,436**	**36,762**	**37018**	**37,300**	**37,300**
GRADUATE									
Master's	7,204	7,114	7,618	8,059	7,684	7,770	7,764	7,747	7,735
Research Doctoral	4,348	4,229	4,296	4,314	4,315	4,295	4,268	4,234	4,208
Professional Doctoral	4,377	4,411	4,359	4,446	4,298	4,345	4,358	4,362	4,362
Subtotal	**15,929**	**15,754**	**16,273**	**16,819**	**16,297**	**16,401**	**16,391**	**16,342**	**16,305**
UNCLASSIFIED									
H.S. Dual Enrolled	71	149	124	273	542	731	736	741	753
Other[1]	1,720	1,852	2,120	2,244	2,587	2,737	2,750	2,762	2,790
Subtotal	**1,791**	**2,001**	**2,244**	**2,517**	**3,129**	**3,468**	**3,485**	**3,503**	**3,544**
TOTAL	50,095	50,536	52,519	54,854	55,862	56,640	56,894	57,145	57,149

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	13,177	13,028	12,751	13,084	13,459	13,595	13,145	13,032	13,089	13,089
UPPER	17,809	18,028	18,051	18,372	18,862	19,630	19,843	19,887	19,902	19,902
GRAD I	3,611	3,407	3,378	3,603	3,625	3,638	3,724	3,724	3,705	3,694
GRAD II	5,061	4,961	4,859	4,623	4,527	4,313	4,148	4,038	4,015	3,999
TOTAL	**39,658**	**39,424**	**39,039**	**39,682**	**40,473**	**41,175**	**40,860**	**40,682**	**40,710**	**40,684**
NON-RESIDENT										
LOWER	595	711	855	1,101	1,380	1,463	1,605	1,697	1,763	1,763
UPPER	734	851	1,007	1,125	1,332	1,569	1,831	2,060	2,202	2,202
GRAD I	2,945	2,928	2,984	3,264	3,530	3,251	3,194	3,188	3,192	3,193
GRAD II	2,901	2,833	2,815	2,941	3,098	3,120	3,206	3,271	3,235	3,207
TOTAL	**7,175**	**7,322**	**7,661**	**8,431**	**9,340**	**9,403**	**9,836**	**10,216**	**10,393**	**10,365**
TOTAL										
LOWER	13,772	13,739	13,606	14,185	14,839	15,057	14,749	14,730	14,852	14,852
UPPER	18,543	18,878	19,058	19,497	20,194	21,200	21,674	21,947	22,104	22,104
GRAD I	6,556	6,335	6,362	6,867	7,155	6,888	6,918	6,913	6,897	6,887
GRAD II	7,962	7,794	7,674	7,564	7,624	7,433	7,354	7,309	7,250	7,206
TOTAL	**46,833**	**46,746**	**46,700**	**48,113**	**49,813**	**50,578**	**50,696**	**50,898**	**51,103**	**51,049**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	6,404	8,376	8,918	10,284	11,282	12,305	12,602	12,947	13,267	13,267
Hybrid (50-79%)	491	305	319	423	425	348	364	367	333	333
Classroom (0-50%)	25,424	23,935	23,427	22,975	23,326	23,604	23,456	23,363	23,356	23,356
Subtotal	**32,319**	**32,616**	**32,664**	**33,682**	**35,034**	**36,257**	**36,423**	**36,677**	**36,956**	**36,956**
GRADUATE										
Distance (80-100%)	3,356	3,643	3,943	3,999	4,301	4,095	4,125	4,153	4,159	4,172
Hybrid (50-79%)	486	310	280	238	302	364	285	284	283	282
Classroom (0-50%)	10,678	10,177	9,813	10,194	10,176	9,862	9,862	9,785	9,705	9,640
Subtotal	**14,520**	**14,130**	**14,036**	**14,431**	**14,779**	**14,321**	**14,272**	**14,222**	**14,147**	**14,094**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Spanish & Port Studies	16.0908	N/A	None	No	838	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Master of Design	50.0401	N/A	None	No	20	March 2018
Anatomy	26.0403	N/A	None	No	50	Spring 2019
DOCTORAL PROGRAMS						
Anatomy	26.0403	N/A	None	No	25	Spring 2019
Doctor of Musical Arts	50.0901	LOCAL	None	16%	15	June 2018
Doctor of Athletic Training	51.0913	N/A	None	No	25	Fall 2018

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Marine Sciences	26.1302	STEM	FIU, UWF	TBD	100	Spring 2020
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2020
Ag Operations Mang	01.0106	N/A	None	TBD	40	Fall 2020
Early Childhood Ed	13.1210	EDUCATION	FGCU, FIU, FSU, UCF, UNF, USF	TBD	TBD	Fall 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Case Management	51.0001	N/A	None	Yes	40	Fall 2019
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2020
Geomatics	15.1102	STEM	None	Yes	40	Fall 2020
Advanced Legal Research	22.0201	N/A	None	Yes	25	Spring 2019
DOCTORAL PROGRAMS						
Arch & Bldg Sciences	04.0902	N/A	None	No	30	Spring 2019
Geomatics	15.1102	STEM	None	No	25	Fall 2020
Sustainability Studies	30.3301	STEM	None	No	20	Spring 2019
Lang, Lit & Cultures	16.0101	GLOBAL	None	TBD	TBD	Fall 2020
Plant Breeding	01.1104	STEM*	None	TBD	20	Fall 2020

*will be proposed as a STEM program

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

UNIVERSITY OF FLORIDA

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

UF's four-year and six-year graduation rates are currently 68% and 88%, respectively, for the fall 2011 cohort. Our goal is to raise these rates to 75% and 90% or higher. In order to understand the challenges and opportunities, we analyzed the fall 2010 freshman cohort. While 67% graduated in 4 years, an additional 17% graduated by the end of the 5th year. Very few students graduated in the sixth year, and 762 students left UF without graduating. This analysis helps guide our efforts toward improvement.

Academic Considerations. UF is extending its universal tracking system to cover all eight semesters, thereby allowing us to monitor individual student progress over the entire student career. Our goal is to change the student culture about timely graduation. This includes:

- Emphasizing the importance of planning for 4-year graduation in Preview presentations
- Including messaging about 4-year graduation in New Student Convocation
- Stressing the importance of the advising role in planning for graduation
- Launch a "Think 30" campaign for current students
- Hosted a National Academic Advising Association consultation in February 2018 to enhance academic advisor role in timely graduation
- Analyze which students repeat courses excessively and what subgroups are most at-risk

Financial Considerations. For students in short-term financial crises, UF has instituted a system of micro grants to address their needs. By providing students with small grants of $500 or $1,000, we were able to retain well over 350 students who would otherwise have dropped out for a semester. We expect this new set of financial programs to reduce the number of students who ultimately leave UF without graduating.

Curriculum. We are encouraging programs that exceed 120 credit hours to streamline their requirements. To date, Nursing, Biomedical Engineering, Electrical Engineering and Civil Engineering have decreased their requirements from one to three credit hours. We discovered that students often had to take difficult final exams (chemistry, mathematics, and physics) on the same day. UF is piloting a new schedule to offer these exams on separate days. All programs will be required to expand universal tracking through semester 8.
UF is converting its first semester calculus course to a "flipped" format that has been demonstrated nationally to improve success rates. Calculus I will be offered in summer 2018 for incoming engineering students who wish to accelerate their progress.

Policy. UF is tightening enforcement of the policy requiring 9 hours of summer enrollment. Summer Bright Futures will assist with this effort.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

The University of Florida (UF) is committed to enabling student completion of an undergraduate degree within four years. In order to accomplish this objective, students need to complete 30 credits each academic year.

While UF currently provides a full financial aid package based on 15 credits per term to students who apply by the financial aid deadline, special situations may arise that strain student financial resources. Full-time undergraduates (taking 12 or more credits) who would like to increase their course load, but are limited by financial circumstances, are encouraged to consult with Student Financial Affairs (SFA).

SFA will review the student's financial circumstances and, if it is determined additional funding is needed, the student's financial aid package will be adjusted using a **Grad-A-Gator** grant.

Information explaining the **Grad-A-Gator** grant will be provided on the SFA website and advertised to students during the fall and spring terms each year.

In addition, UF instituted a series of financial aid micro grants last year. These awards assist students experiencing unexpected circumstances and financial stress and encourage them to remain enrolled. The program has been quite successful in retaining students who would otherwise have dropped out for at least a semester.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

UNIVERSITY OF FLORIDA

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6-7-18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

FLORIDA INTERNATIONAL UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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8. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is committed to learning, entrepreneurship, research, innovation and creativity.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions. We take our responsibility to provide an accessible education to the South Florida community seriously. Miami is home to more than 150 ethnicities and 60 languages. A majority-minority institution with a student body of nearly 57,000, FIU is among the 10 largest universities in the nation, and we have graduated more than 200,000 alumni, 156,000 of whom live and work in South Florida. FIU continues to be an economic driver for a rapidly growing greater South Florida community which is expected to grow by 1 million by 2030. Our undergraduate student body includes 50 percent Pell Grants recipients. Our efforts to support student success have resulted in a five percent increase in our four-year graduation rate in 2017 compared to 2016. This cumulative effect equals an over 70 percent increase in our four-year graduation rate in the last decade.

We recognize there is still much improvement that can and will be made for our students and for our University. Our efforts at increasing financial literacy and lowering student indebtedness have been successful. According to the Institute for College Access and Success, FIU has one of the lowest student indebtedness averages ($19,915) in the country. Reducing the indebtedness of our graduates not only improves the lives of our graduates but the quality of life they have to build into their community. The majority of graduates choose to stay or for other reasons are place-bound in our thriving South Florida.

As such, FIU is committed to serving as an engine and agent of change for South Florida and beyond. We have invested in efforts to be proactive and substantive in the support of economic development. As one of the largest employers in South Florida, we work with other community leaders to prevent and solve problems. FIU's academic programs, community engagement, and strategic partnerships with key institutions are in line with our local economic development initiative, One Community One Goal (OCOG). We positioned FIU to make significant contributions to each of the six OCOG industry clusters – creative design; hospitality and leisure; information technology; life sciences; international banking and finance; and trade and logistics.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Our world-class faculty members are engaged in cutting-edge research, scholarship and creative activity and are recognized globally. Research is a major component of our University's mission. FIU achieved the highest research classification from the Carnegie Foundation for the Advancement of Teaching and has earned more than $1 billion in research funding during the past decade. The Brookings Institution ranked FIU number six in the country in producing important research while also promoting upward social mobility among students.

Since FIU's founding, we have been awarded 90 patents – 66 of those within the past three years. This year, we earned 43 patents — an FIU record for a single year. As such, we have surpassed our strategic plan goal of receiving more than 30 patents per year by 2020. Patent applications also have reached a record number. At this pace, FIU is on track to make the list of top 100 universities in the world for granted U.S. utility patents in the next few years.

Our Herbert Wertheim College of Medicine is making an impact in our community. Through the Green Family Foundation NeighborhoodHELP program, our students have conducted more than 6,000 visits to more than 700 low-income households in Miami-Dade County, directly impacting 2,000 people in underserved neighborhoods. This program ensures that we are proactive in offering state of the art treatment to our neighbors who may not be able to seek out treatment. Our Linda Fenner 3D Mobile Mammography Center allows us to access patients who otherwise would not seek screening. To date, we have provided screenings to more than 1,000 women.

FIU was recognized for creating an exceptional work environment in The Chronicle of Higher Education's 2017 "Great Colleges to Work For," one of the largest and most respected workplace-recognition programs in the country, which acknowledges colleges and universities that earn top ratings from their employees. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle's annual report. The recognition affirms that FIU will continue to compete nationally to attract the best, brightest and most competent staff and faculty from all over. This is critical for FIU and for Florida's future.

FIU is committed to putting students first – by creating an environment where they can find a love for learning, gain the skills they need to succeed, and make our community and world a better place. In South Florida, there are an estimated 6,500 homeless or foster children. Four years ago we started Fostering Panther Pride (FPP) to offer hope and help to our students who are either homeless or were formerly in foster care. Nationally, fewer than 10 percent of former foster care youth enroll in college and fewer than 3 percent make it to graduation. FPP provides mentoring, academic and financial assistance and a network of outreach, helping with everything from study skills and internships to balancing a checkbook and preparing a resume. To date, more than 360 students have been helped, 69 have graduated, 165 continue to be enrolled, and fortunately many FPP students' circumstances improve and move on past the program.

We are also committed to working with our public schools to support K-12 students and provide the tools they need to prepare for higher education. In September 2011, FIU and Miami-Dade County Public Schools established The Education Effect, a University-supported community school partnership to improve educational outcomes in schools across the county. Sparked by a three-year seed investment from the JPMorgan Chase Foundation, the partnership connects the community, schools, students, and parents with University expertise, resources, and research-based intervention programs to address pressing educational and social needs of students. The program began at Miami Northwestern Senior High School in Liberty City and has expanded into Booker T. Washington Senior High School in Overtown and Jesse J. McCrary Jr. Elementary School in Little Haiti.

FIU has also made a potential life-changing promise, a Golden Promise, to our freshmen. Our Golden Promise covers gaps in financial aid of Florida residents who have zero expected family contribution so that students can complete 30 credit hours a year and earn a bachelor's degree in four years. These students typically come from families that earn less than $33,000 annually. During the first year, 2017-18, 1,532 students have benefited from the program.

The world of work and higher education is rapidly changing. New and emerging technologies, like artificial intelligence, big data, 3-D printing and the Internet of Things promise to affect the future. This means we must work hard to ensure our students are prepared for the jobs of today – and tomorrow. Our new academic degree programs in Data Science (Fall 2017), Internet of Things (Spring 2018) and Logistics/Supply Chain Management (Fall 2018) aim to prepare our students for today's evolving workplaces.

South Florida is critical to the future of our country and we at FIU have embraced our role as a forum for events of national and international significance. Over the last year, we had nine cabinet secretaries visit FIU. In April 2017, U.S. Secretary of Education Betsy DeVos visited FIU to meet with administrators, faculty and students and learn more about the University's initiatives to help students succeed in the classroom.

In June 2017, FIU hosted the Conference on Prosperity and Security in Central America in which Vice President Mike Pence, U.S. Secretary of State Rex Tillerson, U.S. Secretary of Homeland Security John F. Kelly and a diverse group of leaders from Central America discussed economic, security and governance challenges. As recent as March 2018, Nikki Haley, U.S. Ambassador to the United Nations, participated in a panel discussion on Latin America at FIU with Cuban-American members of Congress and local community leaders.

At FIU, we have demonstrated that we are committed to providing a high-quality education to students of diverse backgrounds and to breaking down traditional barriers to education such as income and zip code of birth. We are confronting and overcoming challenges by cultivating committed professional staff and dedicated faculty, engaging in problem-solving research and partnerships, as well as providing the support our students need to graduate in four years and launch successful careers.

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. Academic and Career Success In an effort to coordinate and accelerate our ongoing student success initiatives, we have recently reorganized several of our existing units into a new unified division under the leadership of the Associate Provost for Academic and Career Success. The new division will oversee Advising and Career Services and will be responsible for creating a coordinated approach to student support. By leveraging predictive analytics and integrated technologies, this new division will be able to work collaboratively across the University to identify the obstacles to students' success, design innovative solutions, and optimize student success initiatives. The division will also develop a strategy for increasing synergy and collaboration across units to incubate and implement initiatives designed to increase retention, graduation, and career readiness.

There are financial hurdles for some students when pursuing their degree. With the support of the Association of Public and Land-grant Universities and the Coalition of Urban Serving Universities, FIU received seed funding to support completion grants. In 2016-17, 70 students graduated with this assistance and were able to start their career. While this program has been successful, we were able to leverage our pilot with the help of a generous gift of $500,000 by the Braman Family Foundation for 2017-18. With this gift, FIU has issued five hundred $1,000 scholarships to students in their last year to incentivize them to enroll full-time and accelerate college completion. We continue to refine our strategy around other completion grant opportunities. To date 238 students graduated in Fall 2017 with this assistance and have now started their careers. Another 252 students will graduate in the spring or summer semester with this assistance based on their anticipated graduation plan. The Braman Family Foundation has committed to another $500,000 gift for the upcoming academic year.

The Andrew W. Mellon Foundation has awarded FIU and Miami Dade College (MDC) a three-year, $2.85 million grant to support students pursuing higher education. Known as "Making Diversity Meaningful in the Humanities: An MDC-FIU Pathway Partnership," the grant will support programs that aim to assist about 5,000 students each year. It will fund efforts to streamline curricula for students on the MDC-to-FIU path, help students complete degrees, attract more students to humanities fields, foster collaboration among MDC and FIU humanities faculty, and reinforce the importance of the humanities to a democratic society.

FIU received $3.5 million through a legislative budget request for Targeted STEM Initiatives. FIU's Targeted STEM Initiatives will transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of engineering and computer science students—thereby launching a new engineering paradigm. The Initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation, startups, and attract high-tech companies to South Florida.

The Initiative builds on the foundational success of multiple initiatives that have brought significant change to FIU and that have become integrated into University practices and

culture. FIU's STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40 percent increase in the passing rate which has led to a dramatic increase in the number of physics majors and national recognition for FIU's success. FIU's Graduation Success Initiative (GSI) has helped raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years. The first major success in the Gateway Course Initiative was the comprehensive transformation of the College Algebra course that included Learning Assistants and innovative technology-based instruction, leading to a sustained 40 percent increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved over 2,500 seats over a five-year period (since Fall 2012), improved efficiency through direct cost savings to our students, and improved timely graduation. Transformed Gateway and other STEM courses improved upon historic pass rates by 15-20 percent.

2. Preeminent Programs Our goal is to be a worlds ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation and education. FIU established Preeminent Programs and now focuses additional resources in FIU's nationally and internationally recognized areas of research and education. These programs provide opportunities for winning grants, provide focus for the Next Horizon capital campaign, and support student success. Much of faculty recruitment and resource allocation toward research growth, graduate education quality, and degree production will be focused on the Preeminent Programs.

FIU has focused cluster hiring and World Class Faculty funding within the Preeminent Programs. This has resulted in recruitment of faculty into the Center for Children and Families (CCF), the Institute of Water and Environment (InWE), and the Health Inequities and Disparities Program. As an example of success in faculty recruitment, the Health Inequities and Disparities Program recruited two members of the National Academy of Medicine, in addition to other faculty recruited through the awarded research grants. This Health Inequities and Disparities group was awarded two major center grants by the National Institutes of Health (NIH), one for $13 million and the other for $6.8 million. These grants will provide resources for recruitment of new faculty, have provided funding for doctoral students and postdoctoral scholars, and will continue to build FIU's research in health disparities. This Program also received a $9.5 million endowment from NIH, which supports the establishment of a health disparities track in the Public Health Ph.D. program, as well as funding for research activities and training of medical students in the Herbert Wertheim College of Medicine.

The CCF, another Preeminent Program, focuses on child and adolescent mental health, and involves faculty and students from Psychology, Social Work, Public Health and Medicine. The CCF received 11 new grant awards this year that totaled $14.5 million. The CCF's impact in the community goes well beyond its research in the important topic of youth mental health.

For example, the Center provided services to over 3,000 children across clinical and research programs, and its faculty and staff provided approximately 600 hours of training to almost 8,000 community professionals, including teachers, school psychologists, parents, and licensed mental health professionals. Finally, the Center organized the Miami International Child & Adolescent Mental Health Conference (MICAMH), which had over 400 registrants, and provided close to 2,000 continuing education units for local and out-of-state professionals.

3. StartUP FIU is the University-wide initiative that focuses on expanding research-related economic development. This includes fostering and developing innovation and entrepreneurship, patent production and commercialization of FIU intellectual property (IP) through University-industry partnerships, as well as IP licensing. Another major goal of StartUP FIU is to adapt curricula to be more responsive to both student and industry demands utilizing an entrepreneurship framework that includes Passion, Discovery, Creativity, Invention and Innovation. The result of curricular redesign has been more student engagement and the application of skills such as creativity, critical thinking, collaboration, and communication – all of which are cited by industry as crucial skills for employment and entrepreneurship. StartUP FIU started and tested a new Freshman Experience course that introduces innovation and social entrepreneurship into the freshman curriculum. This course is a particularly noteworthy example of the rapid prototyping, testing, and implementation that StartUP FIU is capable of in developing new curriculum, courses and programs for any school or college at the University.

StartUP FIU already has positively impacted patent productivity, with significant increases in invention disclosures by FIU faculty as well as on the number of patents. Invention disclosures have increased annually during the past three years from 37, to 52, to 70. Patents have increased in the past three calendar years from 6, to 17, to 43. Additionally, StartUP FIU is supporting faculty in their commercialization efforts. Currently, we are working on four licensing agreements with investors interested in FIU IP.

In addition to the impact on patents, StartUP FIU had sixty-six companies (three cohorts) participating in its Empower Accelerator program. The companies have employed 122 workers in full-time, part-time, and independent contractor status, of which 53 were FIU affiliated. Twenty-seven FIU student interns have positions with these companies. The first two cohorts of companies secured $828,000 in capital for growth.

Overall, we see StartUP FIU as a mechanism for the creation of new companies, more research dollars, and more patents and technology transfer. Furthermore, by boosting student engagement through innovative programming, it will also lead to improved student success in retention, graduation rate and post-graduation employment.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. Thomas Weppelman, a second-year medical student at FIU's Herbert Wertheim College of Medicine, was named a 2017 Medical Scholar by the Infectious Diseases Society of America.
2. Competing against nearly 50 teams, a team of six Honors College students finished top 10 in Johns Hopkins MedHacks 2.0. In under 36 hours they made a fully functioning prosthetic leg prototype.
3. Shonda and Shalisha Witherspoon, undergraduate students from the School of Computing and Information Sciences(SCIS), along with three team members won the BlueHack hack-a-thon competition held by IBM July 19-21, 2017.

FACULTY ACHIEVEMENTS

1. The 2016 National Academy of Inventors Fellows Selection Committee named Provost and Executive Vice President Kenneth G. Furton an NAI Fellow; making a total of five FIU NAI Fellows.
2. Ram Iyengar, Director of SCIS in the College of Engineering and Computing, was elected to the 2017 Class of the College of Fellows of the American Institute for Biological and Medical Engineering.
3. SCIS Prof. Mark Weiss led and received new $5 million FIU-led National Science Foundation S-STEM grant award, working with UCF and USF. The program will provide hundreds of scholarships to students studying computing over the next five years.

PROGRAM ACHIEVEMENTS

1. FIU Law ranks among the nation's top 100 law schools, according to U.S. News & World Report's annual rankings released on March 14, 2017. FIU Law also ranked among the nation's top 50 law schools for graduate success for the second consecutive year.
2. FIU's Model United Nations team has achieved its highest ranking ever, landing second place in North America and beating out every Ivy League team in the country.
3. The Landon Undergraduate School of Business International Business Program is ranked #5 in *U.S. News & World Report's Best Colleges;* the third year in a row the school has ranked top ten.

RESEARCH ACHIEVEMENTS

1. The U.S. Food and Drug Administration has granted an investigational device exemption for the first-in-human trial for the neural-enabled prosthetic hand system developed by Ranu Jung, chair of the Department of Biomedical Engineering.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution with a $13.1 million grant from the National Institute on Minority Health and Health Disparities.
3. Yuk-Ching Tse-Dinh, director of the Biomolecular Sciences Institute, received over one million dollars in funding from the NIH to study how targeting bacterial DNA can be used to kill antibiotic-resistant superbugs.

INSTITUTIONAL ACHIEVEMENTS

1. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle of Higher Education's "Great Colleges to Work For."
2. Six members of the FIU family are among Fortune magazine's 50 Most Powerful Latinas of 2017. The list includes female executives running Fortune 500 companies or large private firms and entrepreneurs leading global initiatives.
3. FIU was recognized as the Engaged Campus of the Year for 2017 at the Florida Campus Compact Annual Awards Gala on November 16, 2017. FIU was recognized for advancing the purposes of higher education while improving community life and educating students for civil and social responsibility.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	70.9	68.6	69.0	67.8	.	.	.	.
APPROVED GOALS	.	.	.	69.5	69.5	70.0	70.5	71.0	.
PROPOSED GOALS	.	.	.	.	.	69.5	70	70	70

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,200	37,400	38,800	39,300	.	.	.	.
APPROVED GOALS	.	.	.	37,000	39,450	40,100	40,750	41,400	.
PROPOSED GOALS	.	.	.	.	.	39,500	40,000	40,500	41,000

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	17,550	17,760	17,300	16,210	.	.	.	.
APPROVED GOALS	.	.	.	.	16,780	16,380	15,980	15,580	.
PROPOSED GOALS	.	.	.	.	.	16,000	15,900	15,500	15,100

4. FTIC Four-Year Graduation Rate

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ACTUAL	28.1	24.8	27.2	28.4	33.5	.	.	.	.
APPROVED GOALS	.	.	.	28	31	33	35	40	.
PROPOSED GOALS	.	.	.	.	.	34	35	37	40

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75.5	76.9	80.4	80.9	86.4	.	.	.	.
APPROVED GOALS	.	.	.	83	82	85	88	90	.
PROPOSED GOALS	.	.	.	.	.	86.5	88	90	90

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	45.5	46.1	46.9	47.7	48.9	.	.	.	.
APPROVED GOALS	.	.	.	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	49.6	51.0	51.1	51.4	50.4	.	.	.	.
APPROVED GOALS	.	.	.	52	50	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49.3	52.4	54.1	58.7	59.6	.	.	.	.
APPROVED GOALS	.	.	.	56	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.5	67.6	68.9	69.1	72.2	.	.	.	.
APPROVED GOALS	.	.	.	71	70.1	70.8	71.6	72.4	.
PROPOSED GOALS	.	.	.	.	.	73.4	75.1	76.9	78.7

10. BOT Choice: Percent of Bachelor's Degrees Awarded to Minorities

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82.3	84.0	85.3	84.2	83.6	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2021
ACTUAL	3.8	3.9	3.9	3.9	4.1	.	.	.	.	
APPROVED GOALS*	.	.	.	3.96	3.99	4.0	4.0	.	.	
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1	

1b. Average SAT Score*

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2021
ACTUAL	1150	1121	1120	1129	1196	.	.	.	.	
APPROVED GOALS*	.	.	.	1140	1160	1180	1200	.	.	
PROPOSED GOALS	.	.	.	.	.	1200	1200	1200	1200	

Note* : These data include the SAT Verbal and Quantitative subtests and are based on a 1600pt scale.

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	84	84	88	88	88	.	.	.	.
APPROVED GOALS*	.	.	.	88	90	91	92	.	.
PROPOSED GOALS	.	.	.	.	.	91	92	92.5	93

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	52	54	58	56	57	.	.	.	.
APPROVED GOALS*	.	.	.	53.5	55.5	63.5	70	.	.
PROPOSED GOALS	.	.	.	.	.	58	60	62	64

Note* : The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	1	1	1	4	3*	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*

Note*: BOG staff revised the 2018 value on 6/14/18 to fix a typo after the BOT approved the plan.

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	92	107	125	134	146	.	.	.	.	
APPROVED GOALS*	.	.	.	130	138	149	163	.	.	
PROPOSED GOALS	.	.	.	.	.	*186*	*195*	*207*	*219*	

7. Non-Medical Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	86	100	114	122	131	.	.	.	.	
APPROVED GOALS*	.	.	.	122	129	139	151	.	.	
PROPOSED GOALS	.	.	.	.	.	*134*	*141*	*149*	*158*	

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures (out of 8)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	2	2	4	5	5	.	.	.	.	
APPROVED GOALS*	.	.	.	5	5	5	6	.	.	
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*6*	*6*	

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	6	11	26	65	.	.	.	.
APPROVED GOALS*	.	.	.	23	34	52	75	.	.
PROPOSED GOALS	.	.	.	.	.	115	155	171	177

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	239	257	327	327	373	.	.	.	.
APPROVED GOALS*	.	.	.	326	337	400	420	.	.
PROPOSED GOALS	.	.	.	.	.	403	438	473	540

11. Number of Post-Doctoral Appointees

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013 OFFICIAL	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	40	51	55	49	64	75	211	.	.	
APPROVED GOALS*	.	.	.	49	64	74	200	.	.	
PROPOSED GOALS	.	.	.	.	.	.	.	220	220	

Note: Fall 2016 actual data is known, but statute requires a source with time lag.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	149	177	179	174	196	.	.	.	.
APPROVED GOALS*	.	.	.	225	250	275	275	.	.
PROPOSED GOALS	.	.	.	.	.	275	275	300	300

Note* : The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

Freshmen in Top 10% of High School Class

	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12
ACTUAL	23	21	18	18	25	.	.	.	.
APPROVED GOALS	.	.	.	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	27	30	32	34

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	89	82	88	87	87	90	90	90	90
US Average	85	85	87	88	90	.	.	.	.
Law	85	79	84	87	87	87	87	87	87
FL Average	80	74	69	66	69	.	.	.	.
Medicine (2Y)	100	100	99	99	99	96	96	96	96
US Average	97	96	96	96	96	.	.	.	.
CROSS-YEAR	**2012**	**2013**	**2014**	**2015**	**2016**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Medicine (CK)	100	100	96	94	97	97	97	97	97
US Average	98	97	95	96	96	.	.	.	.
Medicine (CS)	92	100	98	98	97	97	97	97	97
US Average	98	96	96	97	96	.	.	.	.
MULTI-YEAR	**2013**	**2014**	**2015**	**2016**	**2017**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Physical Therapy	71	75	81	89	92	95	95	95	95
US Average	89	90	91	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	4	4	4	4	7	7	7	7
Below	6	6	7	7	7	7	7	7	7

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.6	5.3	5.1	5.1	5.1	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.5	4.4	4.4	4.3	.
PROPOSED GOALS	.	.	.	.	.	5	4.9	4.8	4.7

Six-Year FTIC Graduation Rates [full- & part-time students]

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ACTUAL	50	53	57	55	55	.	.	.	.
APPROVED GOALS	.	.	.	52	57	58	58	59	.
PROPOSED GOALS	.	.	.	.	.	58	58	59	60

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7,746	8,067	8,494	9,076	9,518	.	.	.	.
APPROVED GOALS	.	.	.	8,600	8,800	8,900	9,000	9,100	.
PROPOSED GOALS	.	.	.	.	.	9,900	10,200	10,600	10,900

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,440	3,610	3,684	3,605	3,730	.	.	.	.
APPROVED GOALS	.	.	.	3,597	3,630	3,656	3,681	3,707	.
PROPOSED GOALS	.	.	.	.	.	3,745	3,761	3,776	3,791

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82	84	85	84	84	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19	Fall 2019-20	Fall 2020-21
ACTUAL	24	24	25	25	24	.	.	.	.
APPROVED GOALS	.	.	.	24	24	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	25

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	21	24	25	27	30	.	.	.	.
APPROVED GOALS	.	.	.	28	31	35	40	40	.
PROPOSED GOALS	.	.	.	.	.	33	35	37	40

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	22	24	24	25	.	.	.	.
APPROVED GOALS	.	.	.	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	31	32	34	35	.	.	.	.
APPROVED GOALS	.	.	.	33	34	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	39

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	4	3	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	8

Faculty Awards

	Fall 2010-11	Fall 2011-12	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19
ACTUAL	5	8	4	5	13	.	.	.	.
APPROVED GOALS	.	.	.	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	13	13	14	14

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	128	133	163	171	177	.	.	.	.
APPROVED GOALS	.	.	.	166	175	179	184	191	.
PROPOSED GOALS	.	.	.	.	.	186	191	200	209

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	62	64	52	49	46	.	.	.	.
APPROVED GOALS	.	.	.	53	49	51	53	53	.
PROPOSED GOALS	.	.	.	.	.	48	49	52	53

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	2	3	6	17	43	.	.	.	.
APPROVED GOALS	.	.	.	.	17	28	34	38	.
PROPOSED GOALS	.	.	.	.	.	55	57	59	61

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	3	3	2	3	.	.	.	.
APPROVED GOALS	.	.	.	2	2	4	4	6	.
PROPOSED GOALS	.	.	.	.	.	4	4	6	7

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	2	2	1	.	.	.	.
APPROVED GOALS	.	.	.	2	1	1	2	3	.
PROPOSED GOALS	.	.	.	.	.	1	3	6	8

KEY PERFORMANCE INDICATORS (CONTINUED)

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.

1. Percent of Student Credit Hours in Online Education

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
21	24	25	27	30	33	35	37	40

2. Percent of Student Credit Hours in Hybrid Education

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2	2	4	6	8	10	14	17	20

3. Internships Number of academic internships students participated in during the academic year.

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
N/A	N/A	4,737	4,986	6,101	6,200	6,300	6,400	6,500

4. Percent of First Generation Undergraduate Student Enrollment

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
26%	26%	25%	25%	24%	24%	24%	25%	25%

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	16,587	16,766	16,809	17,115	17,172	17,284	17,258	17,572	17,850
FTIC (Profile Admit)	113	87	123	306	420	200	200	200	200
FCS AA Transfers	12,539	13,034	13,717	13,914	13,887	13,903	14,027	14,141	14,246
Other AA Transfers	787	857	868	890	868	946	957	967	977
Post-Baccalaureates	0	408	714	892	912	990	1,002	1,012	1,022
Other Undergraduates	8,191	7,929	8,000	7,994	8,593	8,634	8,713	8,784	8,856
Subtotal	**38,217**	**39,081**	**40,231**	**41,111**	**41,852**	**41,957**	**42,157**	**42,676**	**43,151**
GRADUATE									
Master's	5,960	5,929	6,030	6,239	6,025	6,272	6,330	6,388	6,475
Research Doctoral	1,301	1,323	1,292	1,348	1,359	1,386	1,427	1,494	1,559
Professional Doctoral	1,056	1,115	1,138	1,183	1,316	1,310	1,360	1,383	1,410
Subtotal	**8,317**	**8,367**	**8,460**	**8,770**	**8,700**	**8,944**	**9,087**	**9,188**	**9,345**
UNCLASSIFIED									
H.S. Dual Enrolled	5,436	5,608	4,399	4,146	5,135	5,871	6,902	8,106	8,500
Other[1]	1,010	1,043	968	1,085	1,199	1,189	1,189	1,189	1,189
Subtotal	**6,446**	**6,651**	**5,367**	**5,231**	**6,334**	**7,060**	**8,091**	**9,295**	**9,689**
TOTAL	52,980	54,099	54,058	55,112	56,886	57,961	59,335	61,159	62,185

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 to a degree program but is enrolled. (1) 'Other Unclassified' students include Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	12,652	13,022	12,802	12,500	12,611	12,703	12,832	12,982	13,031	13,131
UPPER	19,037	19,903	20,533	20,898	21,131	21,460	21,770	22,085	22,404	22,728
GRAD I	4,437	4,418	4,446	4,687	4,986	5,166	5,346	5,526	5,706	5,886
GRAD II	1,258	1,264	1,245	1,216	1,265	1,262	1,272	1,282	1,292	1,303
TOTAL	37,384	38,607	39,026	39,301	39,993	40,591	41,220	41,875	42,433	43,048
NON-RESIDENT										
LOWER	807	1,076	1,127	1,219	1,385	1,471	1,557	1,643	1,729	1,815
UPPER	1,634	1,636	1,795	1,895	2,127	2,238	2,348	2,459	2,570	2,680
GRAD I	1,644	1,614	1,644	1,530	1,447	1,461	1,476	1,491	1,506	1,521
GRAD II	608	671	680	696	714	725	737	748	759	771
TOTAL	4,692	4,996	5,246	5,340	5,674	5,895	6,118	6,341	6,564	6,787
TOTAL										
LOWER	13,459	14,098	13,929	13,719	13,995	14,174	14,389	14,625	14,760	14,946
UPPER	20,671	21,539	22,328	22,793	23,259	23,698	24,118	24,544	24,974	25,408
GRAD I	6,081	6,032	6,090	6,216	6,433	6,627	6,822	7,017	7,212	7,407
GRAD II	1,865	1,935	1,925	1,913	1,979	1,987	2,009	2,030	2,051	2,074
TOTAL	42,076	43,604	44,272	44,641	45,666	46,486	47,338	48,216	48,997	49,835

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	7,103	8,395	9,192	9,957	11,007	12,498	13,477	14,493	15,894	16,142
Hybrid (50-79%)	545	689	1,457	2,092	2,861	3,787	5,391	6,659	7,947	8,071
Classroom (0-50%)	26,471	26,539	25,597	24,458	23,386	21,587	19,639	18,017	15,893	16,141
Subtotal	34,119	35,623	36,246	36,507	37,254	37,872	38,507	39,169	39,734	40,354
GRADUATE										
Distance (80-100%)	1,422	1,469	1,502	1,671	1,828	2,067	2,561	3,076	3,520	3,603
Hybrid (50-79%)	72	60	77	96	571	689	795	905	926	948
Classroom (0-50%)	6,453	6,438	6,437	6,363	6,014	5,858	5,475	5,066	4,817	4,930
Subtotal	7,947	7,967	8,016	8,130	8,412	8,614	8,831	9,047	9,263	9,481

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). Classroom/Traditional, is a course in which 50% or less 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.

ACADEMIC PROGRAM COORDINATION

New Programs 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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Engineering	14.0101	STEM	--	--	250	06/2019
Graphic Design	50.0409	GAP ANALYSIS	FAMU, UF, USF_SP	--	116	06/2019
Interdisciplinary Global Studies	30.2001	GLOBAL	UCF, UF	YES	800	03/2019
Public Health	51.2201	HEALTH	UF, USF	--	250	06/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	--	45	6/2019
Internet of Things (IoT)	15.999	STEM	--	YES	50	03/2019
DOCTORAL PROGRAMS						
Engineering and Computing Education	14.9999	STEM	--	--	40	06/2019
Doctor of Architecture	4.0902	STEM	--	--	20	06/2019

New Programs For Consideration by University in

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Sciences	30.0101	STEM	NCF, USF-T, UWF	--	150	08/2019
Disaster Management	43.0302	--	--	--	150	08/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marine Affairs	26.1302	STEM	--	--	30	03/2020
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	--	45	06/2020
Linguistics	16.0101	GLOBAL	UF	--	15	03/2020
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T	--	400	03/2021

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA INTERNATIONAL UNIVERSITY

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

FIU is actively examining both the student-level and the institutional-level obstacles to timely graduation. The University has identified multiple student risk factors to progression and graduation including unmet financial need, high school GPA, ethnicity, major, and housing. Surveys and focus groups further identified lack of engagement and connection to peers, as well as outside work responsibilities, as factors leading to low progression or graduation.

FIU created a data analytics and support team to provide a series of individualized workshops for each college throughout the University with the goal of better understanding student performance, progression, and timely graduation. As a result, colleges have implemented strategies to better support students and share practices University-wide to provide a more consistent and effective means to impact the graduation rate. Colleges have also collaborated to improve the quality of instruction and programming by leveraging resources to impact outcomes. As an example, the College of Business and College of Nursing and Health Sciences Health Services Administration (HSA) programs have collaborated to offer accounting courses in a convenient scheduling format specifically designed for the HSA students. This has resulted in improved passing rates, which has reduced the number of students in jeopardy of not graduating on time.

To compliment college efforts, initiatives to address the needs of at-risk students include centrally coordinated outreach campaigns to students who are nearing graduation to assure they stay on track and register for the courses they need to graduate; identification and strategic scholarship deployment to assist students with unmet financial need; an interactive degree mapping tool which will create up-to-date personalized pathways to completion for each student; the implementation of the Educational Advisory Board's (EAB) Student Success Collaborative that enables advisors to identify at-risk students, reach out to them with individualized messaging, and coordinate with a University-wide support network to meet the students' needs; the development of an FIU Life Coaching program to provide support to students who are struggling academically and help them cultivate the skills they need to succeed such as coping strategies, critical thinking, time management, study habits, and goal setting; and the development of a Career Ready Strategic Initiative to create meaningful on-campus work opportunities for students which will keep them engaged on campus and working in an environment that supports their academic goals as well as helping provide them the skills they need to be successful after graduation.

Institutional impediments to timely graduation are being addressed through resolving operational inefficiencies, optimizing course offerings, aligning course outcomes, and reviewing program curricula. A new initiative, Coordinated Care 360, will reduce students' need to visit multiple offices to solve problems. Enrollment, advising, and other critical areas of student support will collaborate to empower student support staff to develop a more holistic and coordinated method for addressing student needs. Integrated technologies will be utilized to facilitate the sharing of information and creation of a solutions centered support network.

FIU is addressing course level barriers by partnering with both Ad Astra and EAB to provide analytics on course offerings, course completion rates, bottle neck courses, and course capacity trends. The Academic and Career Success team will work with deans and chairs to understand the findings and develop solutions to course offering obstacles. Academic Affairs and the Office of Academic Planning and Accountability have been working with colleges to review and revise program curriculum to assure students who stay on path can graduate within four years and to give students alternative pathways to success, such as the recently approved BA in Biology with tracks specifically designed to align with potential career paths, the BA in Internet of Things, and the BA in Computer Science. Additionally, more flexible programs such as Interdisciplinary Studies have been redesigned to be workforce focused and are offered as completion degree options for students who struggle to complete their programs in a timely manner.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

FIU implemented the Advanced Financial Aid Strategic (AFAS) packaging system in consultation with Ruffalo Noel Levitz beginning in the 2015-2016 Academic Year. The 2018-2019 Academic Year marks the fourth year using this system. AFAS is predicated on enrolling full time undergraduates with the goal of completion in four years. Merit and Need-Based Institutional aid is awarded to ensure students can complete 30 credits each academic year. The model is also designed to improve year over year retention by ensuring students receive consistent aid packages each year as long as their Expected Family Contribution (EFC) remains stable. Institutional Merit scholarships are intentionally designed so that students must complete 30 credits each academic year with a minimum 3.0 GPA and to also keep students on track to four-year graduation.

Considering over half of all undergraduates at FIU receive a Pell grant, the university implemented our Golden Promise program beginning with the 2017-2018 Academic year. Golden Promise guarantees that tuition and fees for 30 credits will be covered with a combination of federal, state, and institutional grants and scholarships for all incoming First Time in College Freshman Florida Residents with a 0 EFC. Students must complete 30 credits with a minimum 2.0 GPA each Academic Year to remain in the program (inclusive of Summer enrollment). Preliminary results for the first cohort is reflecting that at the end of the Spring 2018 semester 1,294 Golden Promise students with a 2.0 or better GPA are on track to complete 30 credits.

To enhance the impact and utility of our foundation funded scholarships, we are expanding the scope and size of our current Scholarship Office. This expanded Office will fulfill the administrative duties of collecting applications, advertising, answering student questions, awarding funds, and stewardship reporting. Through these support efforts and their associated data management systems, we will identify populations of eligible students who may face specific barriers to full-time enrollment and four-year graduation, and we will develop scholarship plans to remediate the effects of these barriers. To maximize the success of these efforts, FIU is reviewing donor agreements and when possible, aligning these agreements with our student success objectives.

FIU has utilized completion grants to mitigate the situation when finances serve as sole detriment to graduation. Our data shows that students with unmet need are more likely to drop out or stop out and re-enroll. Low-income students who transfer in with a GPA under 3.0 are at an even greater risk of dropping out. Those students who are able to persist often reach the end of their savings in the final year of college. Nationally, approximately 15% of students drop out with 75% of their credits completed, mainly for financial reasons. Many students stop out to save money so that they can re-enroll. FIU has found that scholarships ranging from $500 to $1,500 can make the difference between enrolling full-time, completing a degree on time, or dropping out.

Emergency Aid generally consists of small grants, scholarships, and short-term loans of $1,500 or less to assist with completion or unexpected costs. Food Pantries, housing assistance, and transportation assistance are also included. FIU already has most of these programs and analysis of our data show a positive relationship between users of these services and term to term retention and graduation. Our ultimate deliverable will be a coordinated and measured process for identifying and assisting students who have financial emergencies to enable continued enrollment and graduation.

FIU is participating in a project titled the Emergency Aid Lab, funded by the Gates Foundation, on building a comprehensive emergency aid program. FIU, along with the University of Washington, Lane Community College, and Austin Community College are part of the Innovation Cohort who are experimenting and developing comprehensive Emergency Aid Programs that will become scalable to other Higher Education Institutions across the US. The project and our program are scheduled to be completed by September 2018.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/23/18
(Chair, University of Board of Trustees)

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

BOT APPROVED

06/07/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

BOT Approved
06/07/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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6/07/2018

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2018 ACCOUNTABILITY PLAN FLORIDA A&M UNIVERSITY

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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

Florida Agricultural and Mechanical University (FAMU) will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

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.

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while strengthening its position as a leading producer of African American graduates through the use of more strategic and focused approaches for: a) attracting well-qualified students; b) increasing student success; and c) improving employment outcomes. This will necessitate a continued focus on retention, student progression and graduation, and quality of instruction.

As the University works to implement the 2017-2022 strategic plan (*FAMU Rising*), an increased focus will be placed on recruitment, retention, student progression and graduation, and quality of instruction. Specific strategies and initiatives include:

1. Increasing FTIC retention and graduation rates by overhauling the campus student advisement structure, expanding the use of high-impact practices, leveraging the use of technology, and increasing resources for faculty development.
2. Increasing licensure pass rates by revising curricula, expanding academic support services, enhancing admissions policies, and expanding faculty development.
3. Increasing the enrollment of AA transfers by strengthening partnerships with FCS institutions via specialized 2+2 articulation agreements.
4. Enhancing the overall student experience by upgrading student housing and instructional facilities, improving the coordination and quality of student support

services via the construction of the Center for Access and Student Success (CASS), and expanding co-curricular activities.

5. Strengthening and expanding academic program offerings in high-demand areas to address Florida's workforce needs.
6. Enhancing student recruitment efforts by restructuring the Enrollment Management unit and implementing a strategic recruitment plan.
7. Increasing faculty productivity by increasing resources for faculty development and research, and evaluating faculty workload.
8. Improving customer service by launching a comprehensive Service Excellence Program.
9. Transitioning to a more data-driven culture and increasing the efficiency of University operations by enhancing oversight and management of academic, fiscal and critical business operations.
10. Increasing financial support for the University through enhanced alumni and community engagement.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Core capabilities: FAMU is a doctoral/research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. Key institutional strengths include its diversity in academic program offerings and array of accredited professional programs; recognition as one of the nation's top producers of African American graduates; status as an 1890 land-grant institution; designation by Carnegie classification as a R2 institution and recognition for total research and development (R&D) expenditures; and high degree production in STEM, agriculture and health-related disciplines, areas in which minorities are historically underrepresented.

Opportunities: FAMU's many opportunities include: a) an amplified focus on student success (including increasing retention/graduation rates and licensure pass rates); b) increased engagement in land-grant initiatives; c) increasing productivity in research; d) improving on key performance indicators; and e) growing upper-division enrollment through increased retention of current students and strategic initiatives such as specialized 2+2 articulation agreements. FAMU will also enhance its existing signature academic programs, such as pharmacy, business, architecture, law, nursing, music and STEM, while identifying new and emerging areas for growth, such as cybersecurity and data science, in which FAMU can be a national leader, particularly among HBCUs. FAMU will build upon its existing research strengths in agriculture, engineering, environmental science and the biomedical sciences, while identifying new areas of cutting-edge research in which the University can achieve distinction.

Challenges: FAMU is continuing in its efforts to ensure student success by increasing retention and graduation rates at all degree levels; and improve performance on licensure exams. There also continues to be a critical need to upgrade and expand campus facilities, particularly with respect to student housing, student services and faculty research spaces. Additionally, due to the financial circumstances of many of our students, access to need-based aid continues to be a challenge.

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KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Increase student success.

The University will continue and enhance ongoing efforts to increase student success, with an emphasis on: 1) increasing student retention, persistence and graduation rates; 2) increasing passage rates on licensure exams; 3) increasing enrollment of AA transfers; 4) increasing the availability of student internship opportunities and professional development activities that enhance student preparation for employment in high-demand fields; 5) increasing the number of graduates in programs of strategic emphasis; and 6) increasing the availability of courses for current students by offering additional sections via the online modality.

As the University implements its new 2017-2022 strategic plan (*FAMU Rising*), specific efforts to increase retention and four-year graduation rates for FTIC students will include implementation of the following initiatives:

Restructuring Academic Advisement

The University will make significant investments to improve academic advisement by hiring up to 25 new full-time professional advisors in the coming year. These new hires will allow the University to increase the use of proven best practices, such as intrusive advising and academic coaching. The University also plans to completely overhaul its current advisement structure, which includes placing the unit under the Office of Enrollment Management. These enhancements will enable the University to more effectively monitor student progression and take appropriate action to facilitate and promote increased student success.

Expanding the Use of High-Impact Practices

The University will place more emphasis on improving student progression during the freshman and sophomore years by expanding the use of proven high-impact practices. The University will build on its successful freshman Living-Learning Communities by establishing "Student Success Communities" for all freshmen and sophomores, as well as increasing the use of intrusive advisement/academic coaching, and enhancing tutorial and peer-mentoring services. The University will also enhance its student support services by establishing a one-stop-shop in the Center for Access and Student Success (CASS) facility that is currently under construction.

Strengthening Policies and Procedures that Promote Student Progression

The University will adopt policies and procedures that encourage and promote student progression and degree completion within four years. These changes will include policies that encourage students to enroll in a minimum of 15 credit hours per semester, restrict the number of course retakes in a given major, accelerate remediation in the areas of English and mathematics, and require at-risk students to enroll in mandatory courses to remain on track for graduation.

Enhancing Student Recruitment
The University will continue its ongoing efforts to increase the enrollment of high-achieving students. These efforts include implementing a strategic recruitment plan, restructuring the University's Office of Enrollment Management, and increasing engagement with feeder schools across Florida to increase student awareness of the requirements for entry into the University. Recruitment of AA transfers will also be expanded via the development of specialized 2+2 articulation agreements with FCS institutions.

Expanding Faculty Development
The University recognizes the important role that faculty play in facilitating student success. Over the past year the University has significantly increased the resources that are devoted to faculty development, with an emphasis on providing training on pedagogical best practices. The University will continue to invest in this area by expanding the services offered by the Teaching and Learning Center and providing more opportunities for faculty to engage in activities to improve their teaching and assessment of student learning.

2. Enrichment of Academic Programs
The University will place an increased focus on strengthening academic programs, with a particular emphasis on programs with licensure pass rate requirements and programs in areas of strategic emphasis. Specific strategies for improving student performance on licensure exams include: modifying admissions policies to ensure incoming students are adequately prepared for the program rigor; increasing the use of predictive analytics and more aggressive monitoring of key performance indicators; revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline; and expanding academic support services, which includes conducting focused workshops on test-taking preparations. Efforts to increase enrollment and degree production in high-demand areas will be enhanced. The University will provide additional support for faculty research and professional development and enhance student academic support services. Specific disciplines that have been targeted for enhancement include agriculture, cybersecurity, data science, health sciences (e.g. pharmacy, nursing, physical therapy), law, and core science and mathematics disciplines.

3. Increase the efficiency and effectiveness of University operations.
The University is dedicated to improving the efficiency and effectiveness of the core academic and administrative processes, and improving customer service. Specific areas of focus for the University will be: a) increased monitoring and evaluation of academic programs; b) enhancing engagement, communication and reporting with the BOT, BOG, and other oversight organizations and stakeholder groups; c) improving progress on strategic plan goals and key performance indicators, including the Performance Based Funding Metrics; d) establishing and maintaining a campus-wide data-driven culture; e) creating better alignment of resource allocations with institutional strategic priorities; f) enhancing campus-wide customer service, with a focus on student-service areas; and g) fostering a sustained a culture of accountability.

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Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Maiya Stevenson, Akeisha Mandela, and Kyrik Gaines showcased their talents as members of the honors choir during the 2017 Young Adult Honors Performance Series at the renowned Carnegie Hall in New York City.
2. Faheem Muhammed, graduate student in FAMU-FSU College of Engineering, was awarded the 2017 Department of Defense (DoD) SMART (Science, Mathematics and Research for Transformation) Fellowship.
3. Jaffa Williams, College of Education, was appointed to the National Education Association's (NEA) Advisory Committee for student members.

FACULTY ACHIEVEMENTS

1. Faculty member, Carol Scarlett, Ph.D., College of Science and Technology was awarded a patent in 2017 for her work in magnetic field gradients.
2. Dreamal Worthen, College of Agriculture and Food Sciences, was the recipient of the 2017 Rural Sociological Society Excellence in Extension Public Outreach Award.
3. Seth Ablordeppey, College of Pharmacy and Pharmaceutical Sciences, received the 2016 William R. Jones Outstanding Mentor award from the Florida Education Fund.

PROGRAM ACHIEVEMENTS

1. FAMU programs in architecture (BS, MS), allied health (BS) and Pharmacy (PharmD) were ranked #1 in the production of degrees to African American in the Diverse Issues in Higher Education, Top 100 Producers of Minority Degrees 2017.
2. Three African American female students in the FAMU-FSU College of Engineering were awarded Ph.D. degrees in engineering.
3. The Health Information Management program was ranked #3 by the Healthcare Management Degree Guide, Top Degree Programs in 2017.

RESEARCH ACHIEVEMENTS

1. FAMU was awarded a $5M contract to work on NASA's Space Exploration Project in collaboration with Lockheed Martin.
2. FAMU was the recipient of a $15.4 million award from the National Oceanic and Atmospheric Administration (NOAA) Educational Partnership Program (EPP) to establish the Center for Coastal and Marine Ecosystems (CCME).
3. FAMU was awarded a four-year, $2 million grant from the National Science Foundation (NSF) Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) to help broaden the participation of minority graduates in the nation's science and technology workforce.

INSTITUTIONAL ACHIEVEMENTS

1. National Security Agency and the Department of Homeland Security designated FAMU as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) through academic year 2022.
2. U.S. News & World Report lists FAMU as the No. 1 public HBCU in the nation for the second year in a row and among the top 6 overall HBCUs, increasing its ranking from No. 7 to No. 6.
3. FAMU was listed as one of the four HBCUs in the Top 200 Institutions for federal research expenditures by the Center for Measuring University Performance.

2018 ACCOUNTABILITY PLAN FLORIDA A&M UNIVERSITY

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PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	59.2	61.8	64.6	66.7	.	.	.	.
APPROVED GOALS	.	.	.	59.4	66.5	68.5	70.5	72.5	.
PROPOSED GOALS	.	.	.	.	.	*68.5*	*70.5*	*72.5*	*74.0*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	28,800	32,000	32,700	33,000	.	.	.	.
APPROVED GOALS	.	.	.	31,100	33,350	34,000	34,700	35,400	.
PROPOSED GOALS	.	.	.	.	.	*34,000*	*34,700*	*35,900*	*37,400*

Note: Beginning with the 2013-14 graduating class, the Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2").

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,350	13,830	11,020	9,660	.	.	.	.
APPROVED GOALS	.	.	.	.	12,390	12,140	11,890	11,640	.
PROPOSED GOALS	.	.	.	.	.	*9,600*	*9,550*	*9,500*	*9,450*

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	11.8	12.7	14.0	19.2	21.8	.	.	.	.
APPROVED GOALS	.	.	.	18	20	25	30	35	.
PROPOSED GOALS	.	.	.	.	.	*25*	*30*	*35*	*38*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.0	70.1	75.4	74.6	76.3	.	.	.	.
APPROVED GOALS	.	.	.	76	77	80	83	85	.
PROPOSED GOALS	.	.	.	.	.	*80*	*85*	*86*	*88*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

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PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	50.3	51.1	49.7	48.0	42.6	.	.	.	.
APPROVED GOALS	.	.	.	51	49	51	53	55	.
PROPOSED GOALS	.	.	.	.	.	*45*	*48*	*52*	*55*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	65.8	61.6	64.8	65.4	62.8	.	.	.	.
APPROVED GOALS	.	.	.	60	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	43.5	43.3	51.5	58.2	58.9	.	.	.	.
APPROVED GOALS	.	.	.	49	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*60*	*60*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	31.4	34.0	29.0	39.0*	41.6*	.	.	.	.
APPROVED GOALS	.	.	.	35	35	40	50	60	.
PROPOSED GOALS	.	.	.	.	.	*45*	*52*	*62*	*72*

Note*: FAMU revised the data collection and reporting methodology to better capture the credit hours related to internships and personal hardships that are exempted from the Excess Hours calculation.

10. BOT Choice: Percent of R&D Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	80.0	81.0	80.6	84.0	83.4	.	.	.	.
APPROVED GOALS	.	.	.	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*84*	*84*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

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KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	1	0	0	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*1*	*1*	*1*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	16	13	16	16	12	.	.	.	.
APPROVED GOALS	.	.	.	15	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	*18*	*19*	*20*	*20*

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	74	64	78	76	64	*80*	*85*	*90*	*90*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	73	73	66	54	50	*73*	*80*	*80*	*80*
FL Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Pharmacy	85	89	85	59	74	*85*	*90*	*90*	*90*
US Average	*95*	*95*	*93*	*86*	*88*	.	.	.	.

MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2016-2017 GOALS	2017-2018 GOALS	2018-2019 GOALS	2019-2020 GOALS
Physical Therapy	46	58	58	65	62	*68*	*80*	*85*	*92*
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	0	0	0	0	0	*1*	*2*	*3*	*4*
Below	4	4	4	4	4	*3*	*2*	*1*	*0*

Note: This is the first time the Board of Governors is asking universities to provide out-year goals for each individual exam. *As of 2016, CAPTE began reporting multi-year pass rates for every two years.*

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KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs [in Calendar Years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.5	5.3	5.2	5.2	5.2	.	.	.	.
APPROVED GOALS	.	.	.	5.0	5.1	4.9	4.7	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.9*	*4.7*	*4.5*	*4.3*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	41	39	39	41	47	.	.	.	.
APPROVED GOALS	.	.	.	43	45	48	51	55	.
PROPOSED GOALS	.	.	.	.	.	*49*	*51*	*55*	*57*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,488	1,557	1,506	1,675	1,555	.	.	.	.
APPROVED GOALS	.	.	.	1,590	1,709	1,743	1,778	1,813	.
PROPOSED GOALS	.	.	.	.	.	*1,400*	*1,660*	*1,720*	*1,785*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	678	615	585	597	579	.	.	.	.
APPROVED GOALS	.	.	.	625	609	621	634	646	.
PROPOSED GOALS	.	.	.	.	.	*621*	*634*	*646*	*659*

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	97	97	97	97	97	.	.	.	.
APPROVED GOALS	.	.	.	97	96	96	95	94	.
PROPOSED GOALS	.	.	.	.	.	*96*	*95*	*94*	*94*

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KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	11	10	10	10	9	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	1	2	2	4	.	.	.	.
APPROVED GOALS	.	.	.	2	4	7	10	15	.
PROPOSED GOALS	.	.	.	.	.	*7*	*10*	*15*	*19*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	39	39	40	41	35	.	.	.	.
APPROVED GOALS	.	.	.	41	43	45	47	49	.
PROPOSED GOALS	.	.	.	.	.	*35*	*40*	*45*	*48*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	41	41	51	56	57	.	.	.	.
APPROVED GOALS	.	.	.	49	56	56	56	56	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	1	2	1	1	0	.	.	.	.
APPROVED GOALS	.	.	.	2	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*3*

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KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51	46	47	45	38	.	.	.	.
APPROVED GOALS	.	.	.	46.5	45.8	46.3	46.7	47.5	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*39*	*40*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	80	81	81	84	83	.	.	.	.
APPROVED GOALS	.	.	.	80	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*84*	*84*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	6	4	7	3	1	.	.	.	.
APPROVED GOALS	.	.	.	.	4	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	2	.	.	.	.
APPROVED GOALS	.	.	.	.	2	2	3	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*4*	*4*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*

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KEY PERFORMANCE INDICATORS *(CONTINUED)*

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.

1. Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1,432	1,517	1,462	1,631	1,515	*1,358*	*1,610*	*1,668*	*1,731*

2. Number of Graduate Degrees awarded to African Americans

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
519	475	468	445	447	*465*	*475*	*485*	*495*

3. Percent of Course Sections Offered via Distance and Blended Learning

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1.8	2.1	2.5	2.5	4.5	*6.0*	*8.0*	*10.0*	*14.0*

4. Number of students enrolled in graduate online programs

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
46	43	30	29	43	*55*	*70*	*80*	*90*

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ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	2,929	2,998	3,356	3,636	4,058	*4,301*	*4,560*	*4,833*	*5,123*
FTIC (Profile Admit)	3,973	3,234	2,596	1,935	1,594	*1,554*	*1,515*	*1,477*	*1,440*
FCS AA Transfers	608	605	617	749	854	*905*	*960*	*1,017*	*1,078*
Other AA Transfers	192	159	123	138	77	*82*	*87*	*92*	*97*
Post-Baccalaureates	0	0	0	0	0	*0*	*0*	*0*	*0*
Other Undergraduates	863	730	766	906	967	*1,025*	*1,087*	*1,152*	*1,221*
Subtotal	**8,565**	**7,726**	**7,458**	**7,364**	**7,550**	***7,868***	***8,207***	***8,571***	***8,960***
GRADUATE									
Master's	620	582	578	645	668	*708*	*751*	*796*	*843*
Research Doctoral	158	170	188	195	201	*213*	*226*	*239*	*254*
Professional Doctoral	1,255	1,223	1,235	964*	995*	*1,055*	*1,118*	*1,185*	*1,256*
Subtotal	**2,033**	**1,975**	**2,001**	**1,804**	**1,864**	***1,976***	***2,094***	***2,220***	***2,353***
UNCLASSIFIED									
H.S. Dual Enrolled	7	390	300	298	354	*379*	*405*	*434*	*464*
Other[1]	133	142	161	148	141	*149*	*158*	*168*	*178*
Subtotal	**140**	**532**	**461**	**446**	**495**	***528***	***564***	***602***	***642***
TOTAL	10,738	10,233	9,920	9,614	9,909	*10,372*	*10,866*	*11,393*	*11,955*

Note *: The decline in PharmD is a methodological change (that no longer includes pre-PharmD undergraduate students in the graduate count) and not an actual drop in the program's enrollment.

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	4,591	3,971	3,694	3,703	3,480	*3,564*	*3,730*	*3,907*	*4,097*	*4,298*
UPPER	3,695	3,530	3,374	3,104	2,938	*3,008*	*3,149*	*3,299*	*3,459*	*3,630*
GRAD I	565	486	455	460	534	*547*	*572*	*600*	*629*	*660*
GRAD II	1,228	1,142	1,099	1,147	1,184	*1,212*	*1,269*	*1,329*	*1,394*	*1,463*
TOTAL	**10,079**	**9,129**	**8,621**	**8,413**	**8,136**	***8,331***	***8,720***	***9,135***	***9,579***	***10,051***
NON-RESIDENT										
LOWER	769	617	508	528	592	*606*	*634*	*665*	*697*	*732*
UPPER	577	539	514	451	425	*435*	*456*	*477*	*500*	*525*
GRAD I	117	104	111	99	111	*114*	*119*	*125*	*130*	*137*
GRAD II	162	128	132	126	116	*119*	*124*	*130*	*137*	*143*
TOTAL	**1,625**	**1,388**	**1,264**	**1,205**	**1,244**	***1,274***	***1,333***	***1,397***	***1,464***	***1,537***
TOTAL										
LOWER	5,360	4,588	4,202	4,231	4,072	*4,170*	*4,364*	*4,572*	*4,794*	*5,030*
UPPER	4,272	4,068	3,888	3,555	3,363	*3,444*	*3,605*	*3,776*	*3,959*	*4,155*
GRAD I	682	590	565	559	645	*660*	*691*	*724*	*759*	*797*
GRAD II	1,390	1,271	1,230	1,273	1,300	*1,331*	*1,393*	*1,460*	*1,531*	*1,606*
TOTAL	**11,704**	**10,517**	**9,885**	**9,618**	**9,380**	***9,605***	***10,053***	***10,532***	***11,043***	***11,588***

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	50	73	131	172	297	*369*	*554*	*830*	*1,245*	*1,868*
Hybrid (50-79%)	0	0	27	79	113	*257*	*308*	*370*	*444*	*533*
Classroom (0-50%)	9,582	8,583	7,932	7,535	7,024	*6,987*	*7,107*	*7,148*	*7,064*	*6,784*
Subtotal	**9,632**	**8,656**	**8,090**	**7,786**	**7,435**	***7,613***	***7,969***	***8,348***	***8,753***	***9,185***
GRADUATE										
Distance (80-100%)	84	47	52	45	56	*64*	*65*	*67*	*68*	*69*
Hybrid (50-79%)	0	0	14	10	10	*17*	*18*	*18*	*19*	*19*
Classroom (0-50%)	1,989	1,814	1,729	1,777	1,879	*1,911*	*2,002*	*2,099*	*2,203*	*2,314*
Subtotal	**2,073**	**1,861**	**1,795**	**1,832**	**1,945**	***1,992***	***2,085***	***2,184***	***2,290***	***2,403***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cybersecurity	11.1003	STEM	None	N	60	Spring 2019
Business Analytics	52.1301	STEM	FIU, UF	N	50	Spring 2019
Digital Media	09.0702	STEM	FAU, FGCU, FIU, FSU	N	80	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Construction Engineering and Technology	15.1001	STEM	FIU, UF	N	30	Spring 2019
Cybersecurity	11.1003	STEM	FIU	Y	30	Spring 2019
DOCTORAL PROGRAMS						
Sustainability	30.3301	STEM	None	N	20	Spring 2019

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biological and Physical Sciences	30.0101	STEM	NCF, USF-T, UWF	N	50	Spring 2020
Education, Child, and Family Studies	13.0101	EDUCATION	FAU, FGCU, UF	N	50	Spring 2020
Data Science	11.0802	STEM	FPU	N	30	Spring 2020
Global Security	43.9999		FAU	N	30	Spring 2021
Public Health	51.2201	HEALTH	FGCU, FSU, UF, USF-T	N	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Spring 2020
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Y	30	Spring 2021
Health Informatics	51.0706	HEALTH	UCF	Y	30	Spring 2021
DOCTORAL PROGRAMS						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Fall 2019
Doctor of Nursing Practice (DNP)	51.3818	HEALTH	FAU, FGCU, UCF, UF, UNF, USF-T	Y	60	Spring 2021
Public Health	51.2201	HEALTH	FIU, UF, USF-T	Y	25	Spring 2021

FOUR YEAR GRADUATION RATE 2018 IMPROVEMENT PLAN

FLORIDA A&M UNIVERSITY

Purpose:
In response to the "Florida Excellence in Higher Education Act of 2018," Florida A&M University proposes a plan to improve its undergraduate 4-year graduation rate. Our plan identifies the four components as specified, which aligns with several of the goals and objectives in the University's strategic plan for improving the graduation rate in a timely manner within the expected four years.

1. Academic, financial, policy, and curricular incentives and disincentives for timely graduation.

Academic:

- Implement and communicate a four-year graduation campaign ("Finish in Four"), starting with the 2018 Cohort.
- Strengthen and enhance academic support services, which include increasing the number of full-time professional advisors; using best practices for intrusive advisement and academic coaching; expanding the number of living learning communities; and enhancing and expanding tutoring and peer mentoring services.
- Leverage technology and use of predictive analytics, early warning monitoring and academic mapping to closely monitor and enhance student progression.
- Expand and enhance the freshman experience using high impact practices such as Meta-majors, block scheduling, freshmen/sophomore certified courses and learning communities.
- Develop a comprehensive summer (before the start of and after freshman year) academic plan to ensure all students are on-track by the start of the sophomore year.

Financial:

- Implement a model for students who are nearing completion within four-years by utilizing funding from the "Save Our Students" initiative which rewards students who are on track to graduate in four years.
- Provide special recognition and/or scholarships to students who are in need of financial assistance and have successfully completed 30 credit hours within their major with a 3.4 cumulative GPA or better at the end of each academic year.
- Provide financial assistance to students enrolling in the summer semester courses.
- Develop and implement an "On-Track Pell Award" to reward students, who stay on track at the beginning of each academic year and need financial assistance by providing a maximum Pell Grant award of $300.
- Strengthen the financial literacy program aimed to inform students on ways to reduce student debt.

Policy:

- Implement policies to require students to take a minimum of 15 credit hours per semester based on their academic maps.
- Establish and implement policies on the maximum number of times and/or frequency a student can fail or retake courses to avoid a mandatory major change.
- Implement policies to require students with an overall first year GPA below a 2.0 to complete a minimum of six credit hours of courses in the summer either on campus or online at FAMU.

Curricular Incentives:

- Develop four-year academic maps that take into consideration the student's starting point.
- Provide opportunities for advanced curriculum-based studies during the summer semesters.
- Expand the living-learning environment to the sophomore year.
- Expand opportunities for students' internships through promotion of electives.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA A&M UNIVERSITY

2. Implementation of a proactive financial aid program:

Florida A&M University will implement the following initiatives to provide financial assistance to full-time students.

- The "On-Track Pell Award" to reward students, who stay on track at the beginning of each academic year and need financial assistance by providing a maximum Pell Grant award of $300.
- Develop and implement a model for students who are on-track and require financial assistance utilizing funding from the "Save Our Students" initiative.
- Develop and implement a model for students who are nearing completion within four-years and require financial assistance utilizing funding from the "Save Our Students" initiative which rewards students who are on track to graduate in four years.
- Devise incentives for students who passed 30 credit hours (in sequence) as outlined in their curriculum map to be eligible for various financial rewards (semester free books, meal plan, or parking; opportunity to win gift cards and gift certificates from local businesses and alumni; and obtain out-of-state waivers).
- Assess the new state policy to refund the excess hour surcharge for up to 12 credit hours to any FTIC student who completes a baccalaureate degree program within 4 years will be assessed.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6/8/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018 Accountability Plan

FLORIDA POLYTECHNIC UNIVERSITY

APPROVED BY UBOT ON 5/23/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

BOT Approved
5/23/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

BOT Approved
5/23/2018

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7. **GLOSSARY**

BOT Approved
5/23/2018

MISSION STATEMENT (What is your purpose?)

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University will be a world-renowned "University of Innovation" for producing a dynamic pool of info-tech talent with real-world solutions and the capacity to lead global high-tech industries through customized undergraduate and graduate STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research and interactive business industry partnerships.

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 Poly strives to be the premier, core STEM public institution in the southeast region of the United States. Our strategy of increasing selectivity supports the University's model of delivering small classes with strong student-faculty interaction engaged in project-based, curricular experiences. Coupled with a carefully engineered curricular and co-curricular focus on professional and leadership skills, the University offers industry-aligned majors in fast-growing, high-paying sectors. Florida Poly's priority on strong relationships with local and regional industry serves to fulfill its directive to enhance economic development in the state. A key component of this is the University's focus on connecting students with small and medium-sized business through internships, projects, and eventual employment. These efforts form key goals in Florida Poly's new strategic plan that calls for stronger efforts to grow the University's program portfolio and student experience initiatives to meet its goals of delivering programs in high-paying industries and maximizing value for students by preparing them for a lifetime of success.

The University's plan also calls for capitalizing on our strategic location on the I-4 corridor by creating a high-tech economy around Florida Poly. This effort includes a strong faculty recruiting initiative that deepens our growing basic and applied research footprint catalyzed by the Applied Research Center. By connecting with local stakeholders, our relationship with SunTrax, and the newly created Advanced Mobility Institute, the plan calls for building out the campus and surrounding area with space for high-tech business and industry, a convention center, and full service living community.

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5/23/2018

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Polytechnic University's greatest strengths are:

- Its dedicated focus on the core STEM subjects of Technology and Engineering offering a high-touch model with smaller classes.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms with our commitment to build jobs for Florida.
- Its agility; limited traditional bureaucracies which allows for a culture of innovation and responsiveness.
- Strong academic experience in both industry and higher education with a start-up culture nimble enough to test and evaluate new strategies.
- Positioned as the sole STEM Public campus with a population less than 5000 students in the southeast offering a true project-based curricular experience. Strong relationships with Small and Medium Businesses (SMBs) in Florida.

Opportunities for Improvement include:

- Deepening relationships with industry to continue supporting students as they connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving ABET program accreditation on the heels of being granted initial accreditation by SACSCOC.
- Focus on targeted improvements in academic programs while maintaining efficient use of resources.
- Enhance academic quality to graduate exceptional students to increase impact.
- Increase fundraising and endowments.
- Effectively use current space while increasing much needed research space and the ability to house program faculty and staff.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

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. ABET Accreditation:

Florida Poly is continuously focused on providing the best academic experience for students within a core STEM curriculum. Since achieving accreditation, significant enhancements have been made to our degrees. These enhancements easily align curricula and other program features with ABET criteria and engage industry in the quality and continuous improvement standards of the computing and engineering professions. Our pursuit of program specific ABET accreditation is progressing as expected.

2. STEM Degrees and Research:

Now that Florida Poly has achieved institutional regional accreditation, new degree programs are being developed that tie closely with our mission while expanding industry ties and economic development. This includes investing in faculty to support these new and existing programs while expanding our research footprint to include industry sponsored projects. Florida Poly's curricula emphasizes cross-disciplinary, hands-on research projects, which foster and cement our ties to Florida business and industry. The close proximity of all our faculty reduces institutional barriers and induce cross collaboration. In addition, the soon to be adjacent facilities at SunTrax will create new research opportunities and new building.

3. Program Enhancements:

Over the next three years, we will continue to enhance our graduate and undergraduate program offerings to further align them with the demand of industry and students. Initially, three new undergraduate degree programs will be built. Before building addition graduate programs, the current programs will grow with enhanced specificity to our STEM mission. Improvements to the Academic Success Center (ASC) will support those efforts as we increase the rigor of our programs and the demands being placed on students. The ASC will also provide support in developing leadership, cultural competency and academic performance. We are expanding our research capacity, in part by, establishing an Advanced Mobility Institute. We are identifying our areas of research focus and we are ramping up our efforts in collaborating with economic development agencies to bring high-tech jobs to our local area and to Florida.

BOT Approved
5/23/2018

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. A student team participated in the Governor's Cup hosted by the Roundtable of Entrepreneurship Educations and placed 3rd out of all Florida universities. The competition seeks to find the best startups to stimulate the economy.
2. The Florida Venture Forum is a statewide competition hosted by the Florida Venture Forum to seek the best collegiate startups for an audience of angel and venture capitalist. Our student team placed 2nd out of 13 universities.
3. Florida Poly students placed 1st, 2nd, and 3rd in the Slingshot Polk designed to solve business problems and stimulate economic development.

FACULTY ACHIEVEMENTS

1. Dr. Karim Elish achieved a funded project with Purdue University for: Building Cybersecurity Capacity in Pervasive Computing.
2. The Health Informatics Institute recognized and funded Dr. Ala' J. Alnaser for his analysis using Neural Networks and Support Vector Machine algorithms on structured and unstructured data.
3. Dr. A. Sargolzaei received the excellence research award as a recognition for his numerous publications and conference proceedings.
4. Dr. J. Dhau though research with NSF, OSI, and FESC published journal articles which have been cited frequently.
5. Dr. N. Hickman significantly contributed to sustainability as it relates to solar energy use and the use of graphene in energy systems.

PROGRAM ACHIEVEMENTS

1. Placed 101 students in external internships.
2. Announced the SunTrax partnership with the Florida Turnpike Enterprise.
3. Graduated 39 students as our first Florida Poly graduates in 2016-17.

RESEARCH ACHIEVEMENTS

1. As a result of a Biology project, student Payton Barnwell received a $12,000 grant through the Florida Space Research program to study space radiation.
2. Florida Institute of Phosphate Research (FIPR) conducted research with Oak Ridge National Laboratory on the recovery of rare earth elements and uranium from phosphoric acid.
3. Florida Institute of Phosphate Research is a member of the U.S. Department of Energy Critical Materials Institute – and Energy Innovation Hub.

INSTITUTIONAL ACHIEVEMENTS

1. Earned initial institutional accreditation from SACSCOC in June 2017
2. Completed and opened our second residential facility.
3. Submitted the initial paperwork to begin the ABET accreditation process.

BOT Approved
5/23/2018

PERFORMANCE BASED FUNDING METRICS

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	72.8	72.8	72.8	.
PROPOSED GOALS	.	.	.	.	.	*72.8*	*72.8*	*72.8*	*72.8*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	40,700	40,700	40,700	.
PROPOSED GOALS	.	.	.	.	.	*40,700*	*40,700*	*40,700*	*40,700*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	12,000	12,000	12,000	.
PROPOSED GOALS	.	.	.	.	.	*12,000*	*12,000*	*11,500*	*11,500*

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

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	37	37	40	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*34*	*38*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	73.0	76.8	64.4	.	.	.	.
APPROVED GOALS	.	.	.	74	75	75	76	77	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*77*	*79*

Note: Dots ('.') are used when data is not available for a given specific year. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

FLORIDA POLYTECHNIC UNIVERSITY IS NOT YET INCLUDED IN PERFORMANCE FUNDING

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	100	100	100	*100*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	.	.	n/a	n/a	n/a	30%	.	.	.
APPROVED GOALS	.	.	.	.	.	15	18	21	.
PROPOSED GOALS	.	.	.	.	.	15	28	29	*29*

Note: Florida Polytech students were eligible to start receiving Pell grants from the U.S. Dept. of Ed. in Fall 2017.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	100	100	100	*100*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	*	.	.	.	.
APPROVED GOALS	.	.	.	.	24	25	25	.
PROPOSED GOALS	.	.	.	.	68	70	70	*80*

Note*: There were too few (less than ten students) in the 2016-17 graduating class to report.

Note: Dots (' . ') are used when data is not available for a given specific year. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

2018 ACCOUNTABILITY PLAN — FLORIDA POLYTECHNIC UNIVERSITY

BOT Approved
5/23/2018

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	.	.	.	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	0	0	0	*0*

Freshmen in Top 10 of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	.	21	17	14	18	.	.	.	.
APPROVED GOALS	.	.	.	35	17	17	18	21	.
PROPOSED GOALS	.	.	.	.	.	18	18	21	*22*

Time to Degree for FTICs in 120hr programs [in Calendar Years]

	2012 - 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018 - 19	2019 - 20
ACTUAL	.	.	.	*	.	.	.	.
APPROVED GOALS	.	.	.	.	.	5.5	5.5	.
PROPOSED GOALS	.	.	.	.	.	*5.5*	*5.25*	*5.0*

Note* : There were too few (less than ten) FTIC in the 2016-17 graduating class to report.

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

	2007- 13	2008 - 14	2009 - 15	2010 -16	2011-17	2012- 18	2013- 19	2014- 20
ACTUAL	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	62	.
PROPOSED GOALS	.	.	.	.	.	.	*62*	*64*

Bachelor's Degrees Awarded [First Majors Only]

	2012 - 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018 - 19	2019 - 20
ACTUAL	.	.	.	18	.	.	.	.
APPROVED GOALS	.	.	.	13	160	324	416	.
PROPOSED GOALS	.	.	.	*160*	*310*	*370*	*370*	

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	21	.	.	.	.
APPROVED GOALS	.	.	.	16	7	5	9	.
PROPOSED GOALS	.	.	.	.	*7*	*5*	*9*	*12*

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	24	.	.	.	.
APPROVED GOALS	.	.	.	23	24	25	25	.
PROPOSED GOALS	.	.	.	.	*24*	*25*	*25*	*25*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	8	8	7	8	.	.	.	.
APPROVED GOALS	.	8	9	5	6	6	6	.
PROPOSED GOALS	.	.	.	.	*6*	*6*	*6*	*7*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	0	0	0	0	.	.	.
APPROVED GOALS	.	0	0	0	0	0	1	.
PROPOSED GOALS	.	.	.	.	*0*	*0*	*1*	*2*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	*100*	*100*	*100*	*100*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	.	.	100	100	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures [$ in Thousands]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	212	204	438	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	*600*	*524*	*374*	*427*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	96	86	67	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	*81*	*80*	*80*	*81*

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.

1. Percent of Students Beginning a Startup Company or Working in a Small Company

2013-14	2014-15	2015-16	2016-17	2017-18 Actua	2018-1 GOAL	2019-2 GOAL	2020-2 GOAL	2021-22 GOAL
.	.	.	.	27%	*18%*	*20%*	*20%*	*21%*

2. Number of Industry Relationships Providing Employment & Research Opportunities for Students and/or Faculty

FALL 2013	FALL 2014	FALL 2015	FALL 2016 Actua	FALL 2017 Actua	2018-1 GOAL	2019-2 GOAL	2020-2 GOAL	2021-22 GOAL
.	.	.	23	50	*50*	*55*	*55*	*60*

3. Percent of Under-Graduates Who Completed an External Internship Program

2013-14	2014-15	2015-16	2016-17 Actua	2017-18 Actua	2018-1 GOAL	2019-2 GOAL	2020-2 GOAL	2021-22 GOAL
.	.	.	100 (Int. & Ext)	100 (Int. & Ext)	*95*	*95*	*95*	*95*

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ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	.	396	699	1,044	1,155	*1,176*	*1,164*	*1,181*	*1,211*
FTIC (Profile Admit)	.	0	0	0	0	*0*	*0*	*0*	*0*
FCS AA Transfers	.	35	61	69	86	*78*	*78*	*80*	*80*
Other AA Transfers	.	3	4	11	15	*9*	*9*	*9*	*10*
Post-Baccalaureates	.	13	21	27	33	*34*	*33*	*33*	*35*
Other Undergraduates	.	75	102	131	150	*144*	*141*	*144*	*148*
Subtotal	**.**	**522**	**887**	**1,282**	**1,439**	***1,441***	***1,426***	***1,447***	***1,484***
GRADUATE									
Master's	.	24	37	31	17	*23*	*23*	*23*	*24*
Research Doctoral	.	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	.	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	**.**	**24**	**37**	**31**	**17**	***23***	***23***	***23***	***24***
UNCLASSIFIED									
H.S. Dual Enrolled	.	1	0	1	2	*1*	*1*	*1*	*1*
Other[1]	.	0	0	1	0	*1*	*1*	*1*	*1*
Subtotal	**.**	**1**	**0**	**2**	**2**	***2***	***2***	***2***	***2***
TOTAL	**.**	**547**	**924**	**1,315**	**1,458**	***1,466***	***1,451***	***1,472***	***1,510***

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. (1) 'Other Unclassified' counts include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	.	.	461	655	746	752	708	703	689	696
UPPER	.	.	26	179	454	516	567	562	552	558
GRAD I	.	.	16	20	9	26	26	28	41	53
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	.	.	**503**	**850**	**1,209**	**1,294**	**1,301**	**1,293**	**1,282**	**1,307**
NON-RESIDENT										
LOWER	.	.	13	24	31	77	52	52	51	51
UPPER	.	.	1	5	11	16	43	42	41	42
GRAD I	.	.	4	4	4	5	2	2	3	4
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	.	.	**18**	**33**	**46**	**98**	**97**	**96**	**95**	**97**
TOTAL										
LOWER	.	.	473	679	777	829	760	755	740	747
UPPER	.	.	27	185	465	532	610	605	593	599
GRAD I	.	.	20	24	13	31	28	30	44	57
GRAD II	.	.	0	0	0	0	0	0	0	0
TOTAL	.	.	**520**	**888**	**1,255**	**1,392**	**1,398**	**1,389**	**1,377**	**1,404**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Inst

(for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100)	.	.	0	0	0	*0*	*0*	*14*	*15*	*17*
Hybrid (50-79)	.	.	0	0	0	*0*	*0*	*6*	*15*	*15*
Classroom (0-50)	.	.	500	864	1,242	*1,361*	*1,370*	*1,340*	*1,303*	*1,314*
Subtotal	.	.	**500**	**864**	**1,242**	***1,361***	***1,370***	***1,360***	***1,333***	***1,346***
GRADUATE										
Distance (80-100)	.	.	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79)	.	.	0	0	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50)	.	.	20	24	13	*31*	*28*	*30*	*44*	*57*
Subtotal	.	.	**20**	**24**	**13**	***31***	***28***	***30***	***44***	***57***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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 10.09.24(17), F.A.C.). Classroom/Traditional, is a course in which less than 50 percent 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 #20

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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Engineering Mathematics	27.0301	Yes		No	60	05/2018
Engineering Physics	14.1201	Yes		No	60	05/2018
Environmental Engineering	15.0507	Yes	UF, UCF, FIU, FAU, FGCU	No	60	05/2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by AY 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Florida Polytechnic University will develop a new set of Bachelor programs to sufficiently sustain the institution within our STEM-focused mission. Sample degrees that may be considered are; Civil Engineering, Biomedical Engineering, Chemical Engineering, and Statistics. These degrees, or other similar degrees, will be fully considered in terms of market need and the resources required in delivering the degrees.						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Florida Polytechnic University will possibly develop additional Master's degrees within the SUS Strategic Plan that appropriately meet the needs of our students and the State of Florida.						
DOCTORAL PROGRAMS						

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA POLYTECHNIC UNIVERSITY

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

The University engages in several efforts intended to support the four-year graduation rate:

Academic & Policy/Procedure

1. Close tracking of FTIC cohort, priority advising and registration.
2. Academic Success Center focused on advising every student on their best pathway to graduation.
3. Automatic registration of incoming FTIC and transfers to ensure that they start on the correct degree path.
4. Demand-based registration: provides seats for on-track classes based on need, not teaching capacity
5. Trailer sections: provides off-cycle delivery of "gateway" courses to allow students to recover from class withdrawals and failures
6. Summer Session: summer delivery of courses arranged to provide a pathway to "catch-up" for students that get off-track.
7. Developing 3-year course rotation to assist in planning that includes repair pathways and summer fast-lanes.
8. The Enrollment Management committee identifies and recommends major and minor initiatives and actions for implementation, monitors their progress and reports results/findings, identifies gaps and integrates processes into the university's ongoing continuous efforts to increase retention and graduation rates.

Curricular

1. Common Freshman Year (CFY): for nearly all majors the freshman year of required courses is the same, creating peer cohorts and providing students time to acclimate to our rigorous STEM curriculum without having the burden of potential lost credit if they change majors. Within this CFY is a sequence of courses, called the Foundations Sequence, an 8-hour block of credit spread evenly over fall and spring designed to accomplish the following:
    a. Introduce core knowledge, skills, and abilities that are technical, practical, and professional in nature, including teamwork, project management, collaboration, communication, and critical thinking;
    b. Establish appropriate Florida Poly dispositions—code of work ethic and habits of mind appropriate to STEM exploration;
    c. Foster campus enculturation through co-curricular engagement and career positioning and exploration.
2. Developing and implementing policies and practices to ensure timely feedback to students and early-alert systems.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

Financial aid program to enable full time students with financial need to take at least 15 credit hours in the fall and spring semesters

1. Aid packages to incentivize students to limit work during the school year to 20 hours or less.
2. Proactive Financial Aid Literacy Counseling to support students' self-assessment and options for resolving unmet need.
3. Florida Student Assistance Grant (FSAG):
    a. Active counseling of student to use FSAG to supplement their aid.
    b. Utilize FSAG to support 4-Year Graduation Incentive Program: designed to encourage qualifying students to take a full fifteen credits in fall and spring semesters with summer support included. Eligibility based on satisfactory academic progress, qualifying GPA, and other factors. Awardees must have completed a FAFSA and will need to sign a Memorandum of Understanding, including a 4 year course completion plan. Priority given to upperclassmen who are on-track to graduate in four years but have unmet financial need.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA POLYTECHNIC UNIVERSITY

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/31/2018
(Chair, University of Board of Trustees)

2018 ACCOUNTABILITY PLAN GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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.

2018 ACCOUNTABILITY PLAN GLOSSARY

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

UNIVERSITY OF SOUTH FLORIDA SYSTEM

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

FINAL –USF SYSTEM BOT APPROVED

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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8. **GLOSSARY**

MISSION STATEMENT (What is your purpose?)

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

VISION STATEMENT (What do you aspire to?)

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research; for attracting outstanding and diverse scholars, staff, and students; and for transforming the communities in which we operate as well as those where our graduates apply their skills.

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.

The primary focus of the University of South Florida System is to provide access to high-quality education that promotes student success, research and innovation, and partnerships at regional, national, and global levels. Comprised of USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the University of South Florida System is guided by the State University System of Florida Board of Governors' (BOG) Strategic Plan and driven by a commitment to accountability.

The USF System serves its students by offering diverse solutions to education via course mobility as well as technology- and media-rich online delivery that further increases student success through engaged learning and an expanded portfolio of online offerings. Similarly, the FUSE program—an enhanced transfer agreement between the USF System and eight Florida College System partners—promotes access to education by offering guaranteed admission to the USF System. The USF System also continues to strengthen its career readiness initiatives including the expansion of experiential learning internship opportunities and career fairs. The USF System maintains partnerships with regional, national, and international organizations to deliver quality internships, research, and experiential learning opportunities that prepare students for lifelong success in today's global workforce.

A prime example of the USF System's continued commitment to seeking new and innovative opportunities and to employing a holistic approach to student success and mental health is the use of predictive analytics to successfully identify students in need of timely interventions and support. By reviewing real-time, individual student data, each of the USF campuses can preemptively engage with its students long before impacting their path to graduation.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The University of South Florida System's greatest strength is the combined force of its three distinctive campuses, each agile and able to adapt quickly to the evolving needs of its students, local communities and the state of Florida.

In March, Governor Rick Scott signed the Florida Excellence in Higher Education Act of 2018, thereby consolidating the three separate accreditations held by USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee under a single unified accreditation. The consolidated accreditation, which does not go into effect until July 1, 2020, will elevate the success of all students and faculty while upholding the distinctiveness of each campus. The world-class faculty across the USF System are engaged in groundbreaking research that aims to address society's most pervasive problems and create a growing economy for the region, the state, and the nation. The success of the USF System's 50,000 students is paramount and under a consolidated system, USF will deliver expanded programs in areas of strategic emphasis, graduate research and doctoral opportunities responding to the local needs and market demands for each of its communities.

During the implementation process, the USF System's highest priority will remain the success of our students by providing a world-class education.

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. **Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model**:

   The USF System provides access to high-quality, globally-informed academic programs and experiential learning opportunities in a continued effort to enhance student success. As a national model of student success and mental health, The USF System employs a holistic approach and supplementing the use of predictive analytics with proactive advising to better understand student decisions and to intervene when necessary. Other programs include the system-wide initiative MWell4Success, which ensures the best services are in place to increase the USF System's capacity to meet the needs of its students, and the Persistence Committee, which includes representation from Advising, Financial Aid, Career Services, the Counseling Center, and Housing, and endeavors to address the myriad of issues that could affect a student's success. Home to a suite of applications and programs that support the university's academic and business processes, Archivum provides additional online platform for faculty and staff to complete tasks and processes as efficiently as possible. The combined effort has resulted in a rise in the USF System's graduation and retention rates, as well as elimination of achievement gap by socioeconomic status.

   The USF System Green to Gold Grant, in combination with the Federal Pell Grant, covers tuition, fees, and books for students with no expected family contribution. In an effort to further increase access to higher education and reduce student debt, the Textbook Affordability Project (TAP) endeavors, not only to promote awareness of textbook affordability issues, but also to provide solutions to make course materials accessible and affordable. The USF System has also expanded its portfolio of online offerings across the system, thereby creating a workforce prepared for high-skill, high-wage jobs with the businesses that drive today's economy. Greater course mobility and technology- and media-rich online delivery has further increased student success through engaged learning. Finally, Handshake—a cutting-edge technology platform designed connect university students with potential employers—enables the USF System to provide its students and alumni with access to internship and employment opportunities across the globe.

2. **Enhance academic program quality that prepares students for high-skilled, high need jobs**:
In an effort to recruit and retain world-class, research-productive faculty talent and advance the USF System's profile, new faculty positions are being strategically distributed across campuses. Students are exposed to multi-level research opportunities and a career-readiness model that focuses on providing them with professional experience and clear pathways from curriculum to career. Newly established pathways include the Tampa campus partnership with technology talent developer *Revature*, USF St. Petersburg's highly competitive *Accelerator Lab*, and the *Bloomberg* data labs located on the USF Sarasota-Manatee campus. These initiatives have strengthened the USF System's reputation as a destination university and improved the faculty-to-student ratio over past years.

   The USF System continues to place a high priority on undergraduate research—a critical part of the educational experience, and a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge, and critical in-demand skills such as real-world problem solving and communication.

   The new USF Health Heart Institute at USF Tampa's Morsani College of Medicine brings together a critical mass of basic science and clinical researchers to address unmet medical needs related to cardiovascular disease. Led by Dr. Sam Wickline, the Heart Institute reinforces USF's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. USF Tampa's recently established Department of Medical Engineering, led by faculty from both the College of Engineering and the Morsani College of Medicine, further fosters innovative solutions that save lives and improve the quality of healthcare for all.

   In a system-wide effort to combine the science-focused background of Biology with the academic and clinical rigor of Nursing, the Suncoast Nursing Accelerated Pathway (SNAP) allows students to complete a B.S in Biology and a B.S. in Nursing in five years.

3. **Increase Partnerships and maximize efficiencies**:

To better facilitate working relationships with corporate partners, the USF System launched the Office of Corporate Partnerships at the USF Research Park in Tampa. The office will expand on a strong history of partnering with leading employers in the Tampa Bay Region, and will advance the local economy by growing the workforce and promoting collaborative problem solving.

In conjunction with the Office of Corporate Partnerships, USF Sarasota-Manatee's Business and Education Connection Network (BECN) provides a single university point of contact for current and new community partners to establish and maintain relationships with local organizations and businesses and advance mutually-beneficial goals.

USF St. Petersburg has established strategic corporate partnerships that are thoughtfully integrated with degree programs, research efforts and other campus activities. Such partnerships will help generate research funding, create jobs and internship opportunities for students, provide greater access to specialized facilities, and more. For example, the Innovation District, which houses a cluster of higher education, health care, marine research, media and other key institutions in downtown St. Petersburg has members from USF St. Petersburg on the executive board and innovation council for the district and works with partners including Johns Hopkins All Children's Hospital, Poynter Institute and U.S. Geological Survey to boost collaboration and innovation in the area.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Kaitlin Lostroscio, a graduate student in USF Tampa's Mechanical Engineering program, was awarded a NASA Space Technology Research Fellowship (NSTRF) to support her research at USF's Center for Assistive, Rehabilitation, and Robotics Technologies (CAART).
2. Shawna Machado, a former homeless student who made national headlines, graduated from USFSM with a master's degree in social work in spring of 2017.
3. Elementary Education major from USFSP Heather Hammerling received the Fanchon Funk Scholar Award from the Florida Association of Teacher Educators.

FACULTY ACHIEVEMENTS

1. USFSM's Heather Williams, an accounting instructor in the College of Business, was named "Young Professional of the Year" by the Sarasota Chamber of Commerce.
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. USFSP's Dr. Joseph Smoak received a grant of $1.3 million from the U.S. Department of Agriculture for his research project titled "Organic Carbon Biomass, Burial, and Biogeochemistry in Blue Carbon Ecosystems Along the South Florida Coast: Climate Change and Anthropogenic Influences."

PROGRAM ACHIEVEMENTS

1. USFSM opened the College of Science and Mathematics in 2016 to expand its STEM curriculum and support robust partnerships with regional hospitals and research centers.
2. USFSP offers a new Master of Science in Conservation Biology degree program and is the only M.S. thesis-based degree of its kind in the State University System of Florida.
3. The Morsani College of Medicine at USF Tampa brought in its most selective incoming medical student cohort to date, with an average MCAT score of 514, placing it among the top of all medical schools in the country

RESEARCH ACHIEVEMENTS

1. USF Tampa was awarded a record $475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every $1.00 in research funding brings in $2.21 in local economic growth. In FY2017, USF's $475.2 million research funding alone supported more than 5,900 jobs and generated over $1 billion in local economic growth.
2. USFSP biologist Dr. Heather Judkins took part in a Deep-Pelagic Nekton Dynamics (DEEPEND) Consortium cruise with researchers from institutions around the U.S. that explored the deep ocean layers of the northern Gulf of Mexico and allowed Judkins to explore, analyze and publish on many aspects of cephalopod systematics, biogeography and other collaborative effects. The DEEPEND Consortium was created in response to the Deepwater Horizon oil spill of 2010 to allow researchers to examine deep sea biodiversity.
3. USFSM's Dr. James Unnever was hired by the Dutch government to provide an official report, "Ethnic Crime in the Netherlands," for the Hague Court, Netherlands (summer 2016).

INSTITUTIONAL ACHIEVEMENTS

1. The USF System ranks 5th in the nation among public universities and 11th world-wide for granted U.S. patents among all universities according to the *Intellectual Property Owners Association/NAI*.
2. USFSM opened the David Kotok and Cumberland Advisors Bloomberg Lab featuring 10 terminals that provide students with access to Bloomberg Professional Services, a powerful resource with real-time data and news from markets around the world.
3 The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall at USFSP opened as the new home of the Kate Tiedemann College of Business in January, 2017. The Hall is named after philanthropist Lynn Pippenger, who gave a $5 million gift to the institution in 2016.
4 USF Tampa reached $505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.3	67.2	69.6	70.0	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.5	73.0	75.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	70.5	71.5	72.5	73.0

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,200	36,700	38,000	37,300	.	.	.	.
APPROVED GOALS	.	.	.	36,300	38,600	39,100	39,600	40,400	.
PROPOSED GOALS	.	.	.	.	.	39,100	39,600	40,100	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,490	13,540	13,280	12,960	.	.	.	.
APPROVED GOALS	.	.	.	.	13,000	12,900	12,800	12,700	.
PROPOSED GOALS	.	.	.	.	.	12,900	12,800	12,700	12,700

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	41.9	43.2	48.8	52.0	57.3	.	.	.	.
APPROVED GOALS	.	.	.	50.4	53.0	57.0	59.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	57.6	59.2	61.8	64.1

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	84.5	85.3	85.1	86.1	85.9	.	.	.	.
APPROVED GOALS	.	.	.	85.6	87.5	89.0	89.5	90.0	.
PROPOSED GOALS	.	.	.	.	.	87.4	89.0	89.6	90.5

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	49.5	51.0	54.6	59.0	61.4	.	.	.	.	
APPROVED GOALS	.	.	.	54.8	59.2	59.5	60.6	61.0	.	
PROPOSED GOALS	.	.	.	.	.	61.7	62.3	62.9	63.5	

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.0	42.1	43.0	41.2	40.0	.	.	.	.
APPROVED GOALS	.	.	.	40.0	41.0	41.0	41.0	41.0	.
PROPOSED GOALS	.	.	.	.	.	40.5	40.5	40.5	40.6

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	69.1	69.0	72.7	74.6	74.8	.	.	.	.	
APPROVED GOALS	.	.	.	74.0	74.1	74.2	74.2	74.3	.	
PROPOSED GOALS	.	.	.	.	.	75.2	75.3	75.3	75.8	

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	58.2	63.9	65.8	75.6	78.3	.	.	.	.	
APPROVED GOALS	.	.	.	68.1	77.5	78.1	79.1	80.1	.	
PROPOSED GOALS	.	.	.	.	.	79.0	79.6	80.2	80.3	

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 1
ACTUAL	289	321	300	282	272	.	.	.	.	
APPROVED GOALS	.	.	.	.	272	267	267	.	.	
PROPOSED GOALS	.	.	.	.	.	267	267	267	267	

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018			
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018			
ACTUAL	1200	1197	1223	1226	1280	.	.	.	.
APPROVED GOALS	.	.	.	1220	1280	1282	1285	1290	.
PROPOSED GOALS	.	.	.	.	.	1282	1285	1290	1290

Note* : SAT scores reflect rescaling to new standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	
ACTUAL	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	3	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
ACTUAL	89	89	88	90	90	.	.	.	.
APPROVED GOALS	.	.	.	90	91	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	91	91	92	92

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	
ACTUAL	63	67	68	67	71	.	.	.	.
APPROVED GOALS	.	.	.	66	71	73	75	77	.
PROPOSED GOALS	.	.	.	.	.	73	75	77	78

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	6	9	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

6. Science & Engineering Research Expenditures ($M)

	2012 - 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019 - 20	2
ACTUAL	$411	$438	$420	$448	$502	.	.	.	.	
APPROVED GOALS	.	.	.	$421	$427	$434	$440	$447	.	
PROPOSED GOALS	.	.	.	.	.	$503	$504	$505	$506	

7. Non-Medical Science & Engineering Research Expenditures ($M)

	2012 - 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019 - 20	2
ACTUAL	$193	$239	$229	$229	$288	.	.	.	.	
APPROVED GOALS	.	.	.	$230	$233	$237	$241	$245	.	
PROPOSED GOALS	.	.	.	.	.	$289	$290	$291	$292	

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011- 12	2012 - 13	2013- 14	2014-15	2015- 16	2016-17	2017- 18	2018- 19	2
ACTUAL	5 of 8	7 of 8	7 of 8	7of 8	7 of 8	.	.	.	.	
APPROVED GOALS	.	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.	
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2
ACTUAL	270	291	297	314	324	.	.	.	.
APPROVED GOALS	.	.	.	291	273	276	279	282	.
PROPOSED GOALS	.	.	.	.	.	325	325	325	325

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	448	546	601	704	721	.	.	.	.
APPROVED GOALS	.	.	.	645	650	655	660	665	.
PROPOSED GOALS	.	.	.	.	.	725	730	735	740

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2010	Fall 2011	Fall 2012	Official Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
ACTUAL	293	304	289	321	300	.	.	.	.
APPROVED GOALS	.	.	.	321	300	277	267	260	.
PROPOSED GOALS	.	.	.	.	.	277	267	260	260

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	364	417	417	395	442	.	.	.	.
APPROVED GOALS	.	.	.	395	412	432	448	472	.
PROPOSED GOALS	.	.	.	.	.	450	465	485	500

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	1	3	4	4	3	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	36.3	28.0	30.0	33.0	33.8	.	.	.	.
APPROVED GOALS	.	.	.	30.4	33.0	33.0	33.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	34.0	34.5	35.0	35.5

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	91%	86%	90%	94%	93%	100%	100%	100%	100%
US Average	85%	85%	87%	85%	87%	.	.	.	.
Medicine (2Y)	96%	95%	96%	94%	92%	100%	100%	100%	100%
US Average	97%	96%	95%	96%	96%	.	.	.	.
Pharmacy	.	.	94%	91%	86%	100%	100%	100%	100%
US Average	95%	95%	93%	86%	88%	.	.	.	.

CROSS- YEAR	2012 -	2013- 1	2014- 1	2015- 1	2016- 1	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (CK)	100%	98%	97%	99%	95%	100%	100%	100%	100%
US Average	98%	97%	95%	96%	96%	.	.	.	.
Medicine (CS)	99%	91%	96%	97%	96%	100%	100%	100%	100%
US Average	98%	96%	96%	97%	96%	.	.	.	.

MULTI- YEAR	2011- 1	2012 -	2013- 1	2014- 1	2015- 1	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	94%	97%	95%	94%	95%	100%	100%	100%	100%
US Average	89%	90%	91%	92%	92%	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	3	6	5	3	6	6	6	6
Below	1	2	0	1	3	0	0	0	0

Note: An asterisk (*) indicates data is preliminary.

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.1	4.7	4.5	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.2	66.1	67.8	66.3	68.8	.	.	.	.
APPROVED GOALS	.	.	.	66.7	70.0	71.0	72.0	74.0	.
PROPOSED GOALS	.	.	.	.	.	69.0	71.0	74.0	75.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8,999	9,390	9,290	9,222	9,504	.	.	.	.
APPROVED GOALS	.	.	.	9,081	9,255	9,285	9,416	9,557	.
PROPOSED GOALS	.	.	.	.	.	9,513	9,595	9,632	9,723

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,209	3,401	3,773	3,918	4,208	.	.	.	.
APPROVED GOALS	.	.	.	3,877	3,973	4,056	4,113	4,172	.
PROPOSED GOALS	.	.	.	.	.	4,233	4,246	4,259	4,279

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	27.6	28.7	30.4	31.3	31.5	.	.	.	.
APPROVED GOALS	.	.	.	29.6	31.3	31.6	31.8	31.8	.
PROPOSED GOALS	.	.	.	.	.	32.0	32.0	32.0	32.0

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	24	24	23	22	22	.	.	.	.
APPROVED GOALS	.	.	.	23	22	22	20	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	23	23	26	28	29	.	.	.	.
APPROVED GOALS	.	.	.	27.5	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	34	38	42	44	.	.	.	.
APPROVED GOALS	.	.	.	41	42	43	44	44	.
PROPOSED GOALS	.	.	.	.	.	44	45	45	45

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	50	52	57	60	63	.	.	.	.
APPROVED GOALS	.	.	.	60	61	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	64

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	6	7	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	10	5	8	8	13	.	.	.	.
APPROVED GOALS	.	.	.	7	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	11	11

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	$467	$497	$494	$515	$568	.	.	.	.
APPROVED GOALS	.	.	.	$495	$510	$525	$541	$557	.
PROPOSED GOALS	.	.	.	.	.	$569	$570	$571	$572

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020
ACTUAL	98	110	90	114	120	.	.	.	.
APPROVED GOALS	.	.	.	.	69	93	117	72	.
PROPOSED GOALS	.	.	.	.	.	121	122	122	122

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	75	91	119	133	122	.	.	.	.
APPROVED GOALS	.	.	119	120	121	122	123	.	.
PROPOSED GOALS	.	.	.	.	.	123	123	123	123

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2
ACTUAL	9	11	11	9	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	.	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	11

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION ACCOUNTABILITY PLANS

FINAL –USF SYSTEM BOT APPROVED

ENROLLMENT PLANNING

Headcount Enrollment by Student Type

(Fall Students at all campuses)

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	17,062	17,176	17,499	17,816	17,988	18,136	18,344	18,609	18,907
FTIC (Profile Admit)	155	202	205	207	201	210	214	216	220
FCS AA Transfers	9,498	9,416	9,172	9,108	9,416	9,243	9,136	9,074	9,089
Other AA Transfers	1,640	1,565	1,495	1,429	1,511	1,523	1,546	1,569	1,596
Post-Baccalaureates	0	1,110	1,025	998	986	999	1,015	1,031	1,046
Other Undergraduates	7,739	6,583	6,658	6,678	6,853	6,738	6,791	6,895	6,969
Subtotal	**36,012**	**35,808**	**35,990**	**36,373**	**36,955**	**36,850**	**37,044**	**37,395**	**37,826**
GRADUATE									
Master's	6,806	6,950	7,160	7,302	7,690	7,745	7,818	7,910	8,006
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,348	1,436	1,460	1,484	1,509	1,534
Subtotal	**10,335**	**10,555**	**10,698**	**10,983**	**11,569**	**11,657**	**11,765**	**11,891**	**12,023**
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	33	35	39	43	47
Other[1]	1,941	2,201	2,272	2,424	2,227	2,291	2,344	2,390	2,440
Subtotal	**1,983**	**2,215**	**2,296**	**2,455**	**2,260**	**2,326**	**2,383**	**2,433**	**2,487**
TOTAL	48,330	48,578	48,984	49,811	50,784	50,832	51,193	51,720	52,336

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 seeking to (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	12,372	12,087	11,844	11,933	12,066	12,007	12,134	12,334	12,595	12,872
UPPER	19,921	19,341	18,957	18,827	18,338	18,765	18,738	18,605	18,458	18,479
GRAD I	4,772	4,794	4,744	4,568	4,339	4,403	4,495	4,544	4,594	4,646
GRAD II	1,291	1,266	1,279	1,199	1,219	1,267	1,329	1,339	1,353	1,366
TOTAL	**38,357**	**37,487**	**36,825**	**36,528**	**35,962**	**36,442**	**36,696**	**36,822**	**37,001**	**37,364**
NON-RESIDENT										
LOWER	1,119	1,357	1,574	1,862	1,992	1,957	1,911	1,934	1,966	1,998
UPPER	870	1,058	1,304	1,596	1,819	2,007	1,727	1,707	1,693	1,692
GRAD I	1,061	1,370	1,652	1,984	2,142	2,112	2,094	2,117	2,141	2,165
GRAD II	843	853	880	935	1,017	1,,123	1073	1,081	1,092	1,103
TOTAL	**3,893**	**4,638**	**5,411**	**6,377**	**6,970**	**7,199**	**6,805**	**6,839**	**6,892**	**6,957**
TOTAL										
LOWER	13,491	13,443	13,419	13,795	14,057	13,964	14,044	14,268	14,561	14,870
UPPER	20,790	20,400	20,262	20,423	20,158	20,772	20,465	20,311	20,151	20,171
GRAD I	5,834	6,164	6,396	6,553	6,482	6,515	6,589	6,661	6,736	6,811
GRAD II	2,135	2,118	2,159	2,134	2,236	2,391	2,402	2,420	2,445	2,469
TOTAL	**42,250**	**42,125**	**42,236**	**42,905**	**42,932**	**43,641**	**43,501**	**43,661**	**43,893**	**44,321**

N ote: F ull-time E q uivalent (F TE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. F TE is based on the standard national definition, w hich divides undergraduate credit hours by 30 and graduate credit hours by 24. P ursuant to section 1013.31, F lorida Statutes, B oard facilities staff use this data as a k ey factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	7,804	7,867	8,745	9,442	10,070	*10,421*	*10,702*	*10,976*	*11,369*	*11,658*
Hybrid (50-79%)	670	580	522	237	183	*133*	*134*	*137*	*139*	*142*
Classroom (0-50%)	25,807	25,396	24,413	24,540	23,961	*24,181*	*23,674*	*23,426*	*23,205*	*2,3241*
Subtotal	**34,281**	**33,843**	**33,680**	**34,219**	**34,215**	***34,735***	***34,510***	***34,539***	***34,712***	***35,041***
GRADUATE										
Distance (80-100%)	1,747	1,825	2,050	2,109	2,346	*2,377*	*2,450*	*2,521*	*2,596*	*2,674*
Hybrid (50-79%)	215	234	204	69	123	*122*	*123*	*124*	*125*	*126*
Classroom (0-50%)	6,006	6,223	6,300	6,510	6,248	*6,407*	*6,419*	*6,437*	*6,460*	*6,481*
Subtotal	**7,968**	**8,282**	**8,554**	**8,688**	**8,718**	***8,906***	***8,991***	***9,081***	***9,181***	***9,280***

N ote: F ull-time E q uivalent (F TE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. F TE is based on the standard national definition, w hich divides undergraduate credit hours by 30 and graduate credit hours by 24. D istance Learning is a course in w hich at least 80 percent of the direct instruction of the course is delivered using some form of technology w hen the student and instructor are separated by time or space, or both (per 1009.24(17) , F .S.) . C lassroom/ Traditional, is a course in w hich less than 50% of the direct instruction of the course is delivered using some form of technology w hen 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 SU D S data element # 2052.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by the University System in AY 2018-19

The SUS 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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	N/A	UNF	0%	80	Fall 2018
Management Science (USFSM)	52.1301	STEM	UF, FIU	100%	25	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018

New Programs For Consideration by 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Natural Resources Management and Policy (USFSM)	03.0201	STEM	None	0%	65	Spring 2020
International Global Studies (USFSM)	30.2001	GLOBAL	NCF, UCF, UF, UNF	0%	65	Spring 2020
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

University of South Florida

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

The student success initiative across the USF System is built on the fundamental belief that every student admitted to USF will succeed when given the opportunity to do so. On their path to graduation, all students will encounter academic, social, cultural, emotional, and financial barriers to timely completion. To help students eliminate these barriers, the USF System is building up structures and processes to deliver the right support, to the right student, at the right time. This comprehensive plan builds on and enhances these efforts through system-wide initiatives including, but not limited to, **predictive analytics, case management, course scheduling, and the *Finish in Four* financial program**.

Predictive Analytics. The campus-wide Persistence Committee already tracks the performance of each FTIC cohort and provides timely support in the form of academic advising, advocacy, coaching, financial advising, mental health counseling, or whatever the student might need. As we move forward with this four-year graduation rate plan, we will enhance our efforts by expanding our focus to deliver the right support, e.g. nudges, to higher-performing students in all cohorts.

Case Management. To facilitate the work of the persistence committees, USF Information Technology worked with Appian to develop Archivum Insights, a communications platform that allows all student support personnel (advisors, advocates, coaches, counselors, financial aid advisors, tutors, etc.) to share information, manage cases, and refer students to the appropriate office. Experience has already demonstrated that an occasional light touch, outreach by a resident assistant or a touch point by a coach, can help students through difficult times. By expanding the use of Archivum Insights (AI) and fully deploying it across the USF System, a network of support personnel will reach more students and promote persistence. Additional "sprints" will be required to make the tool more accessible and useful as our case management platform.

Course Scheduling. Students often have trouble registering for the classes they need to fulfill degree requirements, to the extent that it is a barrier to timely completion. To facilitate scheduling, the USF System is deploying and enhancing the use of College Scheduler. The USF System also contracted with Ad Astra, a nationally recognized firm that will help us project student course demand and thereby ensure that the right courses are offered, with the right amount of sections and seats, at the right time to facilitate four-year degree completion.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

In the summer of 2017, the University of South Florida Tampa initiated Finish in Four (FIF), a pilot program designed to accelerate four-year degree completion. Financial incentives were offered to FTIC students in the 2013 cohort who were within reach of graduating within four years if they enrolled in the requisite coursework in the summer 2017 term. This pilot program demonstrated that a combination of financial incentives and targeted support could contribute to a significant increase in graduation rates. In this case, the FIF program helped to raise the USF Tampa IPEDS graduation rate from 55% in 2016 to 60% in 2017.

In 2017, the University of South Florida St. Petersburg began to offer one-time, two-semester completion grants ranging from $500 to $1000. Forty-seven USFSP students have been awarded a completion grant and were on track to graduation in the spring 2018 semester.

These experiences and initiatives place the USF System in position to respond positively and effectively to the requirement to implement a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters, including assurances that there will be no increased cost to students.

Starting with the 2018 entering FTIC class, the University of South Florida System will consider students for the "Take 15 Grant" if they:

1. Are Pell Grant eligible (excluding Green to Gold Scholars whose total costs are already subsidized);
2. Are not receiving Florida Bright Futures, which pays based on hours enrolled;
3. Have enough remaining need to qualify for the Take 15 grant; and
4. Have not already received 8 semesters of Take 15 grant support.
5. Maintain a minimum GPA of 2.0, the academic benchmark used for need-based financial aid programs.

The students targeted for this Take 15 grant have met USF System admissions criteria for college readiness but fall just below the criteria for a Bright Futures grant. By providing additional grant support, we expect that these students will work fewer hours off campus and enroll in more credit hours. The grant will provide $600 per semester if the student registers for 15 hours in fall or spring. This amount covers the average cost for an additional 3 hours of tuition and fees for Florida resident students enrolled across the USF System. To earn the grant in subsequent years, a student must earn 30 credit hours in fall/spring/summer and be on track to graduate in four years.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6/4/18
(Chair, University of Board of Trustees)

GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

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: State University Database System (SUDS).
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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

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

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).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
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 Post-doctorates 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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

UNIVERSITY OF SOUTH FLORIDA TAMPA

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

The University of South Florida Tampa's mission is to deliver competitive undergraduate, graduate, and professional programs, and to generate knowledge, foster intellectual development, and ensure student success in a global environment.

VISION STATEMENT (What do you aspire to?)

The University of South Florida Tampa is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF Tampa is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant, locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF Tampa's continued academic advancement.

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.

The University of South Florida Tampa is classified as both a Doctoral University with "Highest Research Activity" and as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education. USF Tampa's institutional vision centers on three core stratum, including a continued and holistic commitment to student success, unwavering dedication to research and innovation, and the maintenance of partnerships at the regional, national, and global levels. Over the past year, USF Tampa has continued on its mission to establish a profile consistent with membership in the Association of American Universities (AAU) by situating itself as one of Florida's premiere destination universities and attracting students and faculty of the highest caliber. Since being designated as an emerging preeminent institution, USF Tampa remains driven by a commitment to accountability and a strategy informed both by the State University System of Florida Board of Governors' (BOG) Strategic Plan and by benchmark analyses of current and aspirational peers.

Over the past decade, emphasis on student success continues to be a key focus. This includes strategic intervention at every level, from retention rates to workforce preparedness initiatives. Aligning with Governor Scott's *Finish in Four and Save More*, USF Tampa's student success initiatives are raising 4-year graduation rates through strategic and timely interventions and support. Equally important is USF Tampa's holistic commitment to student health and wellness. As a result, retention and graduation rates have continued to rise, with USF Tampa being a leader in the SUS in percentage of students employed or continuing their education one year after graduation and in percentage of students earning a degree in an area of strategic emphasis. USF Tampa's steadfast commitment to student success is also made evident by recent recognition by the *Education Trust*, which designated USF Tampa the No. 1 public university in the nation for Latino student success and No. 6 in the nation (No. 1 in Florida) for black student success. USF Tampa has been met with similar success in its endeavors to close graduation gaps by race, ethnicity and socioeconomic status.

USF Tampa is also working to meet growing workforce needs in healthcare through the establishment of strategic partnerships. The Morsani College of Medicine increasingly strong student cohorts place it in the top quintile of all medical schools in the country, and the addition of the USF Heart Health Institute has reinforced USF Tampa's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. Located in downtown Tampa and led by Dr. Sam Wickline, the Heart Institute is part of the redevelopment of the Channelside District. The new facility has already begun to create opportunities for innovative research, education, and healthcare collaborations between health professionals through Tampa's metropolitan core and at USF Tampa's main teaching hospital, Tampa General Hospital.

As 5th in the nation among public universities and 11th world-wide for granted U.S. patents, USF Tampa is deeply committed to creating an environment hospitable of innovative opportunities to create strategic partnerships and promote social change. The USF Tampa Bay Technology Incubator is a prime example and home to over 77 companies, $123.3 million in total external funding, and has created over 359 jobs to date. USF Tampa generated $505.9 million in total research expenditures.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF Tampa prides itself in its ability to adapt quickly to the evolving needs of its students, the Tampa Bay Region, and the State of Florida. A prime example of USF Tampa's continued commitment to seeking new and innovative opportunities is the use of predictive analytics to successfully identify students in need of additional support from the university's interdisciplinary Student Care Team. By reviewing real-time, individual student data, USF Tampa can preemptively engage with students long before impacting their path to graduation. Equally important is USF Tampa's commitment to providing students with a career-readiness model with an emphasis on life-long success. USF Tampa's recent partnerships will continue to offer students accessible pathways to success.

As a global research university situated in a major metropolitan area, USF Tampa is home to world-class faculty and students who are engaged in groundbreaking, high-impact research that aims to address society's most pervasive problems and create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF Tampa to be one of the most productive research universities in Florida, and has led to the development of new and fruitful ventures including the USF Health Heart Institute as well as the Department of Medical Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. **Graduate well-educated, highly-skilled, and adaptable global citizens through a continued commitment to the life-long success of our students.**

   The University of South Florida Tampa continues to provide access to high-quality, globally informed academic programs and experiential learning opportunities in a sustained effort to enhance student success. Students are exposed to multi-level research opportunities and a career-readiness model that focuses on providing them with professional experience and clear pathways from curriculum to career. To promote timely graduation, the Finish in Four (FIF) initiative delivers added support to students by providing a four-year degree plan, which helps them avoid excess hours.

   USF Tampa has established itself as a national model of student success by employing a holistic approach through the use of predictive analytics (such as Civitas Learning software) and proactive advising, which allows university officials to better understand student decision making practices and to intervene when necessary. Programs like the collaborative MWell4Success ensure the best services are in place to increase USF Tampa's capacity to meet the mental health needs of its students. Additionally, Archivum, which is home to a suite of applications and programs that support the university's academic and business processes, provides an online platform for faculty and staff to complete tasks and processes as efficiently as possible. The combined effort has resulted in a rise in USF Tampa's graduation and retention rates, as well as elimination of the achievement gap by socioeconomic status.

   In an increased effort to increase access to higher education and reduce student debt, the Textbook Affordability Project (TAP) endeavors not only to promote awareness of textbook affordability issues, but also to provide solutions to make course materials accessible and affordable. Similarly, the FUSE program—an enhanced transfer agreement between the USF System and eight Florida College System partners—promotes further access by offering guaranteed admission to USF, provided students complete specific requirements for their major. Institutions Greater course mobility as well as technology- and media-rich online delivery has further increased student success through engaged learning, and USF's expanded portfolio of online offerings has resulted in the creation of a workforce prepared for high-skill, high-wage jobs with the businesses that drive today's economy.

   Additional workforce development initiatives, such as USF Tampa's partnership with technology talent development company Revature and the initiation of the Corporate Mentorship Program in the Muma College of Business, provide pathways for students enhance their skill sets and transition smoothly into high-demand, high-paying fields. Finally, Handshake—a cutting-edge technology platform designed connect university students with potential employers—enables USF to provide its students and alumni with access to internship and employment opportunities across the globe.

2. Produce high-impact research and innovation that will change lives, improve health, solve global problems, foster sustainable development, and invoke positive societal change.

New faculty positions are strategically distributed across campus in a continued effort to recruit and retain world-class, research-productive talent and to advance the profile of USF Tampa. This continuous effort serves to both strengthen USF Tampa's reputation as a destination university, and improve the faculty-to-student ratio. One such hire is National Academy of Sciences Member Charles Stanish, who joined USF Tampa in 2017. Dr. Stanish has worked extensively in South America to conduct archaeological research. He is executive director of the Institute for the Advanced Study of Culture and the Environment at USF.

In addition to recruiting research-productive faculty members, USF Tampa continues to place a high priority on undergraduate research—a critical part of the USF Tampa educational experience, and a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge, and critical in-demand skills including problem solving and communication.

In keeping with the USF System Research Strategic Plan, the new USF Health Heart Institute at the Morsani College of Medicine brings together a critical mass of basic science and clinical researchers to address unmet medical needs related to cardiovascular disease. Led by Dr. Sam Wickline, the Heart Institute reinforces USF Tampa's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. USF's recently established Department of Medical Engineering, led by faculty from both the College of Engineering and the Morsani College of Medicine, further fosters innovative solutions that save lives and improve the quality of healthcare for all.

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3. Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida.

Classified as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education, USF Tampa continues to cultivate new economic opportunities. To better facilitate working relationships with corporate partners, USF Tampa recently launched the Office of Corporate Partnerships at the USF Research Park in Tampa. The office will expand on USF's strong history of partnering with leading employers in the Tampa Bay Region, and will advance the local economy by growing the workforce and promoting collaborative problem solving.

Steadfast in its commitment to establish meaningful partnerships throughout the community, USF Tampa opened The Village in fall of 2017. As the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS, The Village is a new student living and learning district that will grow to accommodate 2,000 more on-campus students with direct access to wellness facilities, study halls, new dining options, and a Publix supermarket. The Village will enhance the student experience at USF Tampa, and create an environment where students can live and learn most effectively.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. USF Tampa was recognized by *The Education Trust* as number one in Florida and sixth in the nation for eliminating the completion gap between black and white students.
2. USF Tampa ranks as the nation's top performer in "Overall Student Success" among 1,100 public research and doctoral universities in the 2016 *Eduventures* Student Success Ratings.
3. USF Tampa is recognized as #1 by *The Chronicle of Higher Education* for Greatest Improvements in 6-year Graduation Rates among 4-year public colleges and universities.

FACULTY ACHIEVEMENTS

1. USF Tampa is ranked number one producer of Fulbright Scholars in the United States for 2016-2017 according to *The Chronicle of Higher Education.*
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. A neuroscientist at the USF Health Byrd Alzheimer's Institute and the USF College of Pharmacy developed an immunotherapeutic treatment to combat Alzheimer's disease and other neurological disorders.

PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 514, placing it among the top of all medical schools in the country.
2. USF Tampa ranks in the top 50 among U.S. public institutions in the *Times Higher Education* (THE) and is listed as a top 50 public university in the most recently published *Top American Research Universities* (TARU) report.
3. USF Tampa was ranked in the top 20 among the "Best Universities for Technology Transfer, 2017" by the prestigious Milken Institute.

RESEARCH ACHIEVEMENTS

1. With $506 million in total research expenditures, USF Tampa ranks 46th in the nation among all universities in the US according to the National Science Foundation.
2. USF Tampa ranks 46th in the U.S. for total research expenditures, among **all** U.S. universities, public or private, by the National Science Foundation. This places USF in the top 7% among the 640 universities ranked (FY2016, most recent available).
3. USF Tampa was awarded a record $475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every $1.00 in research funding brings in $2.21 in local economic growth. In FY2017, USF's $475.2 million **research funding alone** supported more than 5,900 jobs and generated over $1 billion in local economic growth.

INSTITUTIONAL ACHIEVEMENTS

1. USF Tampa was ranked #7 in the U.S. and #34 worldwide among public universities established in the "Golden Age" (1945-1966) according to *Times Higher Education* (THE).
2. USF Tampa was named one of the Top 100 Best Values in Public Colleges (#66 in-state, #27 out-of-state) by *Kiplinger's Personal Finance* for 2017.
3. USF Tampa reached $505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.
4. According to the *Academic Ranking of World Universities* (ARWU), USF Tampa ranks among the top 300 of the best colleges and universities in the world.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	64.9	65.8	69.6	69.5	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	70.5	71.5	72.5	73.0

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,300	36,500	38,000	37,400	.	.	.	.
APPROVED GOALS	.	.	.	.	38,500	39,000	39,500	40,700	.
PROPOSED GOALS	.	.	.	.		38,000	39,000	40,000	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS				Data Reported at the USF System level only.					
PROPOSED GOALS									

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	42.9	44.6	51.4	55.2	59.8	.	.	.	.
ACTUAL Graduated Same Campus	42.7	44.3	50.9	54.2	59.6	.	.	.	.
APPROVED GOALS	.	.	.		56.0	59.0	62.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	62.0	64.0	64.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	86.6	87.0	87.1	88.0	87.4	.	.	.	.
ACTUAL Retained Same Campus	86.4	86.7	85.6	87.9	87.3	.	.	.	.
APPROVED GOALS	.	.	.	86.5	88.0	89.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.0	90.0	90.5

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51.7	53.5	56.6	62.0	64.4	.	.	.	.
APPROVED GOALS	.	.	.	57.0	62.0	62.0	63.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	64.5	65.0	65.5	66.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.4	42.5	42.8	40.9	39.9	.	.	.	.
APPROVED GOALS	.	.	.	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.5	71.5	76.3	78.0	78.6	.	.	.	.
APPROVED GOALS	.	.	.	76.3	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.9	79.0	79.0	79.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	56.6	62.8	65.1	75.5	78.4	.	.	.	.
APPROVED GOALS	.	.	.	67.5	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.5	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	289	321	300	277	267	.	.	.	.
APPROVED GOALS	.	.	298	277	267	260	260	.	.
PROPOSED GOALS	.	.	.	.	.	260	260	260	260

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1200	1197	1223	1226	1280	.	.	.	.
APPROVED GOALS	.	.	.	1220	1280	1282	1285	1290	.
PROPOSED GOALS	.	.	.	.	.	1282	1285	1290	1290

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	3	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89	89	88	90	90	.	.	.	.
APPROVED GOALS	.	.	.	90	91	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	91	91	92	92

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	63	67	68	67	71	.	.	.	.
APPROVED GOALS	.	.	.	66	71	73	75	77	.
PROPOSED GOALS	.	.	.	.	.	73	75	77	78

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	9	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$411	$438	$420	$448	$502	.	.	.	.
APPROVED GOALS	.	.	.	$421	$427	$434	$440	$447	.
PROPOSED GOALS	.	.	.	.	.	$503	$504	$505	$506

7. Non-Medical Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$193	$239	$229	$229	$288	.	.	.	.
APPROVED GOALS	.	.	.	$230	$233	$237	$241	$245	.
PROPOSED GOALS	.	.	.	.	.	$289	$290	$291	$292

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5 of 8	7 of 8	7 of 8	7of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	270	291	297	314	324	.	.	.	.
APPROVED GOALS	.	.	.	291	273	276	279	282	.
PROPOSED GOALS	.	.	.	.	.	325	325	325	325

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	448	546	601	704	721	.	.	.	.
APPROVED GOALS	.	.	.	645	650	655	660	665	.
PROPOSED GOALS	.	.	.	.	.	725	730	735	740

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 Official	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	293	304	289	321	300	.	.	.	.
APPROVED GOALS	.	.	.	321	300	277	267	260	.
PROPOSED GOALS	.	.	.	.	.	277	267	260	260

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	364	417	417	395	442	.	.	.	.
APPROVED GOALS	.	.	.	395	412	432	448	472	.
PROPOSED GOALS	.	.	.	.	.	450	465	485	500

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	3	4	4	3	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	38.8	33.6	36.3	35.1	37.1	.	.	.	.
APPROVED GOALS	.	.	.	35.0	35.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	37.5	38.0	38.5	39.0

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	91%	86%	90%	94%	93%	100%	100%	100%	100%
US Average	85%	85%	87%	85%	87%	.	.	.	.
Medicine (2Y)	96%	95%	96%	94%	92%	100%	100%	100%	100%
US Average	97%	96%	95%	96%	96%	.	.	.	.
Pharmacy	.	.	94%	91%	86%	100%	100%	100%	100%
US Average	95%	95%	93%	86%	88%	.	.	.	.
CROSS-YEAR	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Medicine (CK)	100%	98%	97%	99%	95%	100%	100%	100%	100%
US Average	98%	97%	95%	96%	96%	.	.	.	.
Medicine (CS)	99%	91%	96%	97%	96%	100%	100%	100%	100%
US Average	98%	96%	96%	97%	96%	.	.	.	.
MULTI-YEAR	**2011-13**	**2012-14**	**2013-15**	**2014-16**	**2015-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Physical Therapy	94%	97%	95%	94%	95%	100%	100%	100%	100%
US Average	89%	90%	91%	92%	92%	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	3	6	5	3	6	6	6	6
Below	1	2	0	1	3	0	0	0	0

Note: An asterisk (*) indicates the pass rate is preliminary.

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5	4.9	4.8	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.7	4.5	4.3	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.0	66.9	68.5	67.7	71.2	.	.	.	.
ACTUAL Graduated Same Campus	62.5	66.6	68.1	67.3	70.6	.	.	.	.
APPROVED GOALS	.	.	.	66.3	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	75.0	77.0	78.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7617	8079	7991	7876	8101	.	.	.	.
APPROVED GOALS	.	.	.	7700	7900	7900	8000	8100	.
PROPOSED GOALS	.	.	.	.	.	8100	8150	8150	8200

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3007	3179	3501	3654	3914	.	.	.	.
APPROVED GOALS	.	.	.	3600	3675	3750	3800	3850	.
PROPOSED GOALS	.	.	.	.	.	3925	3930	3935	3940

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	31	32	33	34	.	.	.	.
APPROVED GOALS	.	.	.	31	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	21	21	20	19	19	.	.	.	.
APPROVED GOALS	.	.	.	20	19	18	17	18	.
PROPOSED GOALS	.	.	.	.	.	18	18	18	18

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	21	24	26	27	.	.	.	.
APPROVED GOALS	.	.	.	25.5	26.2	27.0	27.7	28.0	.
PROPOSED GOALS	.	.	.	.	.	27.5	28.7	29.8	30.8

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36	37	42	46	48	.	.	.	.
APPROVED GOALS	.	.	.	44	46	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	48	48	48	48

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	53	56	61	65	66	.	.	.	.
APPROVED GOALS	.	.	.	64	65	66	67	67	.
PROPOSED GOALS	.	.	.	.	.	66	67	67	67

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	7	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	10	7	8	8	13	.	.	.	.
APPROVED GOALS	.	.	.	7	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	11	11

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	$459	$489	$485	$506	$558	.	.	.	.
APPROVED GOALS	.	.	.	$486	$501	$516	$531	$547	.
PROPOSED GOALS	.	.	.	.	.	$559	$560	$561	$562

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	98	110	90	114	120	.	.	.	.
APPROVED GOALS	.	.	.	.	69	93	117	72	.
PROPOSED GOALS	.	.	.	.	.	121	122	122	122

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75	91	119	133	122	.	.	.	.
APPROVED GOALS	.	.	119	120	121	122	123	.	.
PROPOSED GOALS	.	.	.	.	.	123	123	123	123

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	9	11	11	9	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	.	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	11

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. Graduate Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2,150	2,274	2,670	2,850	3,076	*3,097*	*3,106*	*3,107*	*3,132*

2. Freshman in Top 10% of Graduating High School Class

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
39%	34%	36%	35%	37%	*37.5%*	*38.0%*	*38.5%*	*39.0%*

3. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
10%	11%	12%	12%	14%	*15%*	*15%*	*15%*	*15%*

4. Total Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
$459	$489	$485	$506	$558	*$559*	*$560*	*$561*	*$562*

5. Federal Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
$225	$223	$218	$228	$250	*$251*	*$252*	*$253*	*$254*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	15,329	15,480	15,638	15,756	15,771	15,850	15,969	16,128	16,300
FTIC (Profile Admit)	143	184	186	187	190	193	196	198	201
FCS AA Transfers	7,397	7,195	7,095	7,295	7430	7,207	7,027	6,886	6,818
Other AA Transfers	1,218	1,171	1,104	1,052	1087	1,092	1,101	1,109	1,120
Post-Baccalaureates	0	805	764	735	748	755	763	770	776
Other Undergraduates	6,304	5,446	5,501	5,525	5693	5,558	5,579	5,645	5,675
Subtotal	**30,391**	**30,281**	**30,288**	**30,550**	**30,919**	**30,656**	**30,633**	**30,737**	**30,889**
GRADUATE									
Master's	6,126	6,300	6,446	6,568	6,976	7,011	7,063	7,134	7,205
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,347	1,435	1,460	1,484	1,509	1,534
Subtotal	**9,655**	**9,905**	**9,984**	**10,248**	**10,854**	**10,923**	**11,010**	**11,115**	**11,222**
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	31	31	31	31	31
Other[1]	1,615	1,865	1,895	2,095	1,871	1,930	1,972	2,006	2,044
Subtotal	**1,657**	**1,879**	**1,919**	**2,126**	**1,902**	**1,961**	**2,003**	**2,037**	**2,075**
TOTAL	**41,703**	**42,065**	**42,191**	**42,924**	**43,675**	**43,539**	**43,647**	**43,890**	**44,186**

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	10,627	10,427	10,282	10,210	10,209	10,021	10,047	10,113	10,220	10,315
UPPER	16,260	15,897	15,554	15,452	15,005	15,397	15,292	15,014	14,803	14,715
GRAD I	4,277	4,266	4,199	3,997	3,785	3,878	3,958	3,997	4,037	4,078
GRAD II	1,290	1,264	1,277	1,198	1,217	1,267	1,329	1,339	1,353	1,366
TOTAL	**32,453**	**31,853**	**31,311**	**30,858**	**30,216**	**30,563**	**30,626**	**30,464**	**30,413**	**30,474**
NON-RESIDENT										
LOWER	1,058	1,284	1,501	1,766	1,866	1,842	1,787	1,798	1,817	1,834
UPPER	785	958	1184	1446	1647	1,840	1,554	1,526	1,504	1,495
GRAD I	1,037	1,336	1,631	1,953	2,112	2,088	2,068	2,089	2,109	2,131
GRAD II	843	853	880	935	1,016	1,123	1,073	1,081	1,092	1,103
TOTAL	**3,723**	**4,431**	**5,197**	**6,099**	**6,640**	**6,893**	**6,481**	**6,494**	**6,523**	**6,563**
TOTAL										
LOWER	11,685	11,710	11,783	11,976	12,075	11,863	11,834	11,912	12,037	12,149
UPPER	17,045	16,854	16,738	16,898	16,652	17,236	16,846	16,540	16,308	16,211
GRAD I	5,314	5,603	5,830	5,950	5,897	5,966	6,026	6,086	6,147	6,208
GRAD II	2,133	2,116	2,157	2,132	2,232	2,390	2,402	2,420	24,45	2,469
TOTAL	**36,176**	**36,284**	**36,508**	**36,957**	**36,856**	**37,456**	**37,108**	**36,958**	**36,936**	**37,037**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	5,732	5,918	6,830	7,381	7,758	7,991	8,231	8,478	8,732	8,994
Hybrid (50-79%)	587	452	406	189	81	81	82	83	84	85
Classroom (0-50%)	22,410	22,195	21,285	21,304	20,887	21,027	20,367	19,891	19,528	19,280
Subtotal	**28,730**	**28,565**	**28,521**	**28,874**	**28,726**	**29,099**	**28,680**	**28,452**	**28,344**	**28,359**
GRADUATE										
Distance (80-100%)	1,563	1,611	1,803	1,855	2,052	2,113	2,177	2,242	2,309	2,379
Hybrid (50-79%)	210	224	180	64	112	114	115	116	117	118
Classroom (0-50%)	5,674	5,884	6,004	6,164	5,965	6,130	6,136	6,148	6,166	6,180
Subtotal	**7,447**	**7,719**	**7,987**	**8,083**	**8,130**	**8,357**	**8,428**	**8,506**	**8,592**	**8,677**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	None	None	0%	80	Fall 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018

New Programs For Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD

GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

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: State University Database System (SUDS).
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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 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

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).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
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 Post-doctorates 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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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FINAL –USF SYSTEM BOT APPROVED

MISSION STATEMENT (What is your purpose?)

The mission of the University of South Florida St. Petersburg is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, USF St. Petersburg reflects a distinctive identity and mission, while contributing to and benefiting from the association, cooperation, and shared resources of a premier national research university.

VISION STATEMENT (What do you aspire to?)

Faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching, and service. USF St. Petersburg will be a premier urban institution recognized for its vibrant community of scholars who engage and improve the community.

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.

The USF System Strategic Plan and USF St. Petersburg's mission and vision have informed our long-term strategy, which includes six strategic goals:

- Distinctive Identity
- Student Success and Culture
- Faculty Excellence in Teaching and Research
- Strategic Partnerships
- Infrastructure to Meet Current and Future Needs
- Sustainable Funding

As part of the USF System and as Pinellas County's only public university, USF St. Petersburg has the advantages that come from the support provided by a large public research university. USF St. Petersburg offers small classes in a close-knit learning community within downtown St. Petersburg with a growing distinctiveness in environmental sustainability. It is important to maintain these distinct advantages as we move toward accreditation consolidation of the USF system.

Therefore, over the coming months, USFSP employees will engage with USF system colleagues regarding the programmatic, organizational, and mission related changes necessitated by consolidation. USFSP leadership will be heavily engaged in the St. Petersburg community, to ensure their understanding of the benefits of consolidation to USFSP students, the USFSP campus and Pinellas County as a whole.

To continue nurturing its distinct identity and achieve the expectations of a preeminent research university with high quality teaching centered on student success, USF St. Petersburg will continue its focus on student performance and discovery, faculty teaching, scholarship and research, a relationship-based campus culture, and expansion of strategic partnerships. USF St. Petersburg pursues these goals by providing the organizational infrastructure and dedicated funding to those priorities. For example, USF St Petersburg has invested substantial resources, and will continue to invest resources, in new initiatives that enhance student academic progress and student completion as measured by the four and six year graduation rates.

Achieving those goals means expanding students' experiential learning opportunities through internships, civic engagement, education abroad, and other learning experiences outside the classroom. It means providing scholarships to encourage students to enroll and succeed at USF St Petersburg and to access to a world-class education. It means creating partnerships with business and industry, civic and non-profit organizations, and other educational institutions so that we maximize the impact of our degree programs, research efforts and campus activities within the Tampa Bay region, particularly in Pinellas County. It also means that USFSP must continue to provide the technological and infrastructure for our campus and students to flourish and for our faculty and staff to excel.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF St. Petersburg's core capabilities include excellence in teaching, learning through innovative methods and technology, data-based decision making that refines and improves initiatives, a close-knit community that provides high levels of faculty-student interaction, an entrepreneurial spirit, and strong, collaborative community support. We provide our students with an intellectual environment that promotes experiential learning and research opportunities to prepare them to become critical thinkers and skilled professionals.

USF St. Petersburg's strengths and opportunities include a distinguished faculty and dedicated administration and staff, all highly committed to student success. Another strength is the unique location, settled on the waterfront in the heart of St. Petersburg's Innovation District. Just steps from downtown's financial industries and arts, and adjacent to premier health facilities, USF St. Petersburg offers rich community experiences as well as learning and employment opportunities for students that can only come with being in a growing and vibrant city. We are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong, growing, and innovative community partnerships provide exceptional opportunities to gain feedback about our programs and curriculum in order to meet employer and community needs. By developing appropriate support structures and expanded partnerships, our faculty is able to advance student learning through research and creative activities, the securing of external funds through grants and contracts, and by providing an ever increasing number of internship and other experiential learning opportunities for students.

As we grow our reputation and become the first choice for prospective students, we are balancing regional needs, student interests, and campus capacity to provide an array of forward-thinking programs, degrees, and services within the existing USFSP Master Academic Plan and the USF System Master Academic Plan. This goal requires us to actively recruit students who reflect the diversity of our region. It also requires implementation of new retention initiatives to ensure that students who start at USF St. Petersburg progress and graduate within four years, and are prepared to earn advanced degrees or enter the workforce.

USFSP will ensure that our students' employment opportunities and pathways into graduate school reverse the one year decline in the PBF metric reflecting the number of graduates employed/enrolled in graduate school. USFSP implemented Handshake last year and aggressively worked to engage new students in our career services center; filled the career fairs offered on campus to capacity for the first time; secured and provided over 200 new internship opportunities for students (a 32% increase over previous year); and launched a new master's program in Conservation Biology while getting approval for two new bachelor degree programs that provide a pipeline of students into graduate programs offered by USF Tampa. We believe that these actions and a continued expansion of experientially based opportunities for students will positively impact students as they secure careers and apply to graduate school.

We continue to develop our identity and the infrastructure needed to fully realize our potential. Although we see many advantages of being a metropolitan institution, our location also limits our physical expansion. As the number of new STEM and programs of strategic emphasis grows, we will need additional teaching and laboratory space as well as scholarship support for our students.

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. **Grow academic programs - and access to those programs - in areas of strategic emphasis.**

USF St. Petersburg is dedicated to addressing students' academic and career interests as well as catering to employer needs by growing and creating programs that meet current and future demands. The following initiatives are planned in an effort to grow our programming:

a) As part of its Master Academic Plan, USFSP has several programs it envisions growing over the next five years, including BOT approved new Bachelor's degrees in Computational and Applied Mathematics and Sustainability Studies, and the a new program proposal next year in Environmental Chemistry. With the USF system accreditation consolidation, we will also have opportunities to provide programs on our campus that meet local needs and already exist with the USF system such as nursing, insurance, hospitality, computer science, and technology/engineering related.

b) In accordance with the Board of Governors Strategic Plan for Online Education and via the Online Learning and Instructional Technology Services (OLITS), a total of 31 classes have received Quality Matters certification, the second highest number in the Florida State University System, and we will continue to lead the way in QM certification of online courses.

c) USFSP is strengthening the FUSE program offerings with St. Petersburg College from 16 to 19 and expanding FUSE to other institutions to provide greater access to baccalaureate and graduate degrees for regional students, including offering FUSE scholarships for the first time.

2. **Implement strategies that lead to increases in retention and a higher rate of graduation within four years.**

The Strategic Enrollment Management team, representing departments across campus, is developing new initiatives to enhance the student academic progress rate and four and six-year graduation rates, as well as fostering student success through increased social, wellness and recreational opportunities and services for all students. These initiatives include:

a) Working with USF Tampa to enhance the use of the Archivum Insights online platform that allows cross departmental referrals and increases collaboration among staff and faculty for student success and retention.

b) Providing students with greater experiential learning opportunities, via initiatives such as Ex Labs and collaborations with the Dali Museum and other prominent partners in the Innovation District, and building a Summer Excursions program for students prior to each academic year.

c) Improving scheduling practices by identifying barriers for on-time course completion based on inefficient scheduling and then implementing a new class schedule that substantially reduces class scheduling conflicts by fall 2019.

d) Hiring of two new mental health professionals, expansion of services and programs, and taking steps to ensure a proper ratio of professionals per student in order to address the mental health needs of our students.

3. **Designing a campus for the 21st century: Upgrades to physical and technological infrastructure.**

USF St. Petersburg is planning for strategic and sustainable growth that optimizes space and facilities for academic, residential and community needs. The university is revamping and upgrading infrastructure and technology that will appeal to current students and provide them the resources to excel in their chosen field. Some of these improvements include:

a) Building a new state-of-the-art immersive STEM and Innovation lab within College of Education that will open in the fall of 2018.
b) Opening a new externally funded Wealth Management Center in the Kate Tiedemann College of Business in the fall of 2018 that will offer students a state-of-the-art venue to analyze stocks, refine investment pitches to industry veterans and apply skills learned in class towards managing clients' actual wealth.
c) Finalize planning for the renovation of Davis Hall, one of the main academic buildings on campus, and launch phase one of the remodeling spring of 2019.
d) Continue working with USF system to redefine and secure funding for the new student residential facility.
e) Move to the next phase in the USF St. Petersburg waterfront master plan that transforms the waterfront into a more welcoming and engaging space for collaboration, teaching, and learning.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Since the 2013-14 academic year, all credit-bearing student internships have risen by 32%, from 493 to 650 placements at the end of the 2016-17 academic year.
2. Elementary Education major Heather Hammerling received the Fanchon Funk Scholar Award from the Florida Association of Teacher Educators, given to those educators emerging with high qualifications into the profession.
3. Eighty students in the Kate Tiedemann College of Business collaborated with the Suncoast Sierra Club on its *100% St. Pete* campaign, in which students developed tactics to get citizens involved in climate action planning.

FACULTY ACHIEVEMENTS

1. *La Florida:* ***The Interactive Digital Archive of the Americas***, developed by Dr. J. Michael Francis, the Hough Family Endowed Chair of Florida Studies, sheds light on Spanish colonial Florida and events of America's earliest beginnings and has attracted substantial support from academic and cultural institutions in Spain.
2. Biologist Dr. Norine Noonan was named a member of the ad-hoc Committee to Review the Planetary Protection Policy Development Processes for the National Academies of Science, Engineering, and Medicine.
3. Dr. Joseph Smoak received a grant of $1.3 million from the U.S. Department of Agriculture for his research project titled "Organic Carbon Biomass, Burial, and Biogeochemistry in Blue Carbon Ecosystems Along the South Florida Coast: Climate Change and Anthropogenic Influences."

RESEARCH ACHIEVEMENTS

1. Dr. Thomas Smith, Associate Professor of Political Science, published his book "Human Rights and War Through Civilian Eyes," which focused on the impact of the Iraq and Gaza wars on noncombatants. The book was a finalist for the 2017 International Studies Association Human Rights Section Book Award
2. Biologist Dr. Heather Judkins took part in a Deep-Pelagic Nekton Dynamics (DEEPEND) Consortium cruise with researchers from institutions around the U.S. that explored the deep ocean layers of the northern Gulf of Mexico and allowed Judkins to explore, analyze and publish on many aspects of cephalopod systematics, biogeography and other collaborative effects. The DEEPEND Consortium was created in response to the Deepwater Horizon oil spill of 2010 to allow researchers to examine deep sea biodiversity.
3. MBA Students Trevor Tillwick and Chris Palko, under the direction of Associate Dean of the Kate Tiedemann College of Business Dr. Gary Patterson, conducted an extensive housing and employment study for the working class Lealman district in Pinellas County that helped streamline which strategies had a greater likelihood of success in combating economic blight. This research was encouraged by Florida State Senator Jeff Brandes.

PROGRAM ACHIEVEMENTS

1. A new Master of Science in Conservation Biology degree program launched as the only M.S. thesis-based degree of its kind in the State University System of Florida.
2. A partnership with the AMERI-CAN International Academy in China has allowed several students the opportunity to teach English and other subjects in Weifang City, China.
3. New partnerships with three universities in Malaysia for their American Degree Program students to transfer to USFSP.
4. The College of Education created the Educational Studies pathway program for careers external to the K-12 classroom.
5. The national launch of *La Florida: The Interactive Digital Archive of the Americas* in Washington D.C. gained national and statewide media attention and has been proclaimed by Spanish embassy leadership as a program that will "significantly impact our understanding of the Spanish colonial history of the southeastern U.S."

INSTITUTIONAL ACHIEVEMENTS

1. The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall opened as the new home of the Kate Tiedemann College of Business in January, 2017. The Hall is named after philanthropist Lynn Pippenger, who gave a $5 million gift to the institution in 2016.
2. USF St. Petersburg hit a new high with research expenditures of above $4.5 million and awards of over $5 million, continuing our upward trend in external funding.
3. The university partnered with the City of St. Petersburg to launch a Climate Action Plan for reducing baseline Greenhouse Gas emissions by 50 percent by 2035 and to achieve carbon neutrality by 2050.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	61.1	67.1	69.0	63.1	.	.	.	.
APPROVED GOALS	.	.	.	69.0	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	70.0	71.0	72.0	73.0

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,900	34,800	35,400	36,800	.	.	.	.
APPROVED GOALS	.	.	.		36,600	37,200	37,800	38,400	.
PROPOSED GOALS	.	.	.	.	.	37,200	38,200	39,200	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS				Data Reported at the USF System Level Only					
PROPOSED GOALS									

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	34.1	30.7	33.0	32.5	41.3	.	.	.	.
ACTUAL Graduated Same Campus	23.1	22.1	20.8	18.6	30.0	.	.	.	.
APPROVED GOALS	.	.	.	.	30.0	40.0	45.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.0	50.0	55.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	73.1	74.2	76.4	73.4	76.5	.	.	.	.
ACTUAL Retained Same Campus	57.3	61.6	66.9	65.5	75.6	.	.	.	.
APPROVED GOALS	.	.	.	68.0	73.0	78.0	83.0	88.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	83.0	88.0	90.0

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.9	36.5	42.3	43.3	46.6	.	.	.	.
APPROVED GOALS	.	.	.	43.0	44.0	45.0	47.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	47.0	48.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	39.2	40.0	43.3	42.3	40.6	.	.	.	.
APPROVED GOALS	.	.	.	40.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.7	33.5	29.7	28.4	29.5	.	.	.	.
APPROVED GOALS	.	.	.	30.2	30.2	30.2	30.2	30.2	.
PROPOSED GOALS	.	.	.	.	.	30.2	30.5	31.0	31.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.2	67.9	69.4	76.5	76.9	.	.	.	.
APPROVED GOALS	.	.	.	70.0	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	79.0	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS				Data Reported at the USF System Level Only					
PROPOSED GOALS									

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	17.3	17.9	14.0	19.0	17.5	.	.	.	.
APPROVED GOALS	.	.	.	12.0	20.0	23.0	26.0	29.0	.
PROPOSED GOALS	.	.	.	.	.	23.0	30.0	33.0	35.0

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.2	4.5	4.1	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.1

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL *Graduated Within USF System*	60.2	53.2	59.8	51.1	54.9	.	.	.	.
ACTUAL Graduated Same Campus	41.4	31.6	38.3	36.8	35.2	.	.	.	.
APPROVED GOALS	.	.	.	42.0	36.0	39.0	45.0	54.0	.
PROPOSED GOALS	.	.	.	.	.	39.0	45.0	54.0	55.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	826	821	825	882	943	.	.	.	.
APPROVED GOALS	.	.	855	886	913	928	943	960	.
PROPOSED GOALS	.	.	.	.	.	928	943	960	970

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	143	167	222	211	217	.	.	.	.
APPROVED GOALS	.	.	.	225	225	230	235	240	.
PROPOSED GOALS	.	.	.	.	.	230	235	240	250

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	17	18	22	21	.	.	.	.
APPROVED GOALS	.	.	.	20	22	24	26	26	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	31	33	32	29	29	.	.	.	.
APPROVED GOALS	.	.	.	33	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	33	32	32	32	34	.	.	.	.
APPROVED GOALS	.	.	.	32	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	9	15	21	22	.	.	.	.
APPROVED GOALS	.	.	.	19	21	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	24	26	28	30

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	2	1	3	3	.	.	.	.
APPROVED GOALS	.	.	.	2	3	3	5	5	.
PROPOSED GOALS	.	.	.	.	.	3	5	5	7

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	2	0	1	0	0	0	0	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS				Data Reported at the USF System and USF Tampa Level Only					
PROPOSED GOALS									

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. Bachelor's Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
304	309	356	387	453	436	453	470	485

2. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
18%	18%	22%	24%	26%	*28%*	*29%*	*30%*	*31%*

3. Maintain Carnegie Community Engagement Classification

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
Yes	Yes	Yes	Yes	Yes	*Yes*	*Yes*	*Yes*	*Yes*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	1,624	1,501	1,593	1,745	1,851	*1,865*	*1,870*	*1,875*	*1,880*
FTIC (Profile Admit)	12	17	16	14	9	*15*	*16*	*16*	*17*
FCS AA Transfers	1,193	1,188	1,232	1,213	1,227	*1,250*	*1,280*	*1,310*	*1,340*
Other AA Transfers	253	239	232	218	266	*270*	*275*	*280*	*285*
Post-Baccalaureates	-	153	134	126	138	*140*	*142*	*145*	*147*
Other Undergraduates	868	737	738	712	674	*680*	*685*	*690*	*700*
Subtotal	**3,950**	**3,835**	**3,945**	**4,028**	**4,165**	***4,220***	***4,268***	***4,316***	***4,369***
GRADUATE									
Master's	552	530	540	556	567	*580*	*592*	*604*	*616*
Research Doctoral	-	-	-	-	-	-	-	-	-
Professional Doctoral	-	-	-	-	-	-	-	-	-
Subtotal	**552**	**530**	**540**	**556**	**567**	***580***	***592***	***604***	***616***
UNCLASSIFIED									
H.S. Dual Enrolled	-	-	-	-	-	-	-	-	-
Other[1]	238	231	264	221	249	*250*	*255*	*260*	*265*
Subtotal	**238**	**231**	**264**	**221**	**249**	***250***	***255***	***260***	***265***
TOTAL	4,740	4,596	4,749	4,805	4,981	*5,050*	*5,115*	*5,180*	*5,250*

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	1564	1381	1220	1325	1392	1406	1420	1433	1448	1463
UPPER	2400	2333	2300	2200	2175	2228	2283	2341	2391	2455
GRAD I	369	401	426	424	413	401	411	418	426	435
GRAD II	1	2	1	1	2	0	0	0	0	0
TOTAL	**4335**	**4117**	**3947**	**3951**	**3982**	**4035**	**4114**	**4192**	**4271**	**4353**
NON-RESIDENT										
LOWER	50	56	51	63	91	70	72	74	76	78
UPPER	57	61	69	82	110	100	105	110	115	120
GRAD I	17	26	13	16	17	15	17	19	22	24
GRAD II	0	0		0	1	0	0	0	0	0
TOTAL	**124**	**144**	**133**	**162**	**219**	**185**	**194**	**203**	**213**	**222**
TOTAL										
LOWER	1614	1437	1270	1389	1483	1476	1492	1507	1524	1541
UPPER	2457	2394	2369	2282	2284	2328	2388	2451	2512	2575
GRAD I	386	427	439	441	430	416	428	437	448	459
GRAD II	1	2	1	1	4	-	-	-	-	-
TOTAL	**4459**	**4260**	**4080**	**4112**	**4201**	**4220**	**4308**	**4395**	**4484**	**4575**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,347	1,228	1,172	1,183	1,279	*1,275*	*1,301*	*1,327*	*1,354*	*1,381*
Hybrid (50-79%)	37	67	82	39	94	*40*	*40*	*41*	*41*	*42*
Classroom (0-50%)	2,688	2,537	2,386	2,449	2,394	*2,489*	*2,539*	*2,590*	*2,641*	*2,693*
Subtotal	**4,072**	**3,832**	**3,640**	**3,671**	**3,767**	***3,804***	***3,880***	***3,958***	***4,036***	***4,116***
GRADUATE										
Distance (80-100%)	154	183	203	203	238	*220*	*228*	*233*	*240*	*247*
Hybrid (50-79%)		4	19	3	6	*3*	*3*	*3*	*3*	*3*
Classroom (0-50%)	234	242	219	235	189	*193*	*197*	*201*	*205*	*209*
Subtotal	**387**	**428**	**440**	**442**	**434**	***416***	***428***	***437***	***448***	***459***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020
DOCTORAL PROGRAMS						

GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

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: State University Database System (SUDS).
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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 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

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).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
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 Post-doctorates 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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018

Accountability Plan

UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

The University of South Florida Sarasota-Manatee provides high quality bachelor's and master's-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.

VISION STATEMENT (What do you aspire to?)

As a valued member of the USF System, the University of South Florida Sarasota-Manatee will be nationally recognized as a student-centered, research-focused, community-engaged institution with significant economic and cultural impact to the region.

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.

USF Sarasota-Manatee's primary focus is to provide high quality, affordable bachelor's and master's degrees that ensure student success and address specific higher education needs in the community for both traditional and non-traditional students. USF Sarasota-Manatee serves its market by offering a mix of classroom and online instruction at times that are convenient for commuter student populations. USF Sarasota-Manatee provides a personalized learning experience for students in which faculty and staff engage with and support students to ensure retention and graduation. USF Sarasota-Manatee partners with local businesses, non-profit organizations, local government and educational institutions to deliver quality internships, research, and experiential learning opportunities to help prepare talented students to thrive in today's global workforce.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF Sarasota-Manatee provides access to an affordable, personalized learning experience that enables students from the Sarasota-Manatee area to learn in the community where they live and work. In keeping with the USF System MWell4Success program, USFSM is committed to investing in the best services to meet the needs of its students' mental health and academic wellbeing.

The institution capitalizes on its optimal student-to-faculty ratio (14:1) by providing individualized attention from high quality and committed faculty and staff to ensure that students are supported, retained, and advance to timely graduation. Ninety percent of USFSM graduating seniors rated their overall USFSM experience as positive on a standardized national survey.

USF Sarasota-Manatee benefits from the efficiency of shared resources across the USF System, a unified brand that capitalizes on the strong identity and impact of the USF system, and the opportunity for collaboration with other USF system institutions – including tailored 2+2 programs to meet the needs of the Tampa Bay region without unnecessary duplication of programs.

A new partnership between USF Tampa and USF Sarasota-Manatee in engineering was established last year. Students complete two years of pre-engineering coursework at USF Sarasota-Manatee, earn an associate in arts certificate, and then transfer to USF in Tampa to obtain a baccalaureate in mechanical engineering. In the fall of 2018, a new nursing program partnership between USF College of Nursing and USF Sarasota-Manatee is being launched; students will begin their pre-nursing coursework at USF Sarasota-Manatee starting in the fall of 2018, and then complete upper-level coursework on the USFSM campus beginning in the fall of 2020. In addition, USF Sarasota-Manatee will be offering new undergraduate majors in cybersecurity and information technology, and a new bachelor's degree program risk management and insurance program in the 2018-19 AY. In addition, USFSM is partnering with USF St. Petersburg on an undergraduate management science degree proposal and an expanded hospitality program. These new initiatives are in response to the increasing employer demand for qualified professionals in these growing fields.

USF Sarasota-Manatee continues to seek opportunities to share resources and develop partnerships across the USF System and collaborates with USF Tampa on several academic and operational support programs, including a shared master's degree in biology and a partnership with Innovative Education. USFSM has received support from USF Tampa to enhance the USFSM Office of Research, develop stronger operating systems in the Office of University Advancement and the design and launch of a new Web site from University Communications and Marketing.

USFSM embraces the challenge of recruiting high-performing students that meet the admission standards anticipated for Preeminence as a consolidated institution, albeit from a limited geographic region (primarily Sarasota and Manatee counties) that does not have a large population base found in other urban areas.

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

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

We will engage in a feasibility study for an on-campus residence hall which is considered to be essential in aiding our ability to recruit students statewide and beyond. This will take on even greater significance when the USF System implements unified admissions recruiting in July of 2018 as we are currently unable to accommodate the housing needs of potential students who see USF Sarasota-Manatee as a destination to continue their education.

Another challenge is the average age of USFSM students is 26.5 years-old. Many of our students have families and work either full-time or part-time while attending classes, therefore, traveling to Tampa for coursework is not an option for them. While USFSM meets the need in our community by providing opportunities for non-traditional students to obtain bachelor's degrees, these life circumstances influence our four-year graduation rates. It will be critically important to implement the strategies outlined in the USF System's plan to improve 4-year graduation rates with a focus on our unique population.

In addition, we have a great need to provide our students and faculty with appropriate laboratory facilities in which to engage in contemporary teaching and learning methods and conduct research. Faculty and students currently must drive 25 minutes to Mote Marine Laboratory to attend class and conduct research. Combined with the community demand for well-trained workers in STEM fields, we have a pressing need to construct an Innovation, Science and Technology Complex (ISTC) to expand our research and educational capabilities.

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. Implement strategies to enhance our highest priority: student success

USF Sarasota-Manatee is committed to developing and improving programs and strategies to support our ultimate goal: student success. Having fallen short of our previous student success goals we have adopted several best practices to address retention and matriculation to graduation and modified our goals accordingly.

- Advisors and career counselors use predictive analytics to track students from entry to graduation. This assures students are taking the appropriate classes and credit hours to earn their degree, and achieving at an appropriate level during the semester so that intervention can take place when appropriate.
- Mental health and wellness programs (MWell4Success) to provide support for student needs in pursuit of enhanced retention, progression, and graduation rates.
- A Persistence Committee made up of faculty and staff and persistence advisors who proactively intervene and work closely with each student and faculty to address deficiencies.
- The Summer Beginnings Program provides students an elevated level of academic support.
- Green to Gold Workshops and health and wellness programs address topics that can impact academic performance (managing stress and anxiety, final exam prep)
- Financial planning and support programs.
- A variety of internships, research, and experiential learning programs facilitated by the USFSM Business and Education Connection Network (BECN). The number of students participating in internships increased by 28% this past year and 47% over a two-year period; our plan is to engage even more students in internship positions with our community partners to set students on a path to career success.
- Providing more course offerings during the winter intersession and summer sessions.
- Adding weekend classes and weekend/weeknight hybrid classes to accommodate non-traditional and working students.
- Expanding tutoring services.

KEY INITIATIVES & INVESTMENTS - CONTINUED *(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.

2. Exploring feasibility of on-campus student housing

USF Sarasota-Manatee currently lacks on-campus housing options for its students. Informal feedback from our USFSM recruiters indicates that building an on-campus residential facility is a key component to recruiting and retaining the best possible students and ensuring student success. USFSM is currently developing a process to conduct a housing feasibility study. If the study affirms that the demand exists for on-campus housing we will take the next appropriate steps towards planning.

While the results of the feasibility study will inform our decision it is our experience that residence halls expand a university's ability to recruit, retain, and graduate students at higher rates, while contributing greatly to student success. A well-designed residence hall that features a student center and areas for student engagement provide an opportunity to embed enrichment programs that contribute directly to student success. With support from the Office of Student Engagement, expanded programs in the facility could focus on such topics as leadership, career development, global and cultural engagement, health and wellness, and more.

KEY INITIATIVES & INVESTMENTS - CONTINUED *(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.

3. Develop a plan and secure financing for the construction of a new Innovation, Science, and Technology Complex (ISTC):

As noted in our statement of strategy, USF Sarasota-Manatee is focused on providing high-quality bachelor's and master's degrees that address specific higher education needs within its local community.
Enrollment in our undergraduate biology program has significantly increased since initiated in fall 2014. This growth exemplifies the need within our local workforce for students graduating with degrees in STEM. Thus, a high priority for USF Sarasota-Manatee is to develop and sustain transformational academic programs and valuable experiential learning opportunities for students, faculty and staff enabling them to achieve at the highest level in the STEM fields of Science, Technology, Engineering, and Math. The future consolidation with USF Tampa and USF St. Petersburg will allow us to partner on the delivery of these important high need STEM degrees designed to better meet the needs in all of our communities.

An adaptable and flexible space could include discovery labs, collaborative classrooms, and makerspace along with a variety of areas for students to congregate, study and learn with faculty. By securing the funding required to develop plans for the Innovation, Science and Technology Complex (ISTC), USF Sarasota-Manatee will be investing in the transformation of the student experience, and helping to meet significant workforce needs in the region through superior STEM experiential training, research and application. The goals for this building would be to:

- Enable USFSM to recruit and retain talented students and faculty.
- Feature a state of the art, dynamic teaching and learning environment that will increase student interest, improve student performance in STEM subjects and enrich student experiences through collaborative learning and discovery processes.
- Be an environment for all students to have engaging STEM experiences that prepare some of them for STEM careers, as well as help non-STEM students appreciate the importance of STEM through the labs and courses they may take in the building.
- Enhance community outreach as an accessible facility for the community, help to forge new professional partnerships with businesses and other educational institutions, and serve as a venue for K-12 programs (e.g., science fairs; robotics, coding, summer STEM programs, etc.) that provide direct support of the STEM career pipeline.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Shawna Machado, a former homeless student who made national headlines, graduates with a master's degree in social work (spring 2017)
2. Ydelmis Cutino, a 17-year-old from Booker High School in Sarasota, becomes USFSM's first dual-enrollment student
3. Twenty-one students are admitted to Beta Gamma Sigma, one of the nation's top honor societies for business students.

FACULTY ACHIEVEMENTS

1. Heather Williams, an accounting instructor in the College of Business, was named the 'Young Professional of the Year' by the Sarasota Chamber of Commerce.
2. Dr. Kathy Black, a professor of social work and gerontology, was the co-winner of the International Award for Excellence from the Aging & Society Research Network. She also was the recipient of USF's Outstanding Research Award.
3. Dr. Pat Moreo, dean of the College of Hospitality & Tourism Leadership, receives the Howard B. Meek Lifetime Achievement from the International Council on Hotel, Restaurant and Institutional Education.

RESEARCH ACHIEVEMENTS

1. Dr. James Unnever, was hired by the Dutch government to provide an official report, "Ethnic Crime in the Netherlands," for the Hague Court, Netherlands (summer 2016)
2. Dr. June Benowitz received Choice Outstanding Academic Title Award from University Press of Florida for her book, Challenge and Change: Right-Wing Women, Grassroots Activism, and the Baby Boom Generation (fall 2017)
3. Dr. Melissa Sloan's research, "The status of race in public sector work: Implications for emotion management and job satisfaction" was cited by World Economic Forum.

PROGRAM ACHIEVEMENTS

1. USF Sarasota-Manatee establishes a new campus wide Office of Research.
2. Several new academic programs were launched, including collaborative USFSM/USF Tampa "Bridge to Engineering" program and Master of Social Work program; new online classes were added in the College of Business' MBA program and the College of Hospitality & Tourism Leadership.

INSTITUTIONAL ACHIEVEMENTS

1. Alumus Bill Mariotti makes a $3.5 million estate donation to USFSM and USF. It marks the largest donation in USFSM's history.
2. To enhance the student experience, USFSM debuts a new $1.6 million Student Commons area featuring a student lounge, fitness center and video gaming terminals.
3. USFSM opened the David Kotok and Cumberland Advisors Bloomberg Lab featuring 10 terminals that provide students access to Bloomberg Professional Services, a powerful resource providing real-time data from markets around the world, news, research and powerful data analytics.
4. USFSM's Center for the Partnership for Arts-Integrated Teaching (PAInT) becomes a statewide center, names Dr. Denise Cotton-Davis as its first coordinator.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.5	62.8	69.6	71.7	.	.	.	.
APPROVED GOALS	.	.	.	63.5	72.8	73.8	74.8	75.8	.
PROPOSED GOALS	.	.	.	.	.	72.8	73.8	74.8	75.8

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,000	36,200	39,000	37,000	.	.	.	.
APPROVED GOALS	.	.	.	.	40,700	41,200	41,700	42,200	.
PROPOSED GOALS	.	.	.	.	.	38,200	38,900	39,500	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS					Reported at the USF System Level				
PROPOSED GOALS									

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL *Graduated Within USF System*	.	.	.	.	45.8				
ACTUAL Graduated Same Campus	.	.	.	.	34.9	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	36.0	40.0	45.0	50.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Graduated Within USF System		77.1	86.7	78.2	83.3				
ACTUAL Retained Same Campus		69.9	78.7	74.7	81.3	.	.	.	.
APPROVED GOALS	.	.	.	80.2	82.0	84.0	86.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	84.4	86.4	88.4	90.0

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	39.8	33.9	41.1	37.0	39.1	.	.	.	.
APPROVED GOALS	.	.	.	42.0	42.0	45.0	48.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	44.1	47.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	41.7	40.7	45.2	44.4	41.1	.	.	.	.
APPROVED GOALS	.	.	.	41.0	44.4	44.4	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	44.4	45.0	45.0	45.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	30.0	27.3	12.0	24.5	11.7	.	.	.	.
APPROVED GOALS	.	.	.	19.0	12.0	20.0	25.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	20.0	25.0	30.0	35.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.3	75.4	71.7	75.7	80.3	.	.	.	.
APPROVED GOALS	.	.	.	72.9	78.0	80.0	81.0	82.0	.
PROPOSED GOALS	.	.	.	.	.	81.0	82.0	83.0	84.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	5	5	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	.	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS				Data Reported at the USF System Level Only					
PROPOSED GOALS									

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	11.6	29.5	26.2	29.3	15.5	.	.	.	.
APPROVED GOALS	.	.	.	26.0	30.0	31.0	32.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	25.0	30.0	32.0	35.0

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	2.6	3.4	.	.	.	.
APPROVED GOALS	.	.	.	.	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL *Graduated Within USF System*	.	.	.	.	.	.	.	.	.
ACTUAL Graduated Same Campus	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	55.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	.	45.0	50.0	55.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	556	490	474	464	460	.	.	.	.
APPROVED GOALS	.	.	.	495	442	457	473	497	.
PROPOSED GOALS	.	.	.	.	.	485	502	522	553

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	60	55	50	53	77	.	.	.	.
APPROVED GOALS	.	.	.	52	73	76	78	82	.
PROPOSED GOALS	.	.	.	.	.	78	81	84	89

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	18	15	24	21	17	.	.	.	.
APPROVED GOALS	.	.	.	23	21	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	55	51	48	44	44	.	.	.	.
APPROVED GOALS	.	.	.	50	43	43	42	42	.
PROPOSED GOALS	.	.	.	.	.	43	42	42	41

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49	50	49	52	60	.	.	.	.
APPROVED GOALS	.	.	.	52	53	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	63	60	55	55

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	14	19	15	22	.	.	.	.
APPROVED GOALS	.	.	.	20	19	22	25	28	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	26

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	Reported at USF System & USF Tampa								

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	0	0	0	0	0	0	0	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	Reported at USF System & USF Tampa								

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	Reported at USF System & USF Tampa								

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	Reported at USF System & USF Tampa								

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	Reported at USF System & USF Tampa								

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	Reported at USF System & USF Tampa								

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. Percent of Non-White Faculty & Staff

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
14%	18%	19%	20%	25%	*25%*	*26%*	*26%*	*30%*

2. Percent of Hispanic & African American Students

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
19%	20%	20%	19%	21%	*23%*	*24%*	*25%*	*25%*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	109	195	268	315	366	*421*	*505*	*606*	*727*
FTIC (Profile Admit)	0	1	3	6	2	*2*	*2*	*2*	*2*
FCS AA Transfers	826	789	781	737	759	*786*	*829*	*878*	*931*
Other AA Transfers	169	155	159	159	158	*161*	*170*	*180*	*191*
Post-Baccalaureates	0	152	127	137	102	*104*	*110*	*116*	*123*
Other Undergraduates	567	400	419	440	483	*500*	*527*	*560*	*594*
Subtotal	**1,671**	**1,692**	**1,757**	**1,794**	**1,870**	***1.974***	***2,143***	***2,342***	***2,568***
GRADUATE									
Master's	128	120	174	178	149	*154*	*163*	*172*	*185*
Research Doctoral	.	.	.	.	.	.	.	.	.
Professional Doctoral	.	.	.	.	.	.	.	.	.
Subtotal	**128**	**120**	**174**	**178**	**149**	***154***	***163***	***172***	***185***
UNCLASSIFIED									
H.S. Dual Enrolled	.	.	.	.	2	*4*	*8*	*12*	*16*
Other[1]	88	105	113	108	107	*111*	*117*	*124*	*131*
Subtotal	**88**	**105**	**113**	**108**	**109**	***115***	***125***	***136***	***147***
TOTAL	1,887	1,917	2,044	2,080	2,128	***2,243***	***2,431***	***2,651***	***2,900***

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. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	181	279	342	398	465	579	666	786	928	1,095
UPPER	1,261	1,111	1,103	1,175	1,159	1,140	1,163	1,210	1258	1,308
GRAD I	126	127	120	147	141	123	126	128	131	134
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	**1,568**	**1,517**	**1,566**	**1,720**	**1,765**	**1,843**	**1,955**	**2,124**	**2,317**	**2,537**
NON-RESIDENT										
LOWER	11	16	22	33	35	45	52	62	73	86
UPPER	28	40	51	68	63	67	68	71	74	77
GRAD I	7	7	8	15	13	9	10	10	10	10
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	**46**	**63**	**81**	**116**	**111**	**122**	**130**	**142**	**156**	**173**
TOTAL										
LOWER	192	296	365	431	500	625	719	848	1,000	1,181
UPPER	1,288	1,151	1,155	1,243	1,222	1,207	1,231	1,281	1,332	1,385
GRAD I	134	134	127	162	154	133	135	138	141	144
GRAD II	0	0	1	1	0	0	0	0	0	0
TOTAL	**1,615**	**1,581**	**1,647**	**1,836**	**1,876**	**1,965**	**2,085**	**2,267**	**2,473**	**2,709**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	725	722	743	878	1,033	1,155	1,170	1,171	1,283	1,283
Hybrid (50-79%)	46	62	33	9	9	12	12	13	14	15
Classroom (0-50%)	709	663	743	787	680	665	768	945	1,036	1,268
Subtotal	**1,480**	**1,446**	**1,520**	**1,674**	**1,722**	**1,832**	**1,950**	**2,129**	**2,332**	**2,566**
GRADUATE										
Distance (80-100%)	30	32	44	50	56	44	45	46	47	48
Hybrid (50-79%)	5	6	6	2	5	5	5	5	5	5
Classroom (0-50%)	99	97	78	110	94	85	86	88	90	92
Subtotal	**134**	**134**	**128**	**163**	**154**	**133**	**135**	**138**	**141**	**144**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). 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.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Management Science (USFSM)	52.1301	STEM	UF	No	65	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Natural Resources Management	03.0201	STEM	None	No	65	Spring 2020
International and Global Studies	30.2001	GLOBAL	NCF, UCF, UF, UNF	Yes	65	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

GLOSSARY

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

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: State University Database System (SUDS).
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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 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

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).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
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 Post-doctorates 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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

University of South Florida
Preeminence Plan: A 5-Year Plan for National Excellence: June 2018

Vision
The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

University of South Florida Tampa Strategic Plan, 2013-18

Background. In 2013, the Legislature and Governor Scott approved SB 1076[1], creating the Preeminent State Research Universities Program, specifying 12 benchmarks and providing added resources and benefits to those eligible universities meeting 11 out of those 12 benchmarks. In 2016, the program was expanded through HB 7029[2] with a second designation for "Emerging Preeminent State Research Universities" for those institutions that met six of the 12 preeminence benchmarks. The University of South Florida Tampa (USF-T), a Carnegie-classified Doctoral Research University, Highest Research Activity [3], qualified for the Emerging Preeminence designation in June 2016, meeting 9 of the 12 benchmarks and in June 2017 by meeting 10 of the 12 benchmarks. Investments granted through the Emerging Preeminence designation were targeted towards areas that most effectively and efficiently positioned USF-T to meet 11 of the 12 benchmarks as reported to the State University System of Florida's Board of Governors in its 2018 Accountability Plan (see Table 1). As USF-T plans for SACSCOC accreditation consolidation, with its campuses in St. Petersburg (USFSP) and Sarasota-Manatee (USFSM) by July 1, 2020, we will remain sharply focused on our shared vision for student success and continued development of a research profile consistent with eligibility for membership in the Association of American Universities (AAU)[4].

Table 1. Preeminence Metrics from the 2018 BOG Accountability Plan

	MEASURE	BENCHMARK	USF
A	**Average GPA and SAT Score** for 2 subtests for incoming freshman in Fall semester	**4.0 GPA 1200 SAT**	**4.12 GPA 1280 SAT**
B	**National Public University Ranking**	**Top 50** in 2 or more publications	**4**
C	**Freshman Retention Rate** (Full-time, FTIC)	**≥ 90%**	90%
D	**6-year Graduation Rate** (Full-time, FTIC)	**≥ 70%**	71%
E	**National Academy Memberships**	**6**	**13**
F	**Total Annual Research Expenditures** (Science & Engineering only)	**≥ $200 M**	**$502**
G	**Total Annual Research Expenditures in Diversified Non-Medical Sciences** (Science & Engineering only)	**≥ $150 M**	**$288**
H	**National Ranking in Research Expenditures** in at least 5 STEM disciplines as reported by NSF (includes public & private institutions)	**5 in Top 100**	**7**
I	**Patents Awarded** (over 3 year period)	**≥ 100**	**324**
J	**Doctoral Degrees Awarded Annually** includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees	**≥ 400**	**721**
K	**Number of Post-Doctoral Appointees**	**≥ 200**	**300**
L	**Endowment Size ($M)**	**>$500 M**	$442
NUMBER OF CRITERIA ABOVE THE BENCHMARK:			**11**

As a preeminent university, we will: (1) raise our stature among the nation's top public research universities; (2) enhance our research productivity, (3) make greater contributions to the national and global prominence of the State of Florida and SUS; and, (4) support innovation and economic development in the Tampa Bay region and the State of Florida.

Quality Indicators. The foundation of our strategy is accountability, guided by our strategic plan and the BOG's 2025 Strategic Plan. The USF Board of Trustees and university leadership consistently track progress towards meeting AAU membership eligibility, the SUS preeminence designation, and other contributions to the SUS strategic plan. Table 2 shows the 27 metrics most important to maintaining a preeminent designation, the AAU aspirations identified in USF-T's 2013-18 Strategic Plan, and our plan for reaching National Excellence. Our focus will not waver as we move forward towards development of accreditation consolidation. We will continue to focus on increasing access and success to students across the USF campuses, and meeting the needs of the greater Tampa Bay community.

[1] http://www.flsenate.gov/Session/Bill/2013/1076
[2] https://www.flsenate.gov/Session/Bill/2016/7029
[3] http://carnegieclassifications.iu.edu/
[44] http://www.aau.edu/

USF: A 5-Year Benchmark Plan for National Excellence, June 2018 Update

Table 2. Metrics tracked for National Excellence, SUS BOG Preeminence, & AAU Eligibility.

	METRIC	SOURCE	BENCHMARK	2018 PERFORMANCE	2019 GOALS	2020 GOALS	2021 GOALS
A. Student Access							
				Fall 2017	*Fall 2018*	*Fall 2019*	*Fall 2020*
1	**Average GPA and SAT Score** for incoming freshman in Fall semester	Preeminence	4.0 / 1200	**4.12 / 1280**	*4.1 / 1282*	*4.1 / 1285*	*4.1 / 1290*
				Fall 2017	*Fall 2018*	*Fall 2019*	*Fall 2020*
2	**Freshman in Top 10% of Graduating High School Class** for incoming freshman in Summer/Fall semester	AAU	31.5% (Fall 2014)	**37%**	*38%*	*38%*	*39%*
				Fall 2017	*Fall 2018*	*Fall 2019*	*Fall 2020*
3	**Freshman Acceptance Rate** for incoming freshman in Fall semester	SUS Research Institutions	51.7% (Fall 2014)	**44%**	*44%*	*44%*	*44%*
B. Student Success							
				2016-17	*2017-18*	*2018-19*	*2019-20*
4	**Freshman Retention Rate** (Full-time, FTIC)	Preeminence	90%	**90%**	*91%*	*92%*	*92%*
				2013-17	*2014-18*	*2015-19*	*2016-20*
5	**4-year Graduation Rate** (Full-Time, FTIC)	SUS Research Institutions	40% (2011-15)	**60%**	*60%*	*62%*	*64%*
				2011-17	*2012-18*	*2013-19*	*2014-20*
6	**6-year Graduation Rate** (Full-time, FTIC)	Preeminence	70%	**71%**	*73%*	*75%*	*77%*
				2016-17	*2017-18*	*2018-19*	*2019-20*
7	**Percent of Bachelor's Degrees Awarded in STEM and Health**	SUS Research Institutions	34% (2014-15)	**48%**	*48%*	*48%*	*48%*
				2016-17	*2017-18*	*2018-19*	*2019-20*
8	**Percent of Graduate Degrees Awarded in STEM and Health**	SUS Research Institutions	45% (2014-15)	**66%**	*66%*	*67%*	*67%*
C. Value							
				4/2018	*4/2019*	*4/2020*	*4/2021*
9	**Public University National Ranking** (in more than one national ranking)	Preeminence	2	**4**	*5*	*5*	*5*
D. Faculty Excellence							
				2018 (2017-18)	***2019 (2018-19)***	***2020 (2019-20)***	***2021 (2019-20)***
10	**National Academy Memberships**	Preeminence	6	**13**	*13*	*13*	*13*
				2015	*2016*	*2017*	*2018*
11	**Faculty Awards**	AAU	12 (2013)	**13**	*9*	*10*	*11*
				Fall 2014	*Fall 2015*	*Fall 2016*	*Fall 2017*
12	**Number of Post-Doctoral Appointees**	Preeminence	200	**300**	*277*	*267*	*260*
				Fall 2014	*Fall 2015*	*Fall 2016*	*Fall 2017*
13	**Number of PhDs on Non-Faculty Appointments**	AAU	150 (Fall 2013)	**119**	*100*	*122*	*120*
				Fall 2017	*Fall 2018*	*Fall 2019*	*Fall 2019*
14	**Student-to-Faculty Ratio**	AAU	16 (Fall 2014)	**22**	*21*	*20*	*19*

USF: A 5-Year Benchmark Plan for National Excellence, June 2018 Update

Table 2. Continued

	METRIC	SOURCE	BENCHMARK	2018 PERFORMANCE	*2019 GOALS*	*2020 GOALS*	*2021 GOALS*
E. Research: Productivity							
				2016-17	*2017-18*	*2018-19*	*2019-20*
15	**Total Research Expenditures ($M)***	AAU	$386 (2012-13)	**$558**	*$559*	*$560*	*$561*
				2016-17	*2017-18*	*2018-19*	*2019-20*
16	**Federal Research Expenditures ($M)**	AAU	$205 (2012-13)	**$250**	*$251*	*$252*	*$253*
				2016-17	*2017-18*	*2018-19*	*2019-20*
17	**Total Annual Research Expenditures ($M)** (Science & Engineering only)	Preeminence	$200	**$502**	*$503*	*$504*	*$505*
				2016-17	*2017-18*	*2018-19*	*2019-20*
18	**Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M)** (Science & Engineering only)	Preeminence	$150	**$288**	*$289*	*$290*	*$291*
				2015-16	*2016-17*	*2017-18*	*2018-19*
19	**National Ranking in S.T.E.M. Research Expenditures** (includes public & private institutions)	Preeminence	Top 100 in 5 of 8 disciplines	**7**	*8*	*8*	*8*
				2015-16	*2016-17*	*2017-18*	*2018-19*
20	**Total R&D Expenditures per Full-Time Tenured, Tenure-Earning Faculty Members**	SUS Research Institutions	$231,150 (2013-14)	**$505,965**	*$557,889*	*$566,363*	*$567,376*
				2016-17	*2017-18*	*2018-19*	*2019-20*
21	**Doctoral Degrees Awarded Annually***	Preeminence	400	**721**	*725*	*730*	*735*
				2015-17	*2016-18*	*2017-19*	*2018-20*
22	**Citation Impact**	AAU	1.47 (2012-14)	**1.66**	*1.67*	*1.69*	*1.71*
F. Research: Innovation and Commercialization							
				2015-17	*2016-18*	*2017-19*	*2018-20*
23	**Patents Awarded** (over 3 year period)	Preeminence	100	**324**	*325*	*325*	*325*
				2016-17	*2017-18*	*2018-19*	*2019-20*
24	**Licenses/Options Executed***	AAU	47 (2012-13)	**122**	*123*	*123*	*123*
				2016-17	*2017-18*	*2018-19*	*2019-20*
25	**Number of Start-up Companies***	AAU	4 (2012-13)	**10**	*10*	*11*	*11*
G. Philanthropic Support							
				2016-17	*2017-18*	*2018-19*	*2019-20*
26	**Endowment (in Millions)**	Preeminence	$500	**$442**	*$450*	*$465*	*$485*
				2016-17	*2017-18*	*2018-19*	*2019-20*
27	**Gifts Received ($1000s)**	AAU	$103,033 (2012-13)	**$84,566**	*$80,000*	*$80,000*	*$80,000*

The metrics in Table 2 are grouped according to seven areas in which USF seeks to achieve national excellence: (1) student access; (2) student success; (3) value; (4) faculty excellence; (5) research productivity; (6) research innovation and commercialization; and, (7) philanthropic support. The preeminence metrics are highlighted in blue and the benchmark values are shown in the fourth column. While many preeminence benchmarks are important for AAU eligibility, as indicated with an asterisk, for those not benchmarked in preeminence, the value is based on the 25th percentile performance for the 34 U.S. public AAU institutions. The remaining metrics in Table 2 were selected as they contribute to the SUS BOG Strategic Plan goals and often are utilized in mathematical formulae for external ranking systems, including *US News & World Report (USNWR)*. While our *USNWR* ranking amongst public institutions has jumped rapidly from a ranking of 94 in the 2014 edition, to 68 in the most recent edition (2018), and we are not satisfied. Our aim is to be ranked among the top 50 public universities by *USNWR,* consistent with the designation of preeminence.

While USF will continue to balance its priorities to meet the performance goals for USF-T's 2013-18 Strategic Plan vision for AAU eligibility and all of the SUS BOG's 2025 Strategic Plan goals, the remainder of this discussion focuses on our plan to meet and sustain at least 11 of the 12 preeminence benchmarks through careful planning, strategic investments, disciplined execution and transparent accountability.

Critical to our current and planned performance for maintaining preeminence is recruiting and retaining high quality, research productive faculty talent. The role of faculty in support of the preeminence goals is exemplified by consideration of *student-to-faculty ratio*, a metric that is often utilized in national rankings. As shown for Metric 9, to meet the preeminence benchmark for national rankings a university must be in the top 50 of at least two. USF is proud that it exceeds the preeminence benchmark of two rankings in the top 50, and is currently ranked in the top 50 in four rankings: *Academic Ranking of World Universities (ARWU), Times Higher Education World University Rankings (THE)*, *Kiplinger Best College Value,* and the *Center for Measuring University Performance (TARU).* As we move forward towards consolidation, USF will strive to be in the top 50 of at least one more ranking, including, but not limited to being in the top 50 of public research universities in the *USN&WR* rankings.

USF-T continues to invest heavily to improve its *student-to-faculty ratio,* improving from 24:1 when designated as an Emerging Preeminent university (June 2016) to 22:1, currently. However, this continues to fall short of the 25th percentile benchmark derived from AAU public institutions of 16:1. While USF will continue to serve a large undergraduate population, even small improvements in our *student-to-faculty ratio* will show a large return on investment, positively impacting several preeminence metrics including, but not limited to, *4-year graduation rate*, *freshman retention rate* and the *number of doctoral degrees awarded annually*. Indeed, the investments received through our emerging preeminence designation are already contributing, allowing USF-T to move from meeting 9 of the 12 preeminent benchmarks in 2016 to meeting 11 benchmarks this year.

The *freshman retention rate* metric will continue to be positively impacted with concomitant improvements in the *student-to-faculty ratio*. While we are proud that we have met the preeminence benchmark of 90%, we must continue to focus on student retention, not only to continue to meet the benchmark, but because continuing their undergraduate education is a key element in students realizing their future dreams. We expect to continue our improved performance in future years.

Linked to retention rates are the *4-year* and *6-year graduation rates*, the former of which will become the preeminence metric in 2019. USF-T has realized remarkable success in graduation rates under the stewardship of Dr. Judy Genshaft and her leadership team. For example, the 6-*year graduation rate* for the 2004 cohort (graduating in 2010) was 51%, and our current performance (2011 cohort, graduating in 2017) is 71%. Our *4-year rate* has similarly shown great improvements, with our current performance

(2013 cohort, graduating in 2017) a remarkable 60%. As recognized nationally, we are particularly proud of "closing the completion" gap for African-American students (#1 in Florida and #6 in the nation) and Hispanic students (#1 in Florida and #4 in the nation), with cohorts graduating at rates equal to or higher than that of our white students. Named as the "Institution of the Year" by Education Dive in 2017, USF-T was recognized for eliminating the graduation gap among students whether or not they are low-income PELL recipients. While we celebrate the increases in graduation rates, we are not satisfied. We will continue our current pattern of strategic investments, particularly those realized through performance-based funding[5], to support our current and future student success initiatives.

Students are the focus of every decision we make, a fact supported by USF's proven ability to attract a talented and diverse pool of undergraduate and graduate students. Indeed, USF-T continues to meet the *Average GPA and SAT* score preeminence benchmark with a profile of 4.1 GPA and 1280 SAT for its current freshman class and continued gains are fully anticipated. While 37% of our talented summer/fall (50% of our fall only) freshmen graduated in the *top 10% of their High School Class*, placing us above the 25th percentile of public AAU institutions and consistent with the SUS BOG's Strategic Plan goal of 50% for the system, we must balance our recruitment of high-achieving students with our commitment to providing access to a diverse pool of talented young men and women, many of whom are first-generation in college. Not only are many USF-T undergraduates the first in their families to achieve the dream of attending university, a significant number (39.9% in Fall 2017) are low-income PELL recipients. In order to provide adequate support for a talented and economically diverse student population, USF must strive to achieve the preeminence *Endowment Size* benchmark of $500 million. Although we do not anticipate meeting this benchmark in the immediate future, we firmly believe that we will continue to see progress in achieving our philanthropic goals, particularly with the success of the USF *Unstoppable* campaign which surpassed its $1 billion goal[6]. We remain proud of the fact that only two other public institutions founded after 1950 (the University of California – San Diego and the University of California – Irvine) have reached an endowment value higher than that of USF's (based on FY 2016 nationally published data[7]).

While USF's dedication to student success is unwavering, we believe that it is our proven commitment to research and innovation that differentiates us from so many other colleges and universities across Florida and the nation. This dedication is responsible for USF leading the SUS in *Total R&D Expenditures per Full-time Tenured and Tenure-Earning Faculty Members* ($505,965 in FY2016). Further, the commitment has resulted in USF's enviable recent trajectory in research related metrics, including meeting or exceeding performance benchmarks for the remaining preeminence metrics: *National Academy Members*; *Science & Engineering Research Expenditures*; *Non-Medical Science & Engineering Research Expenditure*s; *National Ranking in S.T.E.M. Research Expenditures*, *Patents Awarded*, and the *Number of Post-Doctoral Appointees*. USF ranks 4th worldwide for organizations with the most Fellows of the American Association for the Advancement of Science (AAAS) named in 2017. USF ranks 11th among universities worldwide for U.S. patents granted in 2016, according to a report released by the National Academy of Inventors (NAI) and the Intellectual Property Owners Association (IPO), and has ranked in the Top 10 among public universities for U.S. patents granted (2010-2016). In 2015, USF was named an Innovation & Economic Prosperity University by the Association of Public and Land-grant Universities (APLU), in recognition of its strong commitment to economic engagement. These are no small achievements, yet we must continue to "raise our game", competing more successfully for external funding to support basic and translational work, together with exploring innovative pathways for taking important discoveries to the marketplace. In order for our research enterprise to flourish USF's leadership must build a sustainable plan to expand, equip and support state-

[5] http://www.flbog.edu/about/budget/performance_funding.php
[6] https://foundation.usf.edu/what/campaign-history
[7] http://chronicle.com/article/Sortable-Table-College-and/235074

of-the-art research space, and most importantly link our aims to improve *faculty-to-student ratio*, with strategic and laser-focused faculty recruitment, through careful stewardship of the preeminence funding.

Solution: Strategic Faculty Hires. President Genshaft and her senior leadership team, including the Provost and the Senior Vice President for Health, will personally steward the Preeminence funding by earmarking the State's investment for Strategic Faculty Hiring in key areas of research focus. The President and her senior team serve as a selection committee to which Deans and Center Directors can petition for recruitment support for pre-identified nationally and globally prominent faculty. Areas that are believed to offer the greatest reputational and scientific return on investment include:

- **Brain and Spinal Cord**: neuroscience, aging, hearing loss, Alzheimer's Disease, brain, prosthesis, neuromorphic computing, cognitive sciences, spinal cord injury prevention and mitigation;
- **Data Science**: including data analytics, financial data analysis, and electronic health record generation and security;
- **Heart**: basic, translational and clinical research, and cardiovascular disease-related care including integrated cell and organ physiology, pharmacology, nanotechnology and drug discovery, cardiac regeneration and surgery, molecular biology, genomics and personalized medicine, bioinformatics, and medical engineering;
- **Security**: cybersecurity, global security, spread and control of infectious diseases, and social networks;
- **Water**: purification, ocean ecology, marine and coastal issues, and sustainability; and
- **Research Translation**: the translation of research into products, processes, and policies that improve the human condition.

Future Steps. USF's continued commitment to strategic investment in targeted faculty hires will result in significant gains in our current 29th place National Science Foundation (NSF) ranking among public research universities for total research expenditures (FY 2016), while furthering student success. In addition, our plan supports the BOG's 2025 Strategic Plan goals for strengthening quality and reputation in teaching, research, and public service. The strategic faculty hires will allow us to foster research connectivity, collaboration, and entrepreneurial, problem-solving approaches to focus on complex issues where society needs innovation and change. We are proud that we have moved our performance since being designated as Florida's first emerging preeminent state research university in 2016, so that we now meet 11 of the 12 preeminence metrics, the standard in Florida Law for reaching the preeminent state research university designation. This accomplishment enhances the State of Florida's competitive position in the global marketplace and brings greater prominence to USF and the SUS.

Conclusion. Through thoughtful, metric-driven planning, USF-T has been successful in its relentless pursuit of excellence and enhanced performance; and, as we move forward to consolidation of accreditation across the three USF System institutions, we will remain laser-focused on maintaining our high level of performance. Our current strategy has led to our qualification for preeminence status, and it will continue to drive our progress toward even higher gains in the years to come. The additional investments made available for this effort by our state leaders and supplemented with philanthropic support, will boost that progress exponentially, and we look forward to reporting back with more details of that inevitable success. The USF System is proud to work alongside the BOG, the Legislature and the Governor to provide the highest quality education to our tens of thousands of students, to enhance the national reputation of the State University System of Florida, and ultimately bolster the foundation of Florida's knowledge-based economy.

2018

Accountability Plan

University of Central Florida

BOT APPROVED 5/24/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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2018 ACCOUNTABILITY PLAN UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED
5/24/2018

MISSION STATEMENT (What is your purpose?)

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

VISION STATEMENT (What do you aspire to?)

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.

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.

In the Collective Impact plan, UCF has defined five strategic areas of focus:

1. Harness the power of scale to transform lives and livelihoods. Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and UCF will continue to pursue both to fulfill its mission.
2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us. Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
3. Deploy our distinctive assets to solve society's greatest challenges. UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation. Continuing its commitment to being "America's leading partnership university," UCF will extend its impact though local, national, and international partnerships and continue to build its reputation of excellence.
5. Innovative academic, operational and financial models to transform higher education. As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Strengths:

High student retention, progression, and graduation rates; M.D. program and supporting initiatives; graduate study and research in traditional and emerging disciplines; expansion of DirectConnect to UCF program partners to include Enhanced Partnerships with other two-year Florida colleges; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Opportunities:

Continuing construction of the UCF Downtown campus for a Fall 2019 opening to create a hub for digital media, communications, and community, facing disciplines; construction of a new teaching hospital for College of Medicine and creation of an Academic Health Sciences Center; increase quality and efficiencies of student success through partnership and collaboration in the University Innovation Alliance and the Florida Consortium for Metropolitan Research Universities; continue to increase additional tenure-track and tenured faculty members to enhance educational quality and research output.

Challenges:

Constrained academic and research space, along with high transfer population resulting in a greater proportion of major-specific course offerings that are more costly than general education course work. Shifting metrics and targets within the performance-based funding and preeminence models are also a challenge.

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. Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2. Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the $1.3 billion in external research grants received in the past decade. 2020 target is $250 million in research grants.

3. Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updated advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives allowing UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate (meeting the preeminence benchmark of GTE 90 percent) and a 50 percent four-year graduation rate.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. The College of Engineering and Computer Science Programming Team earned the title of national champions and finished 13th in the world at the Association for Computing Machinery and the International Collegiate Programming Contest. The college's Cyber Defense Team placed 3rd at the 2017 Global Cyberlympics World Finals in Netherlands.
2. The College of Business Administration Professional Selling Team placed 1st at the 2017 National Collegiate Sales Competition and 8th internationally.
3. Political Science senior Amber Mariano became the youngest person ever elected to the Florida House of Representatives.

FACULTY ACHIEVEMENTS

1. Engineering and Computer Science professor Issa Batarseh was inducted into the Florida Inventors Hall of Fame in recognition of inventions that have impacted the Florida economy.
2. College of Sciences Physics professor Humberto Campins served on the Science Team of NASA's OSIRIS-Rex spacecraft mission, which launched from the Kennedy Space Center in September.
3. College of Health and Public Affairs professor Ana Leon was selected as 2017 Social Work Educator of the year for both Central Florida and Florida by the National Association of Social Workers.

PROGRAM ACHIEVEMENTS

1. The College of Nursing was ranked a best graduate nursing program by *U.S. News & World Report*.
2. The Interactive Entertainment Master of Science program in the College of Arts and Humanities was ranked 2nd in Graduate Game Design Programs in North America by the *Princeton Review*.
3. UCF Online and the university's distributed education programs were ranked 1st for the best online college by *BestColleges.com*.

RESEARCH ACHIEVEMENTS

1. UCF researchers received $136.1 million in funded contracts and grants.
2. UCF partnered with Osceola County and the Florida High Tech Corridor to open the Florida Advanced Manufacturing Research Center, now called BRIDG.
3. UCF supported the U.S. Department of Energy by accelerating the introduction of affordable, scalable, and sustainable high-performance alternative fuels and received research grants totaling $1.25 million to support this effort.

INSTITUTIONAL ACHIEVEMENTS

1. UCF ranked 2nd among Florida's state universities and 11th nationally among public universities with enrollment of 77 freshman National Merit Scholars.
2. UCF's diversity was recognized by the Hispanic Association of Colleges and Universities with the Outstanding Associate Member of the Year Award and also received a Higher Education Excellence in Diversity Award from *Insight into Diversity*.
3. UCF was named one of the top 20 colleges with the best Career Services by *U.S. News & World Report*.

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	64.3	65.1	66.2	67.9	.	.	.	.
APPROVED GOALS	.	.	.	65	67.2	67.5	68.1	68.6	.
PROPOSED GOALS	.	.	.	.	.	*68.5*	*69.1*	*69.5*	*69.9*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	33,700	34,900	37,000	38,600	38,700	.	.	.	.
APPROVED GOALS	.	.	.	36,600	39,100	39,700	40,200	40,600	.
PROPOSED GOALS	.	.	.	.	.	*39,700*	*40,200*	*40,600*	*41,100*

Note: Beginning with the 2014-15 graduating class, the Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "new WRIS 2").

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	16,260	15,330	15,390	16,030	.	.	.	.
APPROVED GOALS	.	.	.	.	15,120	15,000	14,970	14,750	.
PROPOSED GOALS	.	.	.	.	.	*15,968*	*15,905*	*15,843*	*15,781*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	40.5	40.0	40.3	43.6	43.8	.	.	.	.
APPROVED GOALS	.	.	.	42	45	46	48	50	.
PROPOSED GOALS	.	.	.	.	.	*44.7*	*46.0*	*47.8*	*50.1*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	84.9	85.0	86.6	86.5	87.3	.	.	.	.
APPROVED GOALS	.	.	.	88	87.4	88.8	89.4	90.0	.
PROPOSED GOALS	.	.	.	.	.	*87.9*	*88.5*	*89.2*	*90.0*

Note: Dots (' . ') are used when data is not available for a given metric for a specific year. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	46.2	48.9	49.7	52.0	51.9	.	.	.	.
APPROVED GOALS	.	.	.	50	52.5	53.1	53.5	54.0	.
PROPOSED GOALS	.	.	.	.	.	*52.5*	*53.0*	*53.4*	*53.8*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	38.1	38.5	39.4	39.8	39.4	.	.	.	.
APPROVED GOALS	.	.	.	40	40.2	40.6	41.3	41.7	.
PROPOSED GOALS	.	.	.	.	.	*40.0*	*40.6*	*41.2*	*41.9*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	61.2	57.4	61.7	63.4	62.0	.	.	.	.
APPROVED GOALS	.	.	.	62	63.6	64.0	64.3	64.7	.
PROPOSED GOALS	.	.	.	.	.	*62.5*	*63.0*	*63.4*	*63.8*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	67.0	66.9	69.2	66.3	76.4*	.	.	.	.
APPROVED GOALS	.	.	.	69	68	69	70	71	.
PROPOSED GOALS	.	.	.	.	.	*76.8*	*77.3*	*77.7*	*78.0*

Note*In 2016-17, UCF improved their data collection for this metric and are therefore not eligible for PBF improvement points' this year.

10. BOT Choice: Bachelor's Degrees Awarded Annually [First Majors]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	12,321	12,372	12,629	12,832	13,071	.	.	.	.
APPROVED GOALS	.	.	.	12,850	13,190	13,550	13,930	14,320	.
PROPOSED GOALS	.	.	.	.	.	*13,330*	*13,600*	*13,870*	*14,150*

Note: Dots ('.') are used when data is not available for a given metric for a specific year. For more information about the PBF model visit http://www.flbog.edu/about/budget/performance_funding.php

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	3.9	3.9	4.0	4.0	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.0	4.0	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*

1b. Average SAT Score

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	1248	1257	1261	1262	1316*	.	.	.	.
APPROVED GOALS	.	.	.	1263	1265*	1267*	1270*	1272*	.
PROPOSED GOALS	.	.	.	.	.	*1318*	*1320*	*1321*	*1322*

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard)

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	2	1	.	.	.	.
APPROVED GOALS	.	.	.	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*4*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	87	88	89	89	89.6	.	.	.	.
APPROVED GOALS	.	.	.	89	90	91	92	92	.
PROPOSED GOALS	.	.	.	.	.	*90*	*91*	*91*	*92*

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	67	70	70	69	70	.	.	.	.
APPROVED GOALS	.	.	.	70	72	73	74	74	.
PROPOSED GOALS	.	.	.	.	.	*71*	*72*	*72*	*73*

Note: For more information about the Preeminent model see section 1001.7065 Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	6	6	.	.	.	.
APPROVED GOALS	.	.	.	2	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	109	143	170	188	186	.	.	.	.
APPROVED GOALS	.	.	.	174	194	199	210	218	.
PROPOSED GOALS	.	.	.	.	.	*194*	*201*	*206*	*210*

7. Non-Medical Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	105	132	168	180	179	.	.	.	.
APPROVED GOALS	.	.	.	171	186	191	196	201	.
PROPOSED GOALS	.	.	.	.	.	*186*	*192*	*198*	*201*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	3 of 8	3 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	*7 of 8*	*7 of 8*	*7 of 8*	*7 of 8*

Note: For more information about the Preeminent model see section 1001.65 Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	205	198	177	184	165	.	.	.	.
APPROVED GOALS	.	.	.	208	192	202	218	230	.
PROPOSED GOALS	.	.	.	.	.	*152*	*138*	*135*	*135*

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	280	356	423	440	429	.	.	.	.
APPROVED GOALS	.	.	.	445	455	465	475	485	.
PROPOSED GOALS	.	.	.	.	.	*440*	*455*	*470*	*480*

11. Number of Post-Doctoral Appointees

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013 OFFICIAL	Fall 2014	Fall 2015	Fall 2016	Fall 2017	2018
ACTUAL	58	65	55	52	47	51	67	.	.	
APPROVED GOALS	.	.	.	52	64	68	72	95	.	
PROPOSED GOALS	.	.	.	.	.			*96*	*112*	

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	138.6	154.6	150.7	146.4	157	.	.	.	.
APPROVED GOALS	.	.	.	169	153	161	169	175	.
PROPOSED GOALS	.	.	.	.	.	*165*	*175*	*182*	*190*

Note: For more information about the Preeminent model see section 1001.7065 Florida Statutes.

2018 ACCOUNTABILITY PLAN — UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED
5/24/2018

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	2	1	.	.	.	.
APPROVED GOALS	.	.	.	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*4*

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	2021
ACTUAL	30	31	33	33	31	.	.	.	.	
APPROVED GOALS	.	.	.	34	35	36	37	37	.	
PROPOSED GOALS	.	.	.	.	.	*31*	*32*	*32*	*33*	

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	96	98	97	92	96	*96*	*96*	*96*	*96*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Medicine (2Y)	99	100	100	100	97	*97*	*97*	*97*	*97*
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.
CROSS-YEAR	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Medicine (CK)	98	99	99	100	98	*97*	*97*	*97*	*97*
US Average	*98*	*97*	*95*	*96*	*96*	.	.	.	.
Medicine (CS)	95	97	100	99	97	*97*	*97*	*97*	*97*
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.
MULTI-YEAR	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2018 GOALS**	**2019 GOALS**	**2020 GOALS**	**2021 GOALS**
Physical Therapy	94	93	98	98	100	*95*	*95*	*95*	*95*
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	5	5	5	5	*5*	*5*	*5*	*5*
Below	1	0	0	0	0	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr Programs [in Calendar Years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.5	4.6	4.4	4.4	4.4	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.2	4.2	4.1	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.3*	*4.3*	*4.2*	*4.2*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	67	69	70	68	69	.	.	.	.
APPROVED GOALS	.	.	.	70	71	72	73	74	.
PROPOSED GOALS	.	.	.	.	.	*70*	*71*	*72*	*72*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	12,321	12,372	12,629	12,832	13,071	.	.	.	.
APPROVED GOALS	.	.	.	12,850	13,190	13,550	13,930	14,320	.
PROPOSED GOALS	.	.	.	.	.	*13,330*	*13,600*	*13,870*	*14,150*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	2,587	2,918	2,673	2,682	2,647	.	.	.	.
APPROVED GOALS	.	.	.	2,770	2,700	2,750	2,825	2,950	.
PROPOSED GOALS	.	.	.	.	.	*2,670*	*2,693*	*2,716*	*2,739*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	28	30	31	33	35	.	.	.	.
APPROVED GOALS	.	.	.	32	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*37*	*37*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19	Fall 2019-20	Fall 2020-21
ACTUAL	21	21	20	20	19	.	.	.	.
APPROVED GOALS	.	.	.	21	21	22	23	23	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*21*	*21*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	27	28	30	31	33	.	.	.	.
APPROVED GOALS	.	.	.	31	32	33	35	37	.
PROPOSED GOALS	.	.	.	.	.	*34*	*35*	*37*	*39*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	30	33	34	35	.	.	.	.
APPROVED GOALS	.	.	.	34	35	36	36	37	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*37*	*38*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	42	41	44	47	45	.	.	.	.
APPROVED GOALS	.	.	.	45	47	48	48	49	.
PROPOSED GOALS	.	.	.	.	.	*48*	*48*	*49*	*50*

Scholarship, Research, Creative Activity and Innovation

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	6	6	.	.	.	.
APPROVED GOALS	.	.	.	2	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*

Faculty Awards

	Fall 2010-11	Fall 2011-12	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19
ACTUAL	4	7	6	7	7	.	.	.	.
APPROVED GOALS	.	.	.	12	8	10	12	14	.
PROPOSED GOALS	.	.	.	.	.	*8*	*10*	*11*	*12*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	127	186	216	242	234	.	.	.	.
APPROVED GOALS	.	.	.	218	271	304	334	367	.
PROPOSED GOALS	.	.	.	.	.	*248*	*269*	*290*	*315*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69	46	50	49	49	.	.	.	.
APPROVED GOALS	.	.	.	53	50	52	53	54	.
PROPOSED GOALS	.	.	.	.	.	*52*	*53*	*54*	*55*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	52	67	58	59	48	.	.	.	.
APPROVED GOALS	.	.	.	.	65	72	79	83	.
PROPOSED GOALS	.	.	.	.	.	*45*	*45*	*45*	*45*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	10	17	23	38	34	.	.	.	.
APPROVED GOALS	.	.	.	31	34	34	36	38	.
PROPOSED GOALS	.	.	.	.	.	*34*	*34*	*36*	*36*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5	3	8	14	9	.	.	.	.
APPROVED GOALS	.	.	.	10	15	16	18	20	.
PROPOSED GOALS	.	.	.	.	.	*10*	*12*	*14*	*15*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
.	55%	56%	58%	75%	*100%*	*100%*	*100%*	*100%*

2. UCF Lake Nona Medical Center

2014	2015	2016	2017	2018	2019	2020	2021	2022
.	SECURE LAND	HCA PARTNERSHIP	BOG APPROVAL	SECURE PERMITS	*BEGIN CONSTRUCT.*	*CONSTRUCT. CONTINUES*	*CONSTRUCT. COMPLETED*	*OPENING*

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	23,953	24,355	24,881	25,216	25,937	*26,487*	*27,019*	*27,558*	*28,105*
FTIC (Profile Admit)	286	335	328	302	352	*359*	*367*	*374*	*381*
FCS AA Transfers	21,069	21,434	21,897	22,012	21,636	*22,076*	*22,514*	*22,950*	*23,393*
Other AA Transfers	263	257	325	446	482	*492*	*502*	*511*	*521*
Post-Baccalaureates	0	527	1,085	1,073	1,066	*1,088*	*1,109*	*1,131*	*1,153*
Other Undergraduates	5,476	5,376	5,557	6,203	6,935	*7,093*	*7,234*	*7,374*	*7,516*
Subtotal	**51,047**	**52,284**	**54,073**	**55,252**	**56,408**	***57,595***	***58,745***	***59,898***	***61,069***
GRADUATE									
Master's	5,705	5,415	5,663	5,812	6,359	*6,610*	*6,743*	*6,903*	*7,047*
Research Doctoral	1,707	1,757	1,724	1,732	1,787	*1,828*	*1,871*	*1,906*	*1,940*
Professional Doctoral	591	634	625	626	694	*710*	*727*	*740*	*753*
Subtotal	**8,003**	**7,806**	**8,012**	**8,170**	**8,840**	***9,148***	***9,341***	***9,549***	***9,740***
UNCLASSIFIED									
H.S. Dual Enrolled	25	10	42	34	35	*35*	*35*	*35*	*35*
Other[1]	695	721	889	879	897	*673*	*760*	*843*	*911*
Subtotal	**720**	**731**	**931**	**913**	**932**	***708***	***795***	***878***	***946***
TOTAL	59,770	60,821	63,016	64,335	66,180	*67,451*	*68,881*	*70,325*	*71,755*

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 to a degree program but is enrolled. (1) 'Other Unclassified' students include Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	14,965	14,747	15,208	15,609	15,878	16,173	16,813	17,150	17,482	17,719
UPPER	29,100	28,845	28,797	29,403	29,943	30,565	31,771	32,405	33,030	33,478
GRAD I	4,024	3,828	3,515	3,549	3,651	3,986	4,154	4,249	4,341	4,399
GRAD II	840	849	808	721	680	709	754	772	788	802
TOTAL	**48,929**	**48,270**	**48,328**	**49,281**	**50,152**	**51,433**	**53,492**	**54,576**	**55,641**	**56,398**
NON-RESIDENT										
LOWER	644	662	816	1,188	1,422	1,712	1,779	1,815	1,850	1,875
UPPER	856	883	975	1,080	1,359	1,734	1,803	1,839	1,874	1,899
GRAD I	486	493	572	603	634	696	726	742	759	769
GRAD II	542	567	623	662	726	762	810	829	846	861
TOTAL	**2,528**	**2,606**	**2,985**	**3,533**	**4,140**	**4,904**	**5,118**	**5,225**	**5,329**	**5,404**
TOTAL										
LOWER	15,609	15,410	16,024	16,797	17,299	17,884	18,593	18,965	19,332	19,594
UPPER	29,956	29,728	29,772	30,483	31,302	32,299	33,574	34,243	34,904	35,377
GRAD I	4,510	4,321	4,087	4,152	4,285	4,683	4,880	4,992	5,100	5,168
GRAD II	1,382	1,416	1,431	1,383	1,406	1,471	1,564	1,600	1,635	1,663
TOTAL	**51,457**	**50,876**	**51,313**	**52,815**	**54,292**	**56,337**	**58,611**	**59,800**	**60,971**	**61,802**

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 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Instruction *(for all students and all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	12,433	12,807	13,559	14,523	15,857	*16,946*	*17,727*	*18,617*	*19,608*	*20,459*
Hybrid (50-79%)	3,054	3,208	3,644	4,158	4,626	*5,174*	*5,378*	*5,650*	*5,858*	*6,008*
Classroom (0-50%)	30,078	29,124	28,593	28,599	28,119	*28,064*	*27,997*	*27,899*	*27,742*	*27,751*
Subtotal	**45,565**	**45,139**	**45,796**	**47,280**	**48,602**	***50,184***	***51,102***	***52,166***	***53,208***	***54,218***
GRADUATE										
Distance (80-100%)	1,707	1,594	1,539	1,590	1,772	*2,216*	*2,298*	*2,369*	*2,424*	*2,580*
Hybrid (50-79%)	645	683	666	641	641	*603*	*618*	*639*	*660*	*674*
Classroom (0-50%)	3,504	3,461	3,313	3,304	3,277	*3,335*	*3,392*	*3,436*	*3,509*	*3,480*
Subtotal	**5,892**	**5,738**	**5,518**	**5,535**	**5,691**	***6,154***	***6,308***	***6,444***	***6,593***	***6,734***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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 1000 9.24(17), F.S.). Classroom/Traditional 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#

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in 2018-19

The SUS 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 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Life Care Management	51.0718	HLTH	-	Y	340	Nov-2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences	30.2501	STEM	-	N	50	Jul-2018
Systems Engineering	14.2701	STEM	-	Y	30	Nov-2018
DOCTORAL PROGRAMS						
Aerospace Engineering	14.0201	STEM	UF	N	30	Jul-2018
Biomedical Engineering	14.0501	STEM, HLTH	UF, FIU, USF, FSU, FAMU	N	15	Nov-2018
Nanoscience & Nanotechnology	15.1601	STEM	-	N	40	Nov-2018

New Programs For Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Data Sciences	30.0801	STEM	-	N	250	Nov-2020
Molecular & Cellular Biology	26.0406	STEM	UF, USF	N	400	Nov-2019
Molecular Microbiology	26.0503	STEM	UF, USF	N	75	Nov-2019
Neuroscience	26.1501	STEM	FSU	N	400	Nov-2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Computer Vision	11.0102	STEM	-	N	30	Nov-2019
Financial Technology	52.1399	STEM	-	N	36	Mar-2019
Travel Technology & Analytics	30.3001	STEM, GLB	UF	Y	150	Nov-2019
DOCTORAL PROGRAMS						
Interdisciplinary Studies	30.0000	STEM, HLTH, GLB	-	Y	10	Nov-2019
Interdisciplinary - Neuroscience	26.1501	STEM	FSU	Y	50	Nov-2019
Sustainable Coastal Systems	30.3301	STEM	-	N	24	Nov-2019

Attachment A

UNIVERSITY OF CENTRAL FLORIDA

FOUR-YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

Initiative	Status	Timely Completion	Reduce Excess Hours	Course Level Success	Eliminate Barriers
Pegasus Path – an interactive and comprehensive degree planning mobile and desktop tool that integrates academic program requirements and co-curricular activities into a customized pathway to success	Pilot Summer 2018	✓	✓		
mySchedule Builder – student-facing tool that optimizes class schedule options	Spring 2017	✓			
myKnight STAR – predictive analytics platform generating actionable strategies for advisors and faculty	Spring 2016	✓	✓	✓	✓
Think 30 – campaign to encourage students to complete 30 credit hours per year	Fall 2016	✓			✓
Policy Review – identifying and improving policies that may result in unnecessary barriers to graduation	Summer 2019	✓	✓	✓	✓
Knights Graduation Grants – financial support for seniors that experience financial hardship	Fall 2016	✓			✓
Digital Learning Course Redesign – impact student learning through active learning and modality changes	Spring 2019	✓	✓	✓	✓
Integrative Learning – Quality Enhancement Plan encourages students to "plan, connect, and reflect" throughout coursework	Fall 2015	✓		✓	
General Education "Refresh" – enhancing GEP coursework by encouraging cross discipline class learning to forge connections to upper-division majors	Fall 2019	✓	✓	✓	

Attachment A

FOUR-YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

UNIVERSITY OF CENTRAL FLORIDA

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

UCF tuition and fees for 30 credit hours totals approximately $6,400. The following table describes a variety of programs, the amount of tuition and fees covered, and the potential financial gap remaining.

Financial Aid	Amount of Tuition and Fees Covered	Financial Gap to 30 Credit Hours
Benacquisto National Merit Scholars	100% covered	N/A
FL Bright Futures Academic Scholars	100% covered	N/A
FL Bright Futures Medallion Scholars	75% covered ($4,800)	$1,600
2018-2019 Maximum Pell Grant Award Recipient	Full-Time (12+) Fall and Spring award ($6,095)	$ 395

UCF Financial Aid Proposal: To close the gift-aid gap to cover 30 credit hours for tuition and fees by offering a renewable institutional need-based award for a maximum of up to $2,000 annually to incoming FTIC undergraduates admitted for the summer or fall terms. The award will require a minimum of 15 credit hours enrollment for fall and spring, unmet financial need, satisfactory academic performance, and progress toward degree.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6-13-18
(Chair, University of Board of Trustees)

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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) 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: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
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: State University Database System (SUDS).

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: State University Database System (SUDS).
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).
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.

BOG Choice Metric

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. 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).

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 national rank among public & private institutions. Source: 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: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term 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'). Source: State University Database System (SUDS).
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).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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 National Science Foundation (NSF). This removes medical sciences funds 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 utility 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 research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
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.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
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).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 27, 2018

SUBJECT: Recognition of Dr. John C. Hitt, President, University of Central Florida

PROPOSED BOARD ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Florida Constitution.

BACKGROUND INFORMATION

The Board will honor the achievements of Dr. John C. Hitt, President of the University of Central Florida from 1992 until June 30, 2018. The current and former Student Government Association presidents at the University of Central Florida will present a proclamation from the Student Government Association to Dr. Hitt in recognition of his 26 years of dedicated and exemplary service to the students, faculty, and staff of the University of Central Florida.

Supporting Documentation Included: None

Facilitators/Presenters:
Chair Ned C. Lautenbach
Chair Marcus Marchena, University of Central Florida
Josh Bolona, Current President, University of Central Florida Student Government Association
Nick Larkins, Former President, University of Central Florida Student Government Association

AGENDA
Innovation and Online Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 27, 2018
1:00 p.m. – 2:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Huizenga, Kitson, Patel, Stewart, Tripp, Tyson, White, Zachariah

1. Call to Order and Opening Remarks — **Governor Edward Morton**

2. Minutes of Committee Meeting — **Governor Morton**
Minutes, March 28, 2018

3. Student Services Scorecard — **Dr. Vicki Brown**
Assistant Provost for eLearning
Florida Atlantic University

4. Data Analytics/Learning Analytics — **Governor Morton**

a. University of Central Florida — **Dr. Patsy Moskal**
Associate Director
Research Initiative for Teaching Effectiveness

b. Florida A & M University — **Mr. Robert Seniors**
Associate Director
Office of Instructional Technology

c. University of Florida — **Dr. Jennifer K. Smith**
Director
Office of Faculty Development and Teaching Excellence

d. Florida International University — **Dr. Elizabeth Bejar**
Vice President for Academic Affairs

e. Florida Atlantic University — **Mr. Geoffrey Johnson**
Assistant Director of Academic Planning

5. Council on Public Liberal Arts Colleges — **Dr. Barbara Feldman**
Provost and Vice President for Academic Affairs
New College of Florida

6. Concluding Remarks and Adjournment — **Governor Morton**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 27, 2018

SUBJECT: Minutes of the Meeting held March 28, 2018

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on March 28, 2018.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on March 28, 2018.

Supporting Documentation Included: Minutes: March 28, 2018

Facilitators/Presenters: Governor Edward Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FL
March 28, 2018

1. Call to Order

Chair Ed Morton convened the meeting at 8:33 a.m. on March 28, 2018, with the following members present: Governors Ed Morton, Sydney Kitson (joined meeting at 8:36), Tim Cerio, Jay Patel, Kishane Patel, Norman Tripp, Gary Tyson, Darlene Jordan, and Zach Zachariah (joined meeting at 8:36). A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Norman Tripp moved that the committee approve the minutes of the January 25, 2017 meeting, as presented. Governor Jordan seconded the motion, and the members concurred.

3. SUS 2017 Annual Report for Online Education

Dr. Nancy McKee, Associate Vice Chancellor of Innovation and Online Education, presented the 2017 Annual Report. Dr. McKee stated that Florida ranked second in the nation for the number of students enrolled in distance learning courses and that 26% of undergraduate credit hours were in distance learning courses, with four universities having a percentage over 30%. Sixty-nine percent of undergraduate students took at least one distance learning course in the 2016-2017 academic year, with 10% of undergraduate students taking only distance learning courses. Dr. McKee said that 27% of graduate credit hours were offered via distance learning and 49% of graduate students took at least one distance learning course. Data on distance learning students revealed the following: (1) Distance learning students were older than on-campus students, an average age of 28 for undergraduate and 34 for graduate; (2) a majority were female (65%); and (3) most taking only distance learning courses were Florida residents (96%). Dr. McKee presented system data which reflected that students who took some distance learning courses were likely to graduate faster and have a higher GPA than students who opted to take none.

State universities that offer distance learning were accepted to participate in the State Authorization Reciprocity Agreement (SARA). Dr. McKee stated that SARA will enable

these universities to provide distance learning courses in other states in a more coordinated process, with no additional fee requirements.

Dr. McKee provided an update for the common learning management system, Canvas. Currently, all state universities are using Canvas, as well as 18 state colleges.

Chair Morton noted that the data seems to show that online education has the potential to accelerate graduation rates in the SUS. He asked the Committee to consider the impact of online education on the need for facilities, the cost of textbooks/education materials, and opportunities for continuing education.

Governor Gary Tyson moved that the Committee approve the State University System 2017 Annual Report for Online Education for consideration by the full Board of Governors. Governor Jordan seconded the motion, and the members concurred.

4. Institutional Plans for Online Education

University of Central Florida
Dr. Tom Cavanagh, UCF Vice Provost for Digital Learning, stated that UCF's primary focus has been access, faculty development, and innovation. To meet the growing distance learning demand, UCF Online was developed to cater specifically to fully online students. UCF has been able to educate 20,000 additional students by utilizing digital learning. A high majority of UCF online students continue to be Florida residents (93%).

UCF has established professional development programs that respond to the need for increased faculty and student support. Each faculty member developing an online course is required to complete a rigorous 80-hour professional development program in a blended format so faculty may consider the role of an online student.

Dr. Cavanagh affirmed that system-wide initiatives, including the Teaching Online Preparation TOPKit, the Open Educational Resources Project, and the Quality Initiative have had the biggest impact on UCF faculty and students. UCF continues to establish partnerships with Florida state colleges for UCF's Transfer Connect program.

UCF's online courses have grown organically into programs which ensure market viability. New online programs are driven by market research that considers job demand and new partnerships with employers are being established.

University of West Florida
Dr. Pam Northrup, UWF Vice President of Research and Strategic Innovation, stated that UWF has 26 fully online programs, most in areas of strategic emphasis. These

programs are concentrated in cybersecurity which is a field with strong employment opportunities.

UWF's online focus the past two years has been developing no-cost courses for students, preparing to launch Canvas, and online accessibility. Currently, emphasis is being placed on launching a graduate program on Information Technology and Cybersecurity and training and supporting online faculty around quality standards. Additional growth is expected in online enrollments due to a commitment to establish new programs with new areas of emphasis based on student and employer demand.

Dr. Northrup noted the impact of the system-wide initiatives in online education, including the Teaching Online Preparation Toolkit (TOPKit), Florida Virtual Campus initiatives, and Quality Matters. Three new UWF initiatives include serving adult learners via Complete Florida, the Global Online Innovation Initiative, and the UWF Innovation Network, which partners UWF with 53 businesses and industries in cybersecurity, advanced manufacturing, robotics, and intelligence systems.

University of Florida

Dr. Andy McCollough, UF Associate Provost for Teaching and Technology, stated that growth in UF distance learning enrollments is the result of new online programs, new online sections and certificates, increased efficiency, and a new working model. At UF, Florida residents make up 90% of undergraduate distance learning students and 50% of graduate distance learning students. Seventy-five percent of online distance education fits within the areas of strategic emphasis and the university's plan is to offer more programs in these areas.

Dr. McCollough reported that UF's biggest challenges in implementing a high-quality online program has been cost containment, consistent quality oversight, assessment, and the campus culture. He discussed two key issues: (1) extending online education to STEM disciplines with lab experiences, and (2) enhancing distance learning student engagement with campus students and faculty. Student engagement is being promoted through The Plaza and UF Connection. Innovative strategies are being implemented in quality oversight, data analytics, and e-texts.

Dr. McCollough stressed the continued need for consistency in learning management systems and cost savings. He said that UF has increased the scale, consolidation of facilities, course repository, and redundancy of content to help cover the additional cost of developing and delivering online courses.

Florida International University

Mr. Joseph Riquelme, Assistant Vice President of FIU Online, believes that growth in enrollments for FIU Online will stem from a greater availability of fully online degree programs. Currently, there are 78 fully online degree programs and 41 degree

programs are in strategic emphasis areas. Fifty-eight percent of FIU students take at least one online course. Research is being done to identify the skill gaps in the Miami-Dade and Broward county workforce and degree programs that will address the gaps.

Mr. Riquelme said that the system-wide initiative that has had the most impact is the High Quality initiative which has supported work to align the Quality Matters standards with FIU standards. At this point, 333 courses have been QM certified. The new "Panther Quality" initiative will reward faculty for taking a proposed distance learning course through a peer-review process and getting the course QM-certified according to essential standards.

FIU is now partnering with the UCF TOPKit program and is collaborating with other state universities in the use of open educational resources that will save students in education costs. In addition, FIU will be pursuing an innovative online artificial intelligence and learning virtual assistant initiative and an adaptive learning initiative that will adapt courses to the way each individual student learns with tools that help the faculty personalize the course.

Mr. Riquelme reported that FIU has awarded over 4,500 online degrees. He emphasized that there is a continuing need for faculty professional development that will include university incentives that focus on quality and faculty effort.

University of South Florida

Dr. Cindy DeLuca, USF Associate Vice President for Innovative Education, reported that USF's online program continues to focus on partnering with faculty to produce innovative courses, integrating the latest multimedia content and technologies, adhering to research-based practices in design and delivery, and fostering student success. Growth in online enrollments is being guided by market research that identifies programs with a strong employment demand. Currently, 68% of online programs are aligned with programs of strategic emphasis. USF students taking online courses are primarily Florida residents (93%).

Challenges to implementing a high-quality online program include: dedicated faculty time for online course development, designing online STEM labs, recruiting and retaining highly skilled instructional designers, balancing the need to create new online offerings with the need to enhance existing courses, and ever-changing technologies. To combat these challenges, USF has increased the time to convert a course to online to two semesters, is working with the UF to create STEM labs, is creating a masters in digital design and learning with the opportunity for USF employment in the field, is developing a set of standards and rubrics for each online course, and is partnering with other universities to keep up with technology changes.

Dr. Deluca anticipates that the open educational resources initiative (with USF as the lead) will have a significant impact and reported that the Textbook Affordability Program has saved students over $1 million. High Quality and TOPKit have also been very effective initiatives.

Florida Atlantic University
Dr. Vicki Brown, FAU Assistant Provost for eLearning, reported on new online programs and marketing that are triggering growth in distance learning enrollments. FAU now offers 40 online degree programs and over 17,000 students are taking at least one online course each semester. Currently, 75% of online degree programs fall under one of FAU's areas of strategic emphasis.

To maintain the academic integrity of online courses and improve technology, FAU is focusing on the development of the quality review of online courses, a quality assurance model for programs, and enhanced student services for online students that mirror the services available to on-campus students.

System-wide initiatives that are being implemented include: the online student service scorecard, multiple accelerated terms, 2 + 2 collaborations, statewide licensing, state awards for high quality courses, open educational resources, shared language programs, and a research consortium. In the next two years, FAU will be creating innovative strategies for online delivery, reducing textbook costs, and continuing to expand the online degrees offered. Innovative distance learning programs or services that FAU will be pursuing are simulations, 3D interactive learning, augmented reality, gaming, open textbook design, and refining the rapid design processes.

University of North Florida
Dr. Deb Miller, UNF Senior Director for the Center for Instruction and Research Technology, reported that student interest and the addition of fully online degree programs is triggering growth in distance learning enrollments. UNF currently offers eight fully online degree programs and three graduate certificate programs. There were approximately 1200 students enrolled in online courses last year, with less than 50 from outside of Florida. While continuing to promote its core values of small class size, high faculty to student interaction, and community engagement, UNF is focusing on efforts to identify tools and strategies to improve learning and extend access and provide greater faculty development and support. An innovative online doctorate in nursing practice was highlighted.

UNF has implemented optional quality course reviews and is focused on offering online programs in education, health, and STEM. Additionally, UNF is reviewing CIP code gaps for the local and state workforce for future online program development, such as computer science, information technology, and engineering. Moving forward,

UNF has prioritized expanding student services, OER, QM certifications, blended learning, and high need degree programs.

Florida Gulf Coast University

Dr. James Llorens, FGCU Provost and Vice President for Academic Affairs, reported that online course growth is expected to come from student success and demand and from facility constraints and lack of classroom space on campus. While continuing to implement its strategic plan recommendations, FGCU maintains a focus on quality, access, and affordability. Currently, 15 percent of FGCU's degree programs are offered either partially or fully online. Dr. Llorens stated that the university continues to be challenged by the financial resources available for online education, the limited online academic degree inventory, and the campus's distributed model for online delivery. FGCU's decision not to implement a distinctive distance learning fee was discussed.

To enhance the delivery of online courses, FGCU is implementing a competency-based initiative and a student success initiative and is utilizing the Florida Virtual Campus and FloridaShines. Goals include: improving the 4-year graduation rate, facilitating degree completion, centralizing online delivery structure, and promoting a proactive use of FloridaShines.

Florida State University

Robert J. Fuselier, Jr., FSU Director for the Office of Distance learning, discussed the addition of new online courses and programs that include expanding the catalog of online programs and course offerings, updating the university's distance learning technology, and increasing adoption of Quality Matters rubrics for course quality assessment. Mr. Fuselier reported that many online programs now align with the Board of Governors Areas of Strategic Emphasis, including 5 STEM programs, 3 health programs, 3 education programs, and one GAP program. FSU is focusing on increasing its online general education courses to improve its 4-year graduation rates.

Mr. Fuselier said that the Quality Work Group, Consortia Pricing, and Open Education Resources are system-wide initiatives that will have the biggest impact at FSU. The university is also pursuing the expansion of tutoring services for online students.

Mr. Fuselier discussed the challenges of funding adequacy and the standardization of quality assessment tools. These challenges are being addressed through additional Educational and General funding allocations and through changes in quality and course designs while increasing the use of QM standards and rubrics for online courses. FSU is projecting that by 2020 its online undergraduate enrollment will reach 18% and graduate enrollment will reach 17%.

Florida A & M University
Franzetta Fitz, FAMU Director of the Office of Instructional Technology, reported that FAMU's online programs and courses align with state and national employment needs in the critical areas of Nursing and Public Health, Pharmacy, Allied Health, Public Health, and Education. Economic development needs are being addressed through a Master of Business Administration and initiatives in Information Technology, Biology, Mathematics, Engineering, Economics, Business and Marketing. Currently, FAMU is offering 250 online courses and is projecting that by 2020 its online FTE enrollment will reach 20 %.

Ms. Fitz said that FAMU continues to focus on increasing general education and course offerings, training faculty, providing quality student support services, and hiring additional instructional designers. Moving forward, the plan is to offer 100% of general education courses online, further develop undergraduate degree programs, increase graduate course offerings, enhance faculty development programs, develop a high-quality faculty peer review process, and hire design and support professionals.

Ms. Fitz said that system-wide initiatives having the biggest impact on FAMU are collaboration in evaluating, recommending and purchasing software and services to ensure cost efficiencies and effectiveness, participation in SARA, development and utilization of a scorecard, and FloridaShines. She added that the primary challenge is to secure permanent funding for faculty hiring, development, and support, the development and review of courses, accessibility compliance, and new technologies.

Florida Polytechnic University
Dr. Terry Parker, Florida Polytechnic University Provost, reported that Florida Polytechnic does not currently offer online courses because institutional efforts have focused on building degree programs, building faculty capacity, improving curriculum, expanding degrees, and focusing on student outcomes and experiences. Instead of having an online presence with courses, Florida Polytechnic makes use of state online resources, including FloridaShines, the TOPKit program, an online library, Canvas, and other initiatives relating to specific online programs. Dr. Parker said that academic resources continue to be evaluated for consideration of the development of online courses and programs and he hopes to plan and implement online courses during 2019-2020.

New College of Florida
Dr. Barbara Feldman, NCF Provost and Vice President for Academic Affairs, reported that a new initiative will create a task force to develop a plan to participate in the 2025 Strategic Plan for Online Education with a focus on faculty development programs, online course options, and collaboration between New College and other universities. Dr. Feldman said that there are plans to hire a Distance learning Coordinator in the coming year. She said that to identify, access, and implement high quality and

affordable online content, the College will take advantage of new faculty hires who have online experience and intend to maximize existing alliances with Cross College Alliance (CCA) in Southwest Florida, the Consortium for Innovative Environments in Learning (CIEL), and the Council of Public Liberal Arts Colleges (COPLAC).

Governor Tyson requested additional information at the June meeting on the Council of Public Liberal Arts Colleges to hear about how member institutions cooperate and collaborate on online education initiatives.

6. Concluding Remarks and Adjournment

Governor Morton adjourned the meeting at 12:32 p.m.

_____
Edward Morton, Chair

_____
Nancy C. McKee, Ph.D.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 27, 2018

SUBJECT: Student Services Scorecard

PROPOSED COMMITTEE ACTION

Consider Approval of Student Services Scorecard Report

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

2025 Strategic Plan for Online Education –
QUALITY GOAL 2. The State University System will provide a foundation for quality online education.

Tactic 2.3.1: *Ensure that universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.*

Tactic 2.3.1 in the Board of Governors 2025 Strategic Plan for Online Education directs state universities to develop a scorecard to measure the level of online student support services. Accordingly, each university received the scorecard and guidebook with detailed descriptions for scoring and examples of best practices for the different categories of support services. The institutions that utilized the scorecard conducted a self-study of the services provided to 100% online students and self-reported their results. This report contains the results of the scorecard surveys of 10 universities delivering distance learning programs. Each university received a report with the institution's self-reported results with a comparison to the SUS averaged score.

Supporting Documentation Included: Student Services Scorecard Report

Facilitators/Presenters: Dr. Vicki Brown

Student Services Scorecard

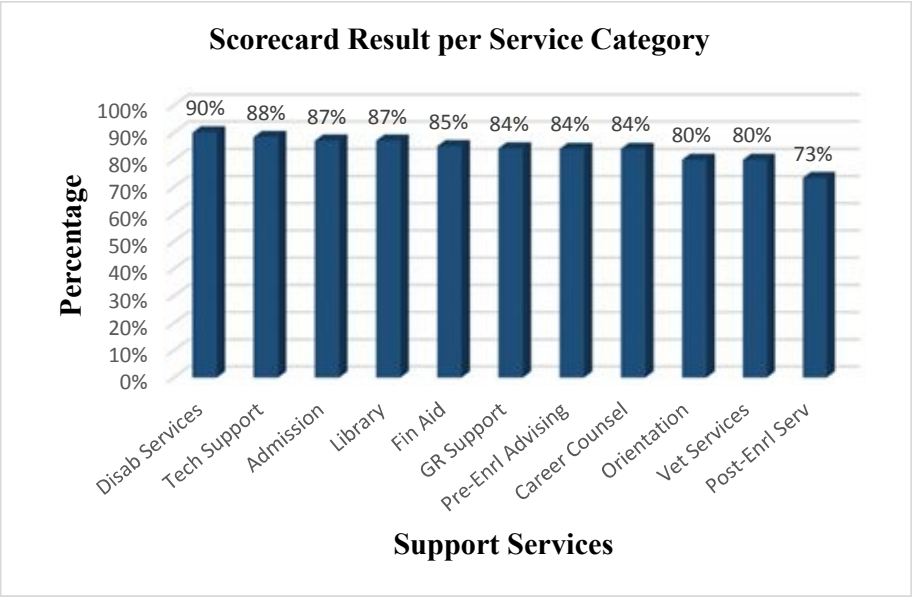
Description

The scorecard instrument included 11 categories of services: admission, financial aid, pre-enrollment advising, veteran services, career counseling, post-enrollment services, orientation, library, disability, technology support, and graduate support services. Each category included several criteria with three possible choices: exemplary service (2 points), the service is available (1 point), and limited or no service (0 pts). The scorecard had 5 criteria for admission support services for 100 maximum attainable points; 2 criteria for financial aid support services for 40 possible points, 5 criteria for pre-enrollment advising for 100 points, 2 criteria for veteran support services for 40 points, 5 criteria for career counseling for 100 points, 4 criteria for orientation for 80 points, 9 criteria for post-enrollment support services for 180 points, 5 criteria for library support for 100 points, 4 criteria for disability services for 80 points, 3 criteria for technical support services for 60 points, and 7 criteria for graduate support services for 140 points.

Results

The State University System achieved an 80% or better on most of the student service categories. Overall, the universities are providing equivalent services to their distance learning students. The category with the highest score was access to disability services at 90%, while the area with the lowest score was post-enrollment services at 73% of the maximum attainable score (see Figure below).

State University System (SUS) Overall Scorecard Results as a Percentage of the Maximum Attainable Score



Recommendation

To re-administer the Student Services Scorecard in two years to track improvement in providing student support services for online students. For institutions to effectively improve support service requires time for planning and implementation. Two years will provide time needed for the state universities to develop and begin to implement needed strategies for support of online students.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 27, 2018

SUBJECT: Data Analytics/Learning Analytics

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

State universities are developing and implementing a number of innovative qualitative and quantitative techniques and processes to better evaluate institution policies, programs, and services and to provide the most effective academic and student services programs for their student clientele.

At this meeting, five universities, UCF, FAMU, UF, FIU, and FAU, will describe how the use of data analytics is solving problems and is enabling their institutions to improve efficiency, enhance productivity, and promote student success.

- Dr. Patsy Moskal, UCF Associate Director, Research Initiative for Teaching Effectiveness, will review how UCF is utilizing and evaluating adaptive learning analytics metrics captured by the Realizeit adaptive platform. Developing models of students' behaviors as they interact with the personalized content may help identify how and when students become at risk and provide valuable information for faculty on how to better design their online courses.
- Mr. Robert Seniors, FAMU Associate Director, Office of Instructional Technology, will discuss how FAMU has embraced analytics not only for problem-solving but to establish a data driven culture on campus that will enable the university to align key initiatives with continuous, measureable improvement.
- Dr. Jennifer Smith, UF Director, Office of Faculty Development and Teaching Excellence, will provide an update of the University of Florida's UNIZIN LoudSight pilot project and will outline UF's work with faculty to develop its in-house tool, the LeAD dashboard.
- Dr. Elizabeth Bejar, FIU Vice President for Academic Affairs, will discuss the

development of a set of Tableau dashboards in its FIU Online program that provide insight into student performance through benchmarking students' activity in online courses and grades. FIU Online is also piloting a predictive model using neural networks focused on improving success rates for fully online students.

- Mr. Geoffrey Johnson, FAU Assistant Director of Academic Planning, will review how FAU is using predictive analytics tools to assess student success initiatives. Through the use of Civitas Illume Impact, the university is measuring student outcomes and analyzing the impact that initiatives have on students' persistence rates. An example will be presented that shows the impact that *Major KnOWLedge*, FAU's career interest inventory assessment, has on students' persistence.

Supporting Documentation Included: None

Facilitators/Presenters:
Dr. Patsy Moskal, UCF
Mr. Robert Seniors, FAMU
Dr. Jennifer K. Smith, UF
Dr. Elizabeth Bejar, FIU
Mr. Geoffrey Johnson, FAU

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 27, 2018

SUBJECT: Council of Public Liberal Arts Colleges

PROPOSED COMMITTEE ACTION

For consideration.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Council of Public Liberal Arts Colleges (COPLAC) is, "dedicated to the advancement of high-quality, public liberal arts education in a student-centered residential environment." There are 29 member institutions, including New College of Florida.

COPLACDigital is a Mellon Foundation-funded initiative to develop distance mentoring, digital liberal arts courses across the COPLAC consortium. Based on the highly successful Century America seminar, COPLACDigital brings together faculty, students, archivists, and instructional technologists to collaborate in the public creation of knowledge. COPLACDigital courses are open to undergraduate students at every COPLAC member institution, creating a unique classroom experience. Each COPLACDigital course is co-taught by two faculty members from different COPLAC schools, facilitating the sharing of expertise and liberal arts values. COPLACDigital courses meld innovative pedagogies, digital tools, and the values of a public liberal arts education.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Barbara Feldman

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Audit and Compliance Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 27, 2018
2:00 p.m. – 2:30 p.m.
or
Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Frost, Levine, Morton, Patel, Valverde

1.	**Call to Order and Opening Remarks**	**Governor Wendy Link**
2.	**Minutes of Committee Meeting** Minutes: March 29, 2018	**Governor Link**
3.	**SUS Compliance and Ethics Program Implementation Status**	**Mr. Joseph Maleszewski** *Inspector General and Director of Compliance*
4.	**FGCU Corrective Actions Plan Update and Close-out**	**Mr. Maleszewski**
5.	**2018-2019 OIGC Risk Assessment and Audit Work Plan**	**Mr. Maleszewski**

6.	**SUS Performance-Based Funding Data Integrity Audits and Certifications, Next Cycle**	**Mr. Maleszewski**
7.	**OIGC Quality Assurance and Improvement Program Results**	**Mr. Maleszewski**
8.	**OIGC Updates**	**Mr. Maleszewski**
9.	**Concluding Remarks and Adjournment**	**Governor Link**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: Minutes of Committee Meeting held March 29, 2018

PROPOSED COMMITTEE ACTION

Approval of the March 29, 2018, Committee meeting minutes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the March 29, 2018, Committee meeting.

Supporting Documentation Included: Minutes: March 29, 2018

Facilitators/Presenters: Governor Wendy Link

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE MEETING
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FL 32224
MARCH 29, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

Chair Wendy Link convened the meeting of the Audit and Compliance Committee on March 29, 2018, at 8:37 a.m., in the Student Union Complex, on the campus of the University of North Florida in Jacksonville, Florida. The following Audit and Compliance Committee members were present: Wendy Link, Patricia Frost (by phone), Alan Levine (8:51 a.m.), Ed Morton, Jay Patel, and Fernando Valverde. The following members of the Board were also present: Tim Cerio, Darlene Jordan, Sydney Kitson, Ned Lautenbach, Kishane Patel, Pam Stewart, Norman Tripp, Gary Tyson, and Zachariah P. Zachariah.

1. Call to Order

Chair Link called the meeting to order.

2. Approval of Minutes

Mr. Morton motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held January 25, 2018, as presented. Ms. Frost seconded the motion. The minutes were approved.

3. Performance-based Funding Data Integrity Audit Results and Certifications Summary

Mr. Maleszewski informed the Committee that in June of 2017, Chair Tom Kuntz directed university presidents and boards of trustees chairs to task their chief audit executives to perform an audit of the university's performance-based funding data integrity processes. The audits were conducted in accordance with professional auditing standards and were due to the Board Office by March 1, 2018. Mr. Maleszewski also stated that Chair Kuntz had requested university presidents and board of trustees chairs complete a Data Integrity Certification.

Mr. Maleszewski reviewed a summary of the university's Performance-based Funding Data Integrity audits and certifications. All eleven (11) Performance-based Funding

eligible universities submitted a data integrity audit. Florida Polytechnic University is not eligible for Performance-based Funding consideration at this time. All universities, with the exception of Florida Agricultural and Mechanical University (FAMU), had adequate controls and processes and all audits provided a reasonable basis of support for the president's and board chairs' Data Integrity Certification. FAMU's audit concluded that their controls need improvements. Five of the 11 audits contained no adverse audit findings. Of the six universities that contained audit findings, five developed a corrective action plan to address them and one determined no corrective action was needed. Mr. Maleszewski also mentioned that all 11 universities submitted the required data integrity certifications and all presidents, board of trustees chairs, and chief audit executives concluded that their data submissions were sufficiently complete, accurate, and timely to support Board of Governor's Performance-based Funding decision making.

At the end of the summary, Mr. Maleszewski stated that university chief audit executives have requested that the Board Chair consider actions to lessen the work load associated with conducting these data integrity audits. He revealed that these audits take between 600 to 800 hours, which is a significant proportion of university's available audit work plan hours. He clarified that a decision did not need to be made during the meeting; however, he prompted board members to consider options which could relieve the audit burden on the university chief audit executives. Chair Link requested a staff recommendation at the next Audit and Compliance Committee meeting in June.

4. FAMU Intercollegiate Athletics Cash Deficit

Mr. Maleszewski indicated that the intercollegiate athletics cash deficit at FAMU is the last corrective action plan item that needs to be addressed from among the 30 high-level corrective actions that stemmed from a number of audits and investigative reports in 2013. The cash deficit was cited by the Auditor General in their February 2013 Operational Audit which identified the practice of supporting athletics with Auxiliary funds as contrary to Board Regulation 9.013, Auxiliary Operations.

Mr. Maleszewski indicated that at prior Audit and Compliance Committee meetings, he had delivered "good news" about FAMU's plans and actions to address the athletics cash deficit. However, in December 2017, FAMU's Board of Trustees Chair, Kelvin Lawson, informed Mr. Maleszewski that the university had identified unbudgeted expenditures after the resignation of Milton Overton, the University's former athletics director. Mr. Maleszewski stated that in Chair Lawson's January 2018 update, he reported the unbudgeted expenditures totaled $880,000 which included approximately $359,000 of projected terminal leave payouts. He further reported that FAMU expects to cover these unbudgeted expenses with increased advertising sales for the athletics program and their Investing in Champions fundraising program. Mr. Maleszewski said that we will continue to monitor the University's progress.

Mr. Maleszewski invited Chair Lawson to give a report on the current status of FAMU's cash deficit. Chair Lawson began by giving a brief update on FAMU's status and how they plan to generate sufficient revenue to cover the deficit cost. He stated that in order to ensure this does not become a recurring issue, the athletics staff - to include managers, senior leaders, and other staff - have undergone aggressive training that reinforces regulations and policies. He also stated an Internal Athletics Oversight Committee has been established and is working to develop an Athletic Strategic Plan. Chair Lawson reassured the Board that FAMU is taking these issues seriously and is enforcing internal and external compliance. He concluded that he believes that significant progress has been made to address these issues and invited suggestions from the Board.

5. OIGC Updates

Mr. Maleszewski explained to the Committee that since the January 2018 Committee meeting, two universities have hired new chief compliance officers: Robyn Jackson at Florida State University and Rica Calhoun at FAMU. He also regretfully informed the Committee that the University of Central Florida's chief compliance and ethics officer, Rhonda Bishop, has left the university to assume a new position working with the University of Louisville. Karyn Boston, the chief compliance and ethics officer at Florida International University, will assume Ms. Bishop's role as the chair of the SUS Compliance and Ethics Consortium.

Mr. Maleszewski also mentioned that in the upcoming June Committee meeting, he plans to provide an update on the status of system universities' implementation of compliance and ethics programs. Mr. Maleszewski concluded by informing the Committee that he and his staff will be conducting a risk assessment and developing his office's work plan, which he will be present to the board for approval consideration.

6. Concluding Remarks and Adjournment

Chair Link asked Board members if anyone had any questions or comments. Hearing none, the Audit and Compliance Committee was adjourned at 9:07 a.m.

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Wendy Link, Chair

_____
Lori Clark, Compliance and Audit Specialist

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: SUS Compliance and Ethics Program Implementation Status

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will provide Committee members with a status of SUS institutions' implementation of Board of Governors regulation 4.003, *State University System Compliance and Ethics Programs*. The regulation requires each institution to implement a university-wide compliance and ethics program as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures. The regulation requires centralized compliance and ethics programs to be in place by November 2018.

Mr. Maleszewski developed a monitoring tool, the SUS Compliance Program Status Checklist, that each university president and board of trustees chair completes to indicate their university's progress in implementing each of the required elements specified in Board of Governors Regulation 4.003 (approved in November 2016). At regular intervals after the Board's approval of regulation 4.003, Mr. Maleszewski has reported the program implementation status for each university to the Committee. The last summary was provided at the Committee meeting held January 25, 2018. He will provide us with a summary of the results of the checklists completed in May 2018.

Supporting Documentation Included: SUS Compliance Program Status Checklist Summary, November 2016 – May 2018

Facilitators/Presenters: Mr. Joseph Maleszewski

SUS Compliance Program Status Checklist Summary - May 2018					
Univ.	**University-Wide Compliance Program**	**Program Plan**	**BOT Committee**	**Chief Compliance Officer**	**External 5-Year Program Review**
FAMU	✓ ● ✓ ✓	● ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FAU	● ✓ ✓ ✓	● ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FGCU	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FIU	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FL Poly	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FSU	● ✓ ● ●	● ● ● ✓ ●	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
NCF	● ● ✓ ✓	● ● ✓ ✓ ●	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UCF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UF	✓ ✓ ✓ ✓	✓ ● ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UNF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
USF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UWF	✓ ✓ ✓ ✓	✓ ✓ ● ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B

✓	Indicates that the university president and board chair assert that the regulation components making up this area are fully implemented in accordance with Board of Governors Regulation 4.003.
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2017.
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2018 (completion of items beyond this date constitute non-compliance with Board of Governors Regulation 4.003).
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by May 3, 2019 (six months beyond the period established in Board of Governors Regulation 4.003).
N/B	Indicates that the university president and board chair acknowledge that the university has not begun implementing the regulation components making up this area. The "N/B" indicator should be used in conjunction with one of the green/amber/red light indicators to communicate anticipated completion periods for items not yet begun.

SUS Compliance Program Status Checklist Summary - Year 1					
Univ.	**University-Wide Compliance Program**	**Program Plan**	**BOT Committee**	**Chief Compliance Officer**	**External 5-Year Program Review**
FAMU	● ● ● ✓	● ● ✓ ✓ ●	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FAU	● ✓ ✓ ✓	● ● ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ● ✓ ●	N/B
FGCU	✓ ✓ ✓ ●	✓ ✓ ✓ ✓ ●	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FIU	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FPU	● ● ● ✓	● ● ● ● ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
FSU	● N/B ● ●	N/B N/B ● ● ●	● ● N/B N/B	● ● N/B N/B N/B	N/B
NCF	● ● ✓ ●	● ● ✓ ✓ N/B	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UCF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UF	✓ ✓ ✓ ✓	✓ ✓ ● ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UNF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
USF	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	N/B
UWF	● ✓ ✓ ✓	● ● ● ✓ ●	✓ ✓ ✓ ●	● ● ✓ ● ●	N/B

✓	Indicates that the university president and board chair assert that the regulation components making up this area are fully implemented in accordance with Board of Governors Regulation 4.003.
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2017.
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by November 3, 2018 (completion of items beyond this date constitute non-compliance with Board of Governors Regulation 4.003).
●	Indicates that the university president and board chair anticipate regulation components making up this area to be completed by May 3, 2019 (six months beyond the period established in Board of Governors Regulation 4.003).
N/B	Indicates that the university president and board chair acknowledge that the university has not begun implementing the regulation components making up this area. The "N/B" indicator should be used in conjunction with one of the green/amber/red light indicators to communicate anticipated completion periods for items not yet begun.

University	Compliance and Ethics Program Component
FAMU	A2 – CCO reports to the BOT at least annually on Program effectiveness (copy to BOG)
	B1 – Compliance and Ethics Program Plan approved by BOT (copy to BOG)
FAU	A1 – University-wide Compliance Program implemented consistent with Code of Ethics for Public Officers and Employees (Part III, Chapter 112, F.S.) and the Federal Sentencing Guidelines Manual, Chapter 8, Part B
	B1 – Compliance and Ethics Program Plan approved by BOT (copy to BOG)
FSU	A1 – University-wide Compliance Program implemented consistent with Code of Ethics for Public Officers and Employees (Part III, Chapter 112, F.S.) and the Federal Sentencing Guidelines Manual, Chapter 8, Part B
	A4 – Process established for detecting and preventing non-compliance, unethical behavior, or criminal conduct
	A5 – Due diligence steps for not including individuals who have engaged in conduct not consistent with an effective Program
	B1 – Compliance and Ethics Program Plan approved by BOT (copy to BOG)
	B2 – Plan provides for compliance training for university employees and BOT members
	B3 – Designated compliance officers (e.g., Title IX, Athletics, Research, etc.) as either direct reports or dotted-line reports (specify which)
	B5 – Promoting and enforcing the Program through incentives and disciplinary measures
NCF	A1 – University-wide Compliance Program implemented consistent with Code of Ethics for Public Officers and Employees (Part III, Chapter 112, F.S.) and the Federal Sentencing Guidelines Manual, Chapter 8, Part B
	A2 – CCO reports to the BOT at least annually on Program effectiveness (copy to BOG)
	B1 – Compliance and Ethics Program Plan approved by BOT (copy to BOG)
	B2 – Plan provides for compliance training for university employees and BOT members
	B5 – Promoting and enforcing the Program through incentives and disciplinary measures
UF	B2 – Plan provides for compliance training for university employees and BOT members
UWF	B3 – Designated compliance officers (e.g., Title IX, Athletics, Research, etc.) as either direct reports or dotted-line reports (specify which)

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: FGCU Corrective Actions Plan Update and Close-out

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

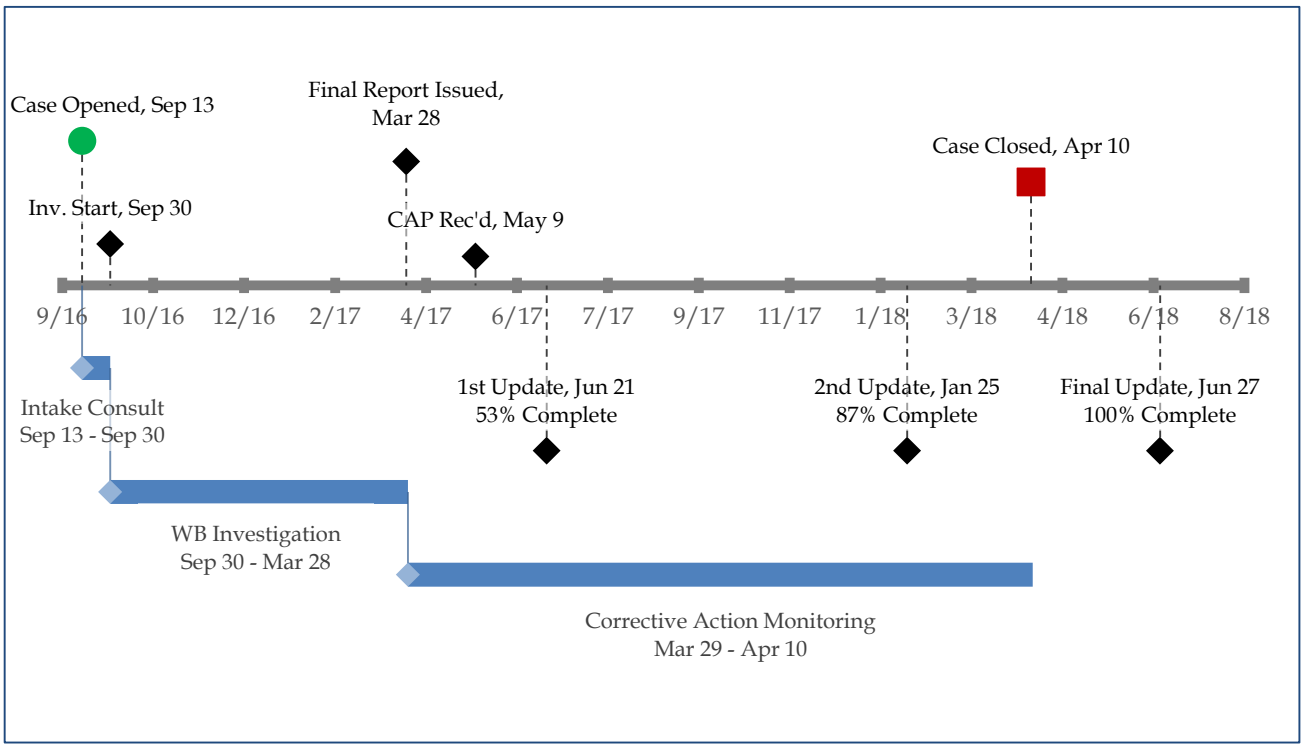
Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of Florida Gulf Coast University's corrective action plan.

Supporting Documentation Included:	Case Timeline and Corrective Actions Plan Summary
Facilitators/Presenters:	Mr. Joseph Maleszewski

FGCU WB Case Timeline



Corrective Actions Plan Summary

- Vice Chair Election (Completed April 2017)
- Autonomous AACC (Completed June 2017)
- Separate BOT and AACC Chair (Completed April 2017)
- Sunshine Law training (Completed June 2017)
- SACS Consult (Completed April 2017)
- Legal Opinion - Advisory Committee Meeting Minutes (Completed May 2017)
- Supervisory Training (Completed June 2017)
- OIEC Coordination (Completed April 2017)
- Enhanced New Trustee Orientation (Completed January 2018)
- Strategic Plan Approval by Board of Governors (Completed January 2018)
- Ethics Training for Board of Trustees (Completed April 2018)

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: Office of Inspector General and Director of Compliance OIGC 2018-2019 Risk Assessment and Audit Work Plan

PROPOSED COMMITTEE ACTION

Approval of Office of Inspector General and Director of Compliance OIGC 2018-2019 Risk Assessment and Audit Work Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 20.055, Florida Statutes, requires the Inspectors General to create annual and long-term work plans. The Office of Inspector General and Director of Compliance work plan is presented today for review and consideration for Committee approval.

Supporting Documentation Included: Office of Inspector General and Director of Compliance 2018-2019 Risk Assessment and Audit Work Plan

Facilitators/Presenters: Mr. Joseph Maleszewski

Office of the Inspector General and Director of Compliance

2018-2019

Work Plan

Joseph K. Maleszewski, MBA, CIG, CIA, CISA, CIGI, CIGA, CGAP, CCEP
Inspector General and Director of Compliance

INTRODUCTION

The Office of Inspector General and Director of Compliance (OIGC) was established within the Board Office to provide a central point of coordination and responsibility for activities that promote accountability, integrity and efficiency. The duties, functions, and activities of the OIGC are prescribed pursuant to Sections 20.155, and 20.055, Florida Statutes.

Our work plan for fiscal year 2018-2019 is based on our 2018 risk assessment as well as prior audit and investigative coverage. Important to this work plan development process was consideration of audit topics included in the Auditor General's operational audit of the Board Office, prior OIGC audits, and legislative updates.

OIGC WORK PLAN - FISCAL YEAR 2018-2019

Section 20.055, Florida Statutes, specifies that the Inspector General develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan show the individual audits to be conducted during each year and related resources to be devoted to the respective audits. This year's assessment included consideration of management controls; communications; staffing and resources; data systems and information; reporting; degree of change; performance measures; fraud, waste, and abuse; and general risks.

Using assumptions regarding leave usage, professional development, indirect time, and anticipated vacancies, we computed the OIGC staff hours available for projects. In total, the OIGC will have 4,650 hours available for projects including audit, investigative, compliance, operational, and follow-up activities. We estimated that it would take 540 of these hours to complete four OIGC projects currently in progress. We also set aside 500 hours for special projects to meet management's and the Board's needs as priorities are identified.

The long-term and annual audit plan is statutorily required to be submitted to the Audit and Compliance Committee, the Board of Governors, and the Chancellor for approval. A copy of the approved plan is also submitted to the Auditor General.

The following areas were identified as priorities for fiscal year 2018-2019.

Annual Work Plan - FY 2018-2019	
Project Title	**Estimated Hours**
AUDIT ACTIVITIES - ASSURANCE AND CONSULTING	
Board Office Data Security	300
Board Office Contract Procurement and Management	350
Board Office Travel	250
Performance-based Funding Model, University Data Integrity Coordination	150
INVESTIGATIVE ACTIVITIES	
Complaint Intake and Triage	500
Preliminary Inquiries	100
Investigations	300
Investigative Monitoring	100
COMPLIANCE ACTIVITIES	
Board Office Compliance Program Plan Development	200
Board of Governors Regulations, Compliance	200
OIGC OPERATIONAL ACTIVITIES	
Risk Assessment and Audit Plan, 2019-2020	150
OIGC Annual Report, 2017-2018	100
Audit-related Data Collection	200
Committee and Board Meeting Preparations	320
FOLLOW-UP ACTIVITIES	
Information Resource Mangement, IT Governance and Management	70
State Univeristy System of Florida Board of Governors Foundation	50
Board Office Operational Audit	50
FAMU Athletics Cash Deficit	80
Board Office Performance-based Funding Process and Controls	100
Rule 74-1 Compliance Assessment, IT Project Management	40
Special Request Hours (Approximately 10%)	*500*
Carry Forward Hours	*540*
Total	**4,650**

Additionally, the following audit topics have been scheduled as part of the OIGC's long-term work plan.

Long-Term Work Plan - FY 2018-2019	
OIGC-related Regulations Development	200
Board Office and Board of Governors Communications	300
Legislative Program Appropriations	300
Public Private Partnership	350
Compliance Review - Articulation	200
Compliance Review - Waivers	200

The OIGC work plans are subject to change based on the results of the periodic risk assessments and requests made by the Board of Governors or the Chancellor to evaluate particular activities or programs.

Respectfully Submitted: _____ **Date:** _____
Inspector General

Approved by: _____ **Date:** _____
Chancellor

Approved by: _____ **Date:** _____
Chair, Audit and Compliance Committee

Reviewed by: _____ **Date:** _____
Chair, State University System of Florida Board of Governors

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: SUS Performance-Based Funding Audits (Fiscal Year 2018-2019)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will discuss his recommendations for the next cycle of the State University System of Florida Performance-based Funding audits and data integrity certifications. He will present audit coverage options and make a recommendation regarding the annual audit requirement for university chief audit executives to provide assurance in their university's data integrity, which is the basis upon which the Performance-based Funding model is applied.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: OIGC Quality Assurance and Improvement Plan Results

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will report on the results of the OIGC Quality Assurance and Improvement Plan.

Supporting Documentation Included: QAIP Report (Issued to File May 16, 2018)

Facilitators/Presenters: Mr. Joseph Maleszewski

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399
Phone 850.245.0466
Fax 850.245.9685
www.flbog.edu

MEMORANDUM

TO: QAIP File (2017-2018)

FROM: Joseph Maleszewski, Inspector General and Director of Compliance

DATE: May 16, 2018

RE: Quality Assurance and Improvement Plan of the OIGC

The International Professional Practices Framework, Standard 1300, requires a quality assurance and improvement plan (QAIP) that includes internal and external assessments of the internal audit office's conformance to professional audit standards.

The purpose of this memorandum is to summarize the Office of Inspector General and Director of Compliance's (OIGC) QAIP results, which serves as the internal assessment. The external assessment, conducted by the Auditor General's office during the fall of 2015 (Report No. 2016-063), was released December 17, 2015, and contained no findings.

The **Methodology** for the internal assessment used the *Quality Assessment Manual for the Internal Audit Activity* (Updated 6th Edition), published by the Institute of Internal Auditors Research Foundation. In particular, we used Tool 19: Standards Conformance Evaluation Summary to assess each standard, the key conformance criteria and the examples of evidence, sound practices, and other considerations for evaluation. This assessment also includes newly-implemented standards as provided in the 2017 edition of the International Professional Practices Framework (the Red Book).

See Appendix I for a summary of key OIGC initiatives and projects which support our assessment.

Standards Conformance Evaluation Summary
The assessment results were documented in the "Standards Conformance Evaluation Summary." Areas needing improvement are listed at the end of this memo. Some of the areas identified include aligning our charters and policies and procedures manual to each other as well as to professional standards and regulations. Additionally, we have been challenged to complete our annual work plan projects due to competing deadlines and unexpected, non-audit projects.

OIGC Newsletter
To maintain a high-level of reporting and communication to management regarding OIGC activities, we send a quarterly OIGC newsletter to Board of Governors members, the Chancellor, the State University Audit Council, and the State University System Compliance and Ethics Consortium. Included in the newsletter are descriptions of OIGC activities and projects, staffing levels, training events attended and provided, and an updated work plan for the quarter. Each newsletter is also posted to the OIGC webpage.

OIGC Value to the State University System of Florida Board of Governors
One way of gauging the value the OIGC and its activities for the Board of Governors and the State University System is to confer frequently with the Chancellor, Board of Governors members, Board of Trustees members, and university administrators such as Chief Audit Executives, Chief Compliance Officers, General Counsels, Presidents, and others. Additionally, OIGC are often called upon for guidance and advice on a variety of audit-, investigative-, and compliance-related activities by any of the constituents just listed.

QAIP Conclusion
Based upon this internal assessment and the "clean" quality assessment review by the Auditor General's office (Report No. 2016-063), I conclude that the quality assurance program related to the Office of Inspector General's internal audit activity is adequately designed and complied with to provide reasonable assurance of conformance with the Standards for the Professional Practice of Internal Auditing, as well as the Institute of Internal Auditor's Core Principles, Code of Ethics, and Definition of Internal Auditing.

Resource Needs and Opportunities for Improvement
Although not material to overall conformance to professional standards, the internal audit activity can benefit from additional staffing to meet its mission. An additional professional staff member could address audits of university non-profit support organizations and other backlogged work efforts.

Opportunities for improvements include:

- Updating OIGC policies and procedures;
- Increasing number of audits performed of Board Office operations;
- Developing a more well-formed and mature Board Office compliance function;
- Reviewing and reporting more timely on System audits and related information submitted to the OIGC; and
- Enhancing the audit risk universe for annual risk assessments.

This memorandum, in addition to the Standards Conformance Evaluation Summary, constitute the OIGC Quality Assurance Improvement Plan.

JKM:lc

Attachment: Standards Conformance Evaluation Summary

Appendix I

The OIGC strives to conform to the definition of internal auditing, the Code of Ethics, and the following Core Principles:

1. Demonstrates integrity.
2. Demonstrates competence and due professional care.
3. Is objective and free from undue influence (independent).
4. Aligns with the strategies, objectives, and risks of the organization.
5. Is appropriately positioned and adequately resourced.
6. Demonstrates quality and continuous improvement.
7. Communicates effectively.
8. Provides risk-based assurance.
9. Is insightful, proactive, and future-focused.
10. Promotes organizational improvement.

Current Audit Engagements
At the time of this assessment, we have two Board Office audits in process. One audit project is related to the management and governance of our Information Technology (IT) function. This is a high-level perspective based largely on a control self-assessment with validation and confirmation. We expect to plan and execute more granular audits of key IT functions in the future. The second audit project is in the planning/research phase and is an audit of the Board of Governors Foundation. We expect to discuss this project with both Vikki Shirley (general counsel) and Tim Jones (Vice Chancellor and CFO) before proposing a specific scope of work.

2017-2018 Highlights and Accomplishments
For the current fiscal year, the list below includes important highlights and accomplishments. Some of these items are ongoing.

- Conducting System-wide ERM practices survey; sharing information with AACC; providing information and training to universities on this topic.
- Performing follow-up on corrective actions related to previously identified issues:
  - Board Office Auditor General Operational Audit (Report No. 2017-048)
  - Board Office Teleworking (OIGC Project No. 17-009)
  - Board Office Performance-based Funding (OIGC Project No. 15-017)
  - FAMU Intercollegiate Athletics Cash Deficit (OIGC Project No. 14-001)
  - FGCU Investigative Follow-up (Case No. 2017-025)
- Working with Gene Kovacs (Chief Information Officer) and Jamia Wright-Williams (Chief Information Security Officer) on establishing a routine Computer Security Incident Response Team (CSIRT) meeting schedule and activities.

- Conducting on-going Risk Assessment and OIGC Work Plan development projects.
- Preparing agendas and materials for Board of Governors Audit and Compliance Committee meetings (which meets at least four times per year).
- Closed all investigative-related projects that carried over from last fiscal year. (There were seven of 86 total investigative-related projects).
- Handled 55 new investigative-related projects where items were generally referred to universities. We also provided extensive consultation and follow-up on some of the items.
- Updated our Complaints Index Access database to enhance functionality and support better reporting on projects.
- Conducted legislative analysis on bills as requested; monitored other bills of interest.
- Summarized System audit coverage to the AACC on August 31, 2017.
- Updated information in our Non-Profits Document Submittal System (NPDSS) to support more complete and timely reporting of independent CPA audits of various non-profits and items related to athletics and collegiate license plate programs.
- In process on preparing a detailed summary of prior athletics reviews to provide a System-level summary related to this topic.
- Provided Whistle-blower training to all 12 university Chief Audit Executives to enhance compliance with the statute and support consistent application of the statutory provisions. Provided extensive training on this topic at UNF which included a cross-disciplinary group from HR, GC, Audit, Compliance, Title IX, and other areas.
- Active participation in the Board Office Student Professional Development Program.
- Served the profession at large by providing training to a number of professional associations.
- Orientation for New Chief Compliance and Ethics Officers: Two new chief compliance and ethics officers (CCOs) were hired during the winter, 2018. The IG and Compliance and Audit Specialist provided an orientation to each of the new CCOs. FSU's and FAMU's CCOs were on-boarded in March 2018.

Charters

We updated the OIGC and AACC charter documents and received AACC and Board approval at the January 25, 2018, meeting. Revisions were needed to enhance clarity, reflect Board Regulations (4.001 – 4.004), and incorporate new professional standards. For the AACC charter, some changes addressed issues of independence and avoiding potential conflicts – for example, one such change specifies that the Board Chair should not also serve as the AACC Chair.

For the OIGC charter, we sought to better define the role of the OIGC with regard to the Board Office (as a state agency), state universities, and the System as a whole.

Investigative Procedures
In addition, we recognize the need to update OIGC procedures. Investigative procedures have been reviewed and are being revised to conform to the most recent updated Commission for Florida Law Enforcement Accreditation, Inc., standards included in the *The Florida Inspectors General Standards Manual Edition 1.0.09*, approved by the Commission in October 2014. While the OIGC does not intend to seek accreditation for the investigative function, we see value in conforming to a set of standards for our investigative work efforts.

Compliance Projects
With regard to the Director of Compliance and the compliance duties of the Compliance and Audit Specialist, the FY2017-2018 OIGC Work Plan contains three projects:

1. Board Office Compliance Program Plan Development
2. Board of Governors Regulations, Compliance
3. Implementation of Regulations 4.001 through 4.004

OIGC efforts related to compliance have focused largely on implementation of Regulation 4.003, *State University System Compliance and Ethics Programs*. We continue to monitor universities' implementation of a centralized compliance and ethics program as required by the regulation. For our monitoring tool, we created a summary table reflecting the implementation status of the 18 elements as required in 4.003. For the baseline summary in January 2017, there were 67 check marks (which represent the implementation of one of the 18 elements). For the Year 1 summary report to the AACC provided in January 2018, there were 167 check marks reflecting a 140% increase in the implementation of the 18 required elements. The next status report to the AACC will be at the June 27, 2018, meeting, and based on results of the survey sent to universities on May 7, 2018. The final report will be after the November 2018 implementation deadline.

Standards Conformance Evaluation Summary

State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	PC	DNC	
Overall Evaluation		**X**			While GC, several OIGC improvements have been initiated and many of those items have been completed.
Attribute Standards					
1000	**Purpose, Authority, and Responsibility**	**X**			The purpose, authority, and responsibility of the OIGC is included in the OIGC and AACC Charters, which were revised January 25, 2018.
1010	Recognizing Mandatory Guidance in the Internal Audit Charter	**X**			Mandatory Guidance is included in the OIGC charter as well as in the OIGC Policies and Procedures. The OIGC and AACC charters were updated to conform to the revised standards. These revisions were approved at the January 2018 AACC and Board of Governors meeting.
1100	**Independence and Objectivity**	**X**			The Inspector General and Director of Compliance has a dual reporting relationship and appropriate access to management and board members.
1110	Organizational Independence	**X**			The OIGC charter covers the reporting relationship as does Section 20.155(5), F.S. Additionally, the OIGC charter is incorporated by reference into BOG Regulation 4.001(1). Going forward, we will report out on the reporting relationship at the June AACC meeting when we present our annual OIGC work plan for approval consideration.
1111	Direct Interaction with the Board/Audit Committee	**X**			Interaction has been routine and appropriate. The Audit and Compliance Committee meets at least four times annually, and the IG produces and disseminates a quarterly newsletter of OIGC activities to all Board of Governors members.

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	PC	DNC	
1112	Chief Audit Executive Roles Beyond Internal Auditing	X			We recognize the IG's role as the Director of Compliance and that being a small office, it is not yet possible to separate the internal audit function from the compliance function (which is considered a management function). In his compliance role, the IG participates in the State University System Compliance & Ethics Consortium. Additionally, he has championed the development and implementation of effective compliance & ethics programs at each university in accordance with Board of Governors Regulation 4.003. Should conflicts arise in performing audit-related and compliance-related activities, the IG will disclose the conflict and seek appropriate remedies within our staffing and resource limitations. Additionally, the IG's role includes conducting preliminary inquiries and/or investigations under specific circumstances as described in s. 20.155, F.S. Should any conflicts arise in the performance of such activities, OIGC staff will disclose the conflict and seek appropriate remedies within our staffing and resource limitations. Last, the IG's role includes monitoring the State University System's audit-, investigative-, and compliance-related activities as governed by Chapter 4 of

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
					the Board of Governors Regulations. Should any conflicts arise in the performance of such activities, OIGC staff will disclose the conflict and seek appropriate remedies within our staffing and resource limitations.
1120	Individual Objectivity	**X**			OIGC staff each prepare annual independence statements as well as project-specific independence statements in accordance with OIGC procedures.
1130	Impairment to Independence or Objectivity	**X**			None noted on Annual Independence Statements prepared by staff. Should a possible or perceived impairment to independence or objectivity arise, staff will disclose the impairment and take appropriate safeguards depending on the nature of the (possible or perceived) impairment. Such a disclosure was made in the audit engagement for Project No. 15-017.
1200	**Proficiency and Due Professional Care**	**X**			OIGC staff use audit templates, the audit section of the policies and procedures manual, and supervision to ensure engagements are performed with proficiency and due professional care.
1210	Proficiency	**X**			Appropriate and being enhanced through professional associations, certifications, and trainings. OIGC staff regularly attend professional organization training luncheons as well as annual conferences and other training opportunities. OIGC staff generally exceed the minimum required professional development hours each year as evidenced on our individual training records.

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
					In addition to participating in training events, the IG serves as Association of Inspectors General Institute faculty, on the AIG Regulation Review Committee, as Past President of the Tallahassee Chapter of the IIA, as Treasurer of the Florida Chapter of the AIG, and assists as a presenter for other professional organizations.
1220	Due Professional Care	**X**			OIGC staff are committed to a high-level of due professional care as evidenced by on-going review and revision of charters, policies and procedures, training, and templates as well as obtaining and documenting supervisory review on all projects/engagements.
1230	Continuing Professional Development	**X**			OIGC staff regularly attend training luncheons and record each one in a CPE log per staff member. Additionally, each staff member develops annually and has IG approval of an individual training plan.
1300	**Quality Assurance and Improvement Program**	**X**			The OIGC conducts an annual QAIP of its internal audit activities.
1310	Requirements of the Quality Assurance and Improvements Program	**X**			This assessment is the internal assessment in action. The Auditor General's office periodically performs an external assessment. The last AG assessment was conducted during the fall 2015. Report No. 2016-063 was released December 2015 and contained no findings.
1311	Internal Assessments	**X**			This assessment is an essential part of the OIGC internal assessment required by this standard.
1312	External Assessments	**X**			See 1310 above

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
1320	Reporting on the Quality Assurance and Improvement Program	**X**			Results of this self-assessment will be described in the July 2018 OIGC newsletter and will be included in the IG's report to the Audit and Compliance Committee at the June 2018 meeting wherein the IG will also describe the risk assessment progress and annual work plan. Additionally, the IG routinely discusses OIGC staffing, resources, limitations, and needs with the Chancellor and AACC Chair.
1321	Use of *"Conforms with the International Standards for the Professional Practice of Internal Auditing"*	**X**			The conformance statement will be used with the two OIGC audits currently in progress as of May 8, 2018.
1322	Disclosure of Nonconformance	**X**			Disclosure of nonconformance will be made as appropriate; it has not been appropriate to date.
Performance Standards					
2000	**Managing the Internal Audit Activity**	**X**			The OIGC ensures effective management of the internal audit function for maximum value added via the means below.
2010	Planning	**X**			The OIGC has a current audit plan and has performed a risk assessment for purposes of establishing a FY2018-2019 audit plan. We have conducted a risk assessment each fiscal year, resulting in an annual work plan.
2020	Communication and Approval	**X**			The IG presents the results of the annual risk assessment to the Chancellor and Audit and Compliance Committee members at the June Board of Governors meeting every year. Additionally, he describes the projects listed on the

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	PC	DNC	
					annual work plan, which is approved every year by the Chancellor, Audit and Compliance Committee Chair, and the Board of Governors Chair each June.
2030	Resource Management	X			Staffing is inadequate and is being addressed through a part-time OPS Student Assistant and discussions with the Chancellor and AACC Chair for an additional professional staff member. The additional staff member will address audits of university non-profit support organizations and other backlogged OIGC work efforts.
2040	Policies and Procedures	X			Written policies and procedures exist for all areas of the OIGC's responsibilities (audits, investigations, and compliance [which are incorporated as either Administrative or OIGC procedures]). Procedures are developed, reviewed, and/or updated on an on-going basis.
2050	Coordination and Reliance	X			Coordination with Auditor General staff and internal auditors at each state university have been routine. In addition to meeting bi-annually with university CAEs in person, the IG also meets quarterly by conference call and once a year in-person with university Chief Compliance Officers. Additionally, the IG coordinates corrective actions with SUS institutions with Federal awards findings as well as those with "three-peat" findings in accordance with BOG

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
					Regulation 4.004 and the Joint Legislative Auditing Committee (JLAC).
2060	Reporting to Senior Management and the Board	**X**			See 1320 above and 2110 below
2070	External Service Provider and Organizational Responsibility for Internal Auditing	—	—	—	The OIGC does not use an external service provider for the Internal Audit activity; this standard, therefore, does not apply to the OIGC.
2100	**Nature of Work**	**X**			The nature of the OIGC's work and operations is described via each of the standards below.
2110	Governance	**X**			The Board of Governors requires university CAEs to conduct annual audits of Performance-based Funding Data Integrity. Audit results are provided to boards of trustees who are then required to certify data integrity. Audit reports and corresponding certifications are submitted to the Board Office via the IG. Results are summarized annually and presented to the Board of Governors at their March meeting. The OIGC has undertaken a process to survey universities on Enterprise Risk Management processes. The results of this survey were reported to the AACC at their March 2018 meeting. One OIGC project related to Board Office IT includes both governance and management of the IT functions.

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	PC	DNC	
					We continue to follow up on prior audits recommending supervisory training for Board Office supervisors.
2120	Risk Management	X			The OIGC conducts an annual risk assessment and shares the results, along with the resulting work/audit plan, with the Board Office management team. Also, the IG discusses priorities, risks, and controls during periodic direct reports meetings hosted by the Chancellor and attended by executive and other senior staff.
2130	Control	X			See 2120 above. Also, OIGC annual work plan projects assess Board Office controls and will speak to strategic objectives. OIGC work is coordinated, in accordance with 20.055, F.S., to minimize duplication with audit work performed by the Auditor General on a triennial basis.
2200	**Engagement Planning**	X			Policies and procedures recognize the need to address engagement planning considerations. Audits conducted incorporate this into OIGC practice. Audit templates exist to help ensure consistency and conformance.
2201	Planning Considerations	X			See 2200 above
2210	Engagement Objectives	X			See 2200 above
2220	Engagement Scope	X			See 2200 above
2230	Engagement Resource Allocation	X			See 2200 above
2240	Engagement Work Program	X			See 2200 above
2300	**Performing the Engagement**	X			Policies and procedures recognize the need to address performing the engagement considerations. Audits

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
					incorporate this into OIGC practice. Audit templates help ensure consistency and conformance.
2310	Identifying Information	**X**			See 2300 above
2320	Analysis and Evaluation	**X**			See 2300 above
2330	Documenting Information	**X**			See 2300 above
2340	Engagement Supervision	**X**			See 2300 above
2400	**Communicating Results**	**X**			Policies and procedures recognize the need to address communicating results considerations. Audits incorporate this into OIGC practice. Audit templates exist to help ensure consistency and conformance.
2410	Criteria for Communicating	**X**			See 2400 above
2420	Quality of Communications	**X**			See 2400 above
2421	Errors and Omissions	**X**			See 2400 above
2430	Use of "Conducted in conformance with the International Standards for the Professional Practice of Internal Auditing"	**X**			See 1321 and 2400 above
2431	Engagement Disclosure of Nonconformance	**X**			See 1322 and 2400 above
2440	Disseminating Results	**X**			See 2400 above
2450	Overall Opinions	**X**			The OIGC will take into consideration strategies, objectives, Board Office risk, and stakeholder expectations when forming and communicating overall opinions. Given the results of the most recent Auditor General Operational Audit (which had no adverse Board Office findings) and OIGC ongoing audit work, we expect to

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

		"X" Evaluator's Decision			NOTES
		GC	**PC**	**DNC**	
					form and communicate a positive overall opinion regarding governance, controls and risk management.
2500	**Monitoring Progress**	**X**			As audit engagements are conducted, we monitor for completion of corrective actions. We have statutory responsibility to follow up on the completion of corrective actions resulting from Auditor General audits and have done so. We summarize all university audit findings (including results of internal audits, Auditor General audits, and Federal Awards audits) and report that information to the Audit and Compliance Committee annually to keep the Board of Governors informed of the status of corrective actions taken at each system university, as well as the acceptance of risk by university boards of trustees. Additionally, Board of Governors Regulation 4.004 requires the IG to address "three-peat" audit findings for universities. The IG reports these findings, and any related corrective actions, to Board of Governors members via email, as well as at their meetings.
2600	**Communicating the Acceptance of Risks**	**X**			See 2500 above
Core Principles		**X**			The OIGC is knowledgeable of and adheres to the *International Professional Practices Framework* (IPPF) core principles, which are: 1. Demonstrates integrity. 2. Demonstrates competence and due professional care.

Standards Conformance Evaluation Summary
State University System of Florida Board of Governors
Office of Inspector General and Director of Compliance
May 16, 2018

	"X" Evaluator's Decision			NOTES
	GC	PC	DNC	
				3. Is objective and free from undue influence (independent). 4. Aligns with the strategies, objectives, and risks of the organization. 5. Is appropriately positioned and adequately resourced (except as noted in 2030). 6. Demonstrates quality and continuous improvement. 7. Communicates effectively. 8. Provides risk-based assurance. 9. Is insightful, proactive, and future-focused. 10. Promotes organizational improvement.
IIA Code of Ethics	**X**			We are committed to the principles of integrity, objectivity, confidentiality and competency. Our commitment is demonstrated by conformance to the standards summarized above and to our ongoing professional staff development and certification efforts.
Definition of Internal Auditing	**X**			See 1010 above

GC – "Generally Conform" is the top rating and means that an internal audit activity has a charter, policies, and processes that are judged to be in conformance with the Standards.

PC – "Partially Conforms" means deficiencies in practice are noted that are judged to deviate from the Standards, but these deficiencies did not preclude the internal audit activity from performing its responsibilities in an acceptable manner.

DNC – "Does Not Conform" means deficiencies in practice are judged to be so significant as to seriously impair or preclude the internal audit activity from performing adequately in all or in significant areas of its responsibilities.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 27, 2018

SUBJECT: OIGC Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will provide a brief update on his office's recent and upcoming activities.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 27, 2018
2:30 p.m. – 3:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Cerio, Lautenbach, Salerno, Valverde, White

1.	**Call to Order and Opening Remarks**	**Governor Syd Kitson**
2.	**Minutes of Committee Meeting** Minutes, March 28, 2018	**Governor Kitson**
3.	**Performance-Based Funding Allocation**	**Mr. Jones**
4.	**2019-2020 Legislative Budget Request Guidelines**	**Mr. Jones**
5.	**Concluding Remarks and Adjournment**	**Governor Kitson**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 27, 2018

SUBJECT: Minutes of Committee Meetings held March 28, 2018

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on March 28, 2018.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on March 28, 2018, at the University of North Florida.

Supporting Documentation Included: Minutes: March 28, 2018

Facilitators/Presenters: Governor Syd Kitson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FLORIDA
MARCH 28, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

Mr. Syd Kitson, Chair, convened the meeting of the Budget and Finance Committee at 3:57 p.m. Members present for roll call were Tim Cerio, Ned Lautenbach, Kishane Patel, and Fernando Valverde. Other Board members present included Darlene Jordan, Alan Levine, Wendy Link, Edward A. Morton, Jay Patel, Norman Tripp, Gary Tyson, and Zach Zachariah.

1. Call to Order

Mr. Kitson called the meeting to order.

2. Minutes of Committee Meeting

Mr. Lautenbach moved that the Committee approve minutes from the November 9, 2017, meeting. Mr. Valverde seconded the motion, and members of the Committee concurred.

3. **Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2018-2019 Operating Budgets**

Mr. Kitson asked Mr. Tim Jones to present this item.

Mr. Jones stated that Section 1010.60, Florida Statutes, authorizes the issuance of bonds to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety days preceding the beginning of the fiscal year. Staff has reviewed the income and expenditure statements for the seven universities identified in the packet and there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2018-2019.

Mr. Lautenbach moved that the Committee approve the auxiliary operating budgets as submitted. Mr. Cerio seconded the motion, and members of the Committee concurred.

4. Board of Governors Regulations

Mr. Kitson noted that there are three regulations to review - two are being amended and one repealed. Each regulation will be considered separately and, if approved, will be publicly noticed for 30 days with final approval taking place at the next Board meeting. Mr. Kitson asked Mr. Jones to review the regulations.

Mr. Jones stated that Regulation 3.007, State University System (SUS) Management Information System, has not been updated since it was created in 2007. It is being amended to update Board office references, it's going from more technical procedures to focusing on institutional data administrator roles, includes language from Regulation 3.0076 which is being recommended for repeal, expands the language to reference multiple data systems rather than certain databases, and authorizes the office to require universities to resubmit data that contain errors.

Mr. Valverde moved that the Committee approve Regulation 3.007 for public notice. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

Moving to Regulation 3.0075, Security of Data and Related Information Technology, Mr. Jones noted the regulation has not been updated since it was created in 2007. It is being amended to update Board office references and requires security plans to be based on best practices from national industry standards.

Mr. Valverde moved that the Committee approve Regulation 3.0075 for public notice. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

Mr. Jones introduced Regulation 3.0076, State University System (SUS) Data Requests, for repeal since the contents are being included in Regulation 3.007.

Mr. Valverde moved that the Committee approve Regulation 3.0076 for public notice. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

5. Legislative Budget Update

Mr. Kitson thanked our elected leaders for their support of higher education and the importance of our students getting an education and obtaining a job. This year, they invested an additional $139 million (a 2.8% increase) in the State University System.

They have continued support for the performance-based funding model by appropriating $560 million, with $20 million allocated for the preeminent and emerging preeminent universities, $30 million for World Class Faculty and Graduate/Professional Programs, and many other important initiatives.

One of the other Board priorities was the second-year funding of $3.6 million for New College.

Mr. Kitson asked Mr. Jones to provide us an overview of the budget approved by the Legislature and Governor.

Mr. Jones provided a PowerPoint outlining the highlights of the budget.

6. **Performance-Based Funding**

Mr. Kitson noted that $560 million has been allocated for performance-based funding. Before the Board can allocate these funds at the June Board meeting, two changes have to be made to the metrics.

Senate Bill 4, which was signed by the Governor, has two changes to the performance-based funding model that go into effect immediately.

Mr. Jones reviewed the change to Metric 4. Senate Bill 4 requires the use of four-year graduation rates. Mr. Jones provided benchmarks tied to the Board's Strategic Plan goal of 50 percent.

Points	10	9	8	7	6	5	4	3	2	1
Benchmark	50%	48.8%	47.5%	46.3%	45%	43.8%	42.5%	41.3%	40%	38.8%

Mr. Lautenbach moved that the Committee approve the benchmarks tied to the Board's Strategic Plan goal. Mr. Valverde seconded the motion, and members of the Committee concurred.

Mr. Jones reviewed the new language to Metric 7, University Access Rate, which requires differentiated rates reflecting varying access rates among the universities. Mr. Jones reminded the Committee that the original intent of this benchmark was to recognize that each university was at least 30 percent on Pell Grant enrollments and should work to maintain that percentage. The benchmarks were established so that if a university dropped below 30 percent, they would lose points.

Staff, reviewing work performed on affordability, looked at Florida's population with family incomes less than $40,000 for ages 18-24. The one year data indicated that 39 percent of families fall within this category. In reviewing the last several years, it appeared this was an anomaly as the prior years were 42 percent or higher. Thus, staff recommended a three-year average of 42 percent to smooth out the data. Seventy-six percent of the SUS fall 2016 Pell students match this criteria.

Points	10	9	8	7	6	5	4	3	2	1
Current Benchmark	30%	28.8%	27.5%	26.3%	25%	23.8%	22.5%	21.3%	20%	18.8%
Proposed Benchmark	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%

By adopting a policy tied to the State average, this would continue encouraging universities to not decline and/or improve in this metric.

Mr. Lautenbach moved that the Committee approve the benchmarks tied to the State's 18-24 year old population using a three-year average of family incomes less than $40,000. Mr. Valverde seconded the motion, and members of the Committee concurred.

7. 2019-2020 Legislative Budget Request Guidelines

Mr. Kitson stated that the last agenda item is a review of the draft 2019-2020 legislative budget request guidelines for the operating budget. The Facilities Committee will take up the facilities section of the guidelines later today. Included in the material is a draft. The final guidelines will be adopted in June, so if the Committee has any suggestions please let staff know.

8. Concluding Remarks and Adjournment

Mr. Kitson reported on a meeting he held with the university CFOs earlier today. They discussed several financial issues important to the system and he looks forward to working with them.

Having no further business, the meeting was adjourned at 4:18 p.m.

_____
Tim Jones, Vice Chancellor
Finance and Administration

_____
Syd Kitson, Chair

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 27, 2018

SUBJECT: Performance-Based Funding Allocation

PROPOSED COMMITTEE ACTION

The Committee will consider the allocation of performance funds for the 2018-2019 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001 Performance-Based Funding

BACKGROUND INFORMATION

The 2018 General Appropriations Act includes $560 million for Performance-Based Incentives. This includes $265 million in state investments, plus $295 million in institutional investments to be distributed pursuant to the Board's performance-based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Plan.

Supporting Documentation Included: To Be Provided

Facilitators/Presenters: Mr. Tim Jones

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 27, 2018

SUBJECT: 2019-2020 Legislative Budget Request (LBR) Guidelines

PROPOSED COMMITTEE ACTION

Consider approval of the 2019-2020 LBR Guidelines

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

I. **Operating LBR -** This is the primary change:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.

II. **Fixed Capital Outlay LBR –** These are the primary changes:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.
   b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: 2019-2020 LBR Guidelines

Facilitators/Presenters: Mr. Tim Jones

State University System of Florida
Board of Governors
~~2018-19~~2019-20 Legislative Budget Request Development Policy Guidelines
DRAFT ~~As Revised June 22, 2017~~

Pursuant to Section 7, Article 9, of the Florida Constitution, the Board "…shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, s~~S~~ection 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The ~~2018-2019~~2019-202019 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability and transparency. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These s~~S~~ystem goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:

   a. Plant operations and maintenance for new and existing buildings –
      i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during ~~2017-2018~~2018-2019;

ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in ~~2018-2019~~2019-202~~019~~.

b. Annual Fire Safety Inspection Fees –

i. Funds will be requested to cover the annual costs of the State Fire Marshal inspection of university facilities.

2. Performance-Based Funding – Funding will be requested based on the Board's performance-based funding model.

3. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.

4. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies, or strategic plans and endorsed by the Board.

5. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.

The following represents the timeline for submission of the SUS ~~2018-2019~~2019-202~~019~~ LBR for operations:

- March 30: Board reviews draft ~~approves the~~ LBR Policy Guidelines
- April: Chancellor provides guidance to the universities on the development of system and university LBR issues
- June 28 Board approves the LBR Policy Guidelines
- July 28: System issues are submitted by the appropriate SUS council
- ~~August 31~~Sept 13: Board approves the operating LBR
- Oct. ~~Sept.~~ 15.: Operating LBR is submitted to the Governor and Legislature
- Oct. 1~~63~~: Budget and Finance Committee Workshop to discuss potential changes to the performance-based funding model
- Nov. ~~89~~: Board evaluates amendments to the LBR

- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

Fixed Capital Outlay Funds:

For PECO projects, the ~~The~~ university's approved Five Year Capital Improvement Plan (CIP) should be ~~will be~~ prioritized ~~, in the first year,~~ as indicated below. Please note that PECO funding to meet critical maintenance needs should be ~~has been~~ assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines~~,~~ and explaining why a priority exception is in the best interest of the university, should be included in the cover letter submitted with the CIP package. ~~This will assist~~ Board staff will make use of the CIP in the comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey~~-~~-recommended PECO projects in the following priority order[1]:

1. Maintenance ~~Projects~~ and Utility Infrastructure
   a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statute~~s~~, and should not be included by the university on the CIP – this funding will be requested as a System issue by the Board of Governors as usual. ~~.~~
   b. Universities should include the amount needed for general Utility Infrastructure needs as the highest priority project.

2. Projects Previously Funded by the Legislature ~~System and Continuation Projects~~
   ~~a.~~ Projects previously funded by the legislature should be listed next on the CIP. If a university has more than one such project, priority should be

[1] ~~Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.~~

given to those projects which can be most rapidly brought to completion. ~~in the amount and in the year as last included on the Board adopted three year list. A university with remaining project funding need from the Board's adopted 2017-2018 request (i.e. List A, Year One) will be requested by the Board from the reversion of 2017-2018 B list projects. If the university has no remaining A list projects, the Board will request funding to complete the highest priority B list project from the reversion of lower priority B list projects; or those projects not having any Board recommendation, with the following exceptions:~~

~~i. The university Board of Trustees may indicate that the Project has no remaining need for state funding; and that the Project scope has not been modified.~~

~~ii. Funds will not be reverted from fully funded projects.~~

~~a.~~

~~b. Projects funded by the Legislature, but not on the Board adopted three year list.~~

~~c.~~b. ~~Projects that require additional funding to complete.~~

3. Renovation Projects
   a. Projects that address urgent Utility Infrastructure problems. ~~Utilities/infrastructure/capital renewal/roofs needs.~~
   b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, and replacement of existing facilities which have a survey recommendation. (Major named projects.)

4. Strategic Projects
   a. Land or building acquisition in accordance with university board of trustees adopted master plans.
   b. New facilities, as needed to meet instructional and support space needs.

Non-PECO Components of the University LBR

Capital Improvement Fee Trust Fund Projects, Bonded Projects, P3-s, etc. should be included on the CIP-2 following the standard instructions provided by the Chancellor's Office. It is anticipated that the Board will request the requisite approvals from the Legislature following past practice, and as needed to comply with the requirements of Sections 1010.62, 1013.74, and 1013.78 Florida Statutes.

~~5. Legislative Authorizations~~

~~a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.~~

The following represents the timeline for submission of the SUS 2019-2020~~2017-2018~~ Fixed Capital Outlay LBR:

- March 28~~30~~: Facilities Committee will discuss the ~~Board approves the~~ LBR Policy Guidelines
- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 28: Board approved LBR Policy Guidelines
- May – July: Board of Trustees approve CIPs
- Aug. 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- ~~Aug. 31: Board approves the fixed capital outlay LBR~~
- ~~Sept. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature~~
- ~~Oct. 3: Facilities Committee Workshop. The Committee will meet with university staff to review projects~~
- ~~Nov. 9: Board evaluates amendments to the LBR~~
- ~~Dec.: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations~~
- Sept 13: Board approves the fixed capital outlay -LBR
- Oct. 15.: FCO LBR is submitted to the Governor and Legislature
- Oct. 16: Facilities Committee Workshop to discuss projects
- Nov. 8: Board evaluates amendments to the LBR
- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 27, 2018
3:15 p.m. to 4:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Members: Jordan, Kitson, Lautenbach, Morton, Patel, Tyson

1.	**Call to Order and Opening Remarks**	**Governor H. Wayne Huizenga, Jr.**
2.	**Minutes of Committee Meeting** Minutes, March 28, 2018	**Governor Huizenga**
3.	**FGCU Educational Plant Survey Validation**	**Mr. Chris Kinsley** *Assistant Vice Chancellor for Finance & Facilities*
4.	**2019-2020 Legislative Budget Request Guidelines**	**Mr. Kinsley**
5.	**2018-2019 Capital Improvement Fee Trust Fund Allocation**	**Mr. Kinsley**
6.	**Debt - University of Florida Athletic Association**	**Mr. Kinsley**
7.	**Fall Housing Occupancy Levels Report**	**Mr. Kinsley**
8.	**Florida A&M University Housing**	**FAMU Representative**
9.	**Concluding Remarks and Adjournment**	**Governor Huizenga**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: Minutes of Meeting held March 28, 2018

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on March 28, 2018

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the Facilities Committee meeting held on March 28, 2018, at the University of North Florida.

Supporting Documentation Included: Minutes: March 28, 2018

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FLORIDA
MARCH 28, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

Governor Fernando Valverde, Vice Chair, convened the meeting of the Board of Governors Facilities Committee meeting at 4:18 p.m., March 28, 2018. The following members were present: Darlene Jordan, Sydney Kitson, Alan Levine, Wendy Link, Edward Morton, Jay Patel, and Gary Tyson. Other members present included: Tom Kuntz, Ned Lautenbach, Kishane Patel, Norman Tripp, and Tim Cerio.

1. Call to Order
Vice Chair Valverde called the meeting to order.

2. Minutes of Committee Meetings: Governor Huizenga
Governor Jordan moved that the Committee approve the minutes of the Facilities Committee meeting held November 9, 2017, at the University of Central Florida. Governor J. Patel seconded the motion, and it passed unanimously.

3. Approval of Florida State University Educational Plant Survey Validation:
Vice Chair Valverde called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the findings for the educational plant survey conducted at Florida State University (FSU). He noted that there has been a modest rate of growth for the University. He additionally noted that the recommendations for this year, based on formula needs, are 225,000 sq. feet which allow FSU to continue to grow at a modest rate.

Mr. Kinsley opened the floor for questions, there being none, Vice Chair Valverde called for a motion to approve the Florida State University Educational Plant Survey. Governor Kitson moved to approve, Governor Jordan seconded, and the motion passed with approval by all members.

4. UNF Refinancing Report
Vice Chair Valverde called on Mr. Chris Kinsley to discuss the current framework for bond refinancing. He discussed a trend of possible increasing interest rates for bond financing. He noted the treasury build yield is down to 2.75% which indicates a flat rate,

but could increase in the future. Due to this possible trend, Mr. Kinsley explained the interest rate change made by University of North Florida to change their variable interest rate to a fixed interest rate.

5. 2017 Completed Projects Report

Chair Huizenga asked Mr. Kinsley to present and discuss the completed projects report for 2017, which are projects over $2 million. Mr. Kinsley noted overall trends in completed projects including a decrease in the number of projects completed. Mr. Kinsley presented all major renovations and remodeling projects, new academic projects, P3, debt, and other projects.

The question was asked as to whether the W.T. Hogarth, a ship built and presented as part of the completed projects, was a newly built ship or refurbished, to which Mr. Kinsley responded, stating that the ship was a newly commissioned and built vessel where the state provided half of the funds for the ship and the other half was provided by the universities.

6. Legislative Budget Request Update and Draft LBR Guidelines Discussion

Governor Valverde asked Mr. Kinsley to discuss the results of the legislative budget request. Mr. Kinsley noted that of the budget request of $228 million proposed by the board, $122 million was received by the Legislature. Additionally, only five universities received project funding and seven universities did not. The Governor did not veto any of the PECO projects.

Governor Valverde opened the floor for questions, there being none, Mr. Kinsley moved forward in discussing the LBR guidelines briefing.

Mr. Kinsley noted proposing changes to clarify guideline instructions and adopting changes to match with the start of legislative session next year, beginning in March.

7. Concluding Remark and Adjournment

There being no further business, Vice Chair Valverde adjourned the meeting at 4:43 p.m., March 28, 2018.

Chris Kinsley, Assistant Vice Chancellor
Facilities

H. Wayne Huizenga, Jr., Chair

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: Florida Gulf Coast University Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed Florida Gulf Coast University Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of Florida Gulf Coast University (FGCU), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of Section 1013.31, Florida Statutes, were satisfied. In addition to FGCU and Board staff, the team included staff from Florida Atlantic University and New College of Florida. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the FGCU Board of Trustees on April 10, 2018, and the agenda item is included.

The EPS covers the period July 1, 2018, through June 30, 2023, and is FGCU's first EPS completed using the Dynamic Capital Planning (DCP) model.

Table 1. Analysis of Space Needs and Enrollment

FGCU EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2013 Actual	11,706	581,688	812,857	2013 EPS Recommendation
2018 Estimated	12,782	587,111	5,423	Actual Net Space Added
2023 Projected	13,301	TBD	546,393	Current EPS Recommendation

The analysis in Table 1 above demonstrates that FGCU has shown the most space needed than any other university surveyed under the new dynamic capital planning model by an overall 48% unmet space need.

Summary of Survey Team Recommendations (Main Campus, unless noted):

New Construction:
3.1 Health Sciences Building (Clinical & Translational Health Research Institute)—77,100 Net Square Feet (NSF)

Continuing Survey Recommendations: This project was included in the 2013 EPS and has been partially funded through legislative appropriations. This is a recommendation for completing funding of this project.

6.1 School of Water Resources and Integrated Sciences Building—77,670 NSF

The complete Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Trustees Agenda Item and Key EPS Data

Facilitators/Presenters: Mr. Chris Kinsley

FLORIDA GULF COAST UNIVERSITY

OFFICE OF THE PRESIDENT

SURVEY RECOMMENDATIONS

December 14, 2017

Marshall M. Criser III, Chancellor
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Chancellor Criser:

The Needs Assessment portion of Florida Gulf Coast University Educational Plant Survey was conducted on November 29-30, 2017. This letter reports the University's understanding of the recommendations of the Survey Team as follows:

1. **Site Improvements Recommendations:**

   1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan.

   1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

   1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

   The following specific project is recommended:

   1.3a Central Energy Plant Expansion – Phase 3

2. **Remodeling/Renovation Recommendations:**

   2.1 No Remodeling/renovation projects were requested. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

   2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

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3. **New Construction Recommendations:**

   New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

   3.1 Health Sciences Building (Clinical & Translational Health Research Institute)
   77,100 NSF (3,500 study, 48,600 Research Lab, 10,000 Office, 9,000 Auditorium/Exhibition, 6,000 Instructional Media)

4. **Projects Based on Exception Procedure:**

   No projects were presented.

5. **Demolition Recommendations:**

   Pursuant to Board of Governors' Regulation 9.004, Razing of Buildings, demolition projects beneath the $1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

6. **Continuing Survey Recommendations:**

   These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for these projects.

   6.1 Integrated Watershed and Coastal Studies Building
   77,670 NSF (15,600 classroom, 10,000 teaching lab, 2,500 study, 39,070 research lab, 6,000 office, 4,500 Instructional Media)

7. **Special Purpose Center Recommendations:**

   7.1 N/A

8. **Standard University-wide Recommendations:**

   SR1. Projects for safety corrections are recommended.

   SR2. Projects for corrections or modifications necessary to comply with the Americans Disabilities Act are recommended.

   SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

9. Notes:

9.1 University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

9.2 The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

9.3 The Survey Team's new construction recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

a. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
b. Reduce square footage in space use categories exceeding 100%
c. Delete a project or the space in a use category that exceeds 100%
d. Substitute with other proposed space categories within the same project.
e. Shift requested project priorities to stay below 100% threshold.
f. Provide a university strategy to support temporary overages.

9.4 Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

Sincerely,

M Ikenart in
President
Florida Gulf Coast University

Cc: Steve L. Magiera, CPA, MS
Vice President
Administrative Services & Finance

Thomas Mayo, Director
Facilities Planning

Kenneth Ogletree, Senior Architect
State University System of Florida
Board of Governors

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: 2019-2020 Legislative Budget Request (LBR) Guidelines

PROPOSED COMMITTEE ACTION

Consider approval of the 2019-2020 LBR Guidelines

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

I. **Operating LBR -** This is the primary change:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.

II. **Fixed Capital Outlay LBR –** These are the primary changes:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.
   b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: 2019-2020 LBR Guidelines

Facilitators/Presenters: Mr. Chris Kinsley

State University System of Florida
Board of Governors
~~2018-19~~2019-20 Legislative Budget Request Development Policy Guidelines
DRAFT ~~As Revised June 22, 2017~~

Pursuant to Section 7, Article 9, of the Florida Constitution, the Board "…shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, s~~S~~ection 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The ~~2018-2019~~2019-2020~~19~~ LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability and transparency. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These s~~S~~ystem goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:

   a. Plant operations and maintenance for new and existing buildings –
      i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during ~~2017-2018~~2018-2019;

ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in ~~2018-2019~~2019-202~~019~~.

b. Annual Fire Safety Inspection Fees –

i. Funds will be requested to cover the annual costs of the State Fire Marshal inspection of university facilities.

2. Performance-Based Funding – Funding will be requested based on the Board's performance-based funding model.

3. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.

4. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies, or strategic plans and endorsed by the Board.

5. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.

The following represents the timeline for submission of the SUS ~~2018-2019~~2019-202~~019~~ LBR for operations:

- March 30: Board reviews draft ~~approves the~~ LBR Policy Guidelines
- April: Chancellor provides guidance to the universities on the development of system and university LBR issues
- June 28 Board approves the LBR Policy Guidelines
- July 28: System issues are submitted by the appropriate SUS council
- ~~August 31~~Sept 13: Board approves the operating LBR
- Oct. ~~Sept.~~ 15.: Operating LBR is submitted to the Governor and Legislature
- Oct. 1~~63~~: Budget and Finance Committee Workshop to discuss potential changes to the performance-based funding model
- Nov. ~~89~~: Board evaluates amendments to the LBR

- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

Fixed Capital Outlay Funds:

For PECO projects, the ~~The~~ university's approved Five Year Capital Improvement Plan (CIP) should be ~~will be~~ prioritized ~~, in the first year,~~ as indicated below. Please note that PECO funding to meet critical maintenance needs should be ~~has been~~ assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines~~,~~ and explaining why a priority exception is in the best interest of the university, should be included in the cover letter submitted with the CIP package. ~~This will assist~~ Board staff will make use of the CIP in the comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey~~-~~-recommended PECO projects in the following priority order[1]:

1. Maintenance ~~Projects~~ and Utility Infrastructure
   a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statute~~s~~, and should not be included by the university on the CIP – this funding will be requested as a System issue by the Board of Governors as usual. ~~.~~
   b. Universities should include the amount needed for general Utility Infrastructure needs as the highest priority project.

2. Projects Previously Funded by the Legislature ~~System and Continuation Projects~~
   ~~a.~~ Projects previously funded by the legislature should be listed next on the CIP. If a university has more than one such project, priority should be

[1] ~~Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.~~

given to those projects which can be most rapidly brought to completion. ~~in the amount and in the year as last included on the Board adopted three year list. A university with remaining project funding need from the Board's adopted 2017-2018 request (i.e. List A, Year One) will be requested by the Board from the reversion of 2017-2018 B list projects. If the university has no remaining A list projects, the Board will request funding to complete the highest priority B list project from the reversion of lower priority B list projects; or those projects not having any Board recommendation, with the following exceptions:~~

~~i. The university Board of Trustees may indicate that the Project has no remaining need for state funding; and that the Project scope has not been modified.~~

~~ii. Funds will not be reverted from fully funded projects.~~

~~a.~~

~~b. Projects funded by the Legislature, but not on the Board adopted three year list.~~

~~c.~~b. ~~Projects that require additional funding to complete.~~

3. Renovation Projects
   a. Projects that address urgent Utility Infrastructure problems. ~~Utilities/infrastructure/capital renewal/roofs needs.~~
   b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, and replacement of existing facilities which have a survey recommendation. (Major named projects.)

4. Strategic Projects
   a. Land or building acquisition in accordance with university board of trustees adopted master plans.
   b. New facilities, as needed to meet instructional and support space needs.

Non-PECO Components of the University LBR

Capital Improvement Fee Trust Fund Projects, Bonded Projects, P3-s, etc. should be included on the CIP-2 following the standard instructions provided by the Chancellor's Office. It is anticipated that the Board will request the requisite approvals from the Legislature following past practice, and as needed to comply with the requirements of Sections 1010.62, 1013.74, and 1013.78 Florida Statutes.

~~5. Legislative Authorizations~~

~~a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.~~

The following represents the timeline for submission of the SUS 2019-2020~~2017-2018~~ Fixed Capital Outlay LBR:

- March 28~~30~~: Facilities Committee will discuss the ~~Board approves the~~ LBR Policy Guidelines
- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 28: Board approved LBR Policy Guidelines
- May – July: Board of Trustees approve CIPs
- Aug. 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- ~~Aug. 31: Board approves the fixed capital outlay LBR~~
- ~~Sept. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature~~
- ~~Oct. 3: Facilities Committee Workshop. The Committee will meet with university staff to review projects~~
- ~~Nov. 9: Board evaluates amendments to the LBR~~
- ~~Dec.: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations~~
- Sept 13: Board approves the fixed capital outlay -LBR
- Oct. 15.: FCO LBR is submitted to the Governor and Legislature
- Oct. 16: Facilities Committee Workshop to discuss projects
- Nov. 8: Board evaluates amendments to the LBR
- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: 2018-2019 Capital Improvement Fee Trust Fund Allocation

PROPOSED COMMITTEE ACTION

Approve the 2018-2019 university CITF project allocations

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2018 General Appropriations Act included funding of $40,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

> *Funds in Specific Appropriation 20 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 9, 2017. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2019-2020 LBR cycle.

Supporting Documentation Included: 2018-2019 Capital Improvement Fee Project List

Facilitators/Presenters: Mr. Chris Kinsley

ATTACHMENT I

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2018/2019 CAPITAL IMPROVEMENT FEE PROJECT LIST

Univ	CITF Project Selection	GAA Pro rata Amount
UF	Rebuild of Institute of Black Culture (IBC) and Rebuild of Institute of Hispanic Culture (La Casita)	2,195,210
	J. Wayne Reitz Union Career Resource Center (CRC)	1,000,000
	Flavet Field Fencing	
	Expansion of the Hitchcock Field and Fork Pantry	635,000
	Expansion and renovation of the Cypress Lodge at Lake Wauburg South	
	Construct new pavilion at Lake Wauburg North	100,000
	J. Wayne Reitz Union Grand Ballroom upgrades	1,750,000
	J. Wayne Reitz Union South Terrace Upgrades	850,000
	Maguire Storage Building	
	Lighting Upgrade for the Multipurpose University Village South Recreation Field	
		$6,530,210
UFO	UF Online Improvements	340,613
		$340,613
FSU	Student Union Replacement	3,692,255
		$3,692,255
FAMU	Student Union Building	1,201,374
		$1,201,374
USF	USF Tampa - Wellness Center Complex Phase I	4,391,382
	USF Tampa - Health Student Union Annex - Phase V	778,243
	USF SP Coquina Hall Student Space Modification	588,648
	USF SM - Co-curricular & Wellness Support Facilities Phase V	260,618
		$6,018,891
FAU	Breezeway Expansion Phase I (cont.) - Northern Connection to Schmidt Complex	3,548,979
		$3,548,979
UWF	Student Union Renovation (Planning)	1,126,372
		$1,126,372
UCF	John C. Hitt Library Renovation - Phase II	7,701,673
		$7,701,673
FIU	Graham University Center Expansion - MMC	5,906,644
		$5,906,644
UNF	Student Assembly Center	1,906,841
		$1,906,841
FGCU	Student Academic Health & Life Fitness Center - Phase I	1,768,773
		$1,768,773
FPU	Recreation Building	125,917
		$125,917
NCF	Life Safety Improvements and Renovations to the Hamilton Center, Four Winds Café and the Caples Boat Pavilion	131,458
		$131,458
	University CITF Projects Total	**$40,000,000**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: A Resolution of the Board of Governors Authorizing the Issuance of Debt by the University of Florida University Athletic Association, Inc. to finance (i) construction of a new Baseball Stadium Complex and (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex and (iii) new maintenance building and yard on the main campus of the University of Florida

PROPOSED COMMITTEE ACTION

Adoption of a resolution approving the issuance of debt by the University of Florida University Athletic Association (the "UAA"), in an amount not to exceed $50,000,000 (the "Debt") for the purpose of financing the costs of (i) construction of a new Baseball Stadium Complex and (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex and (iii) new maintenance building and yard on the University of Florida's (the "University") main campus ("the Project"). The Project will also be financed with a combination of $15 million in contributions from private donors and unrestricted UAA cash.

Staff of the Board of Governors, State University System of Florida and the Division of Bond Finance, State Board of Administration of Florida, have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the Debt Management Guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Florida Board of Governors' Debt Management Guidelines; Section 1010.62, Florida Statutes.

BACKGROUND INFORMATION

The University of Florida has submitted a proposal for financing the costs of construction, renovation and equipping of certain facilities on the main campus of the University of Florida. The Project will provide attractive facilities that will foster improved performance, increased efficiency, speedy rehabilitation and enhance overall

student well-being. Construction of the Baseball Stadium Complex will improve overall fan experience by creating a club lounge, premium seating, and additional ADA seating, increasing point-of-sale concessions, expanded restrooms and providing shade for afternoon games. The Project includes the renovation and expansion of the existing Katie Seashole Pressly Softball Stadium and a new maintenance building and yard. All portions of the Project will be located on the University's main campus. The total Project cost is expected to be approximately $65,000,000.

The Project is consistent with the University's Campus Master Plan.

The UAA, a direct support organization of the University of Florida, proposes to issue up to $50,000,000 debt via direct placement of a twenty year fixed rate note with a bank to finance the Project. The balance of the debt will be refinanced for the remaining 5 years. The total Debt will mature no later than twenty-five (25) years after issuance. There will not be a debt service reserve fund. Alternatively, depending on market conditions, the UAA may issue the debt using 25 year bonds.

The Debt is a general unsecured obligation of the UAA payable from available revenues excluding athletic fees described in Section 1009.24(12), Florida Statues and any capital gifts and donations. Operating revenues include ticket sales and conference revenues (primarily football and basketball), auxiliary sales, sponsorships and other miscellaneous sources. Non-operating revenues are derived primarily from investment earnings and athletic fees. The UAA is allowed to retain the sales tax on ticket sales which is included as non-operating revenue. Although athletic fees are not available to pay debt service, they are available to pay other expenses of the UAA (primarily Scholarships). Projections provided by the UAA indicate that sufficient pledged revenues will be generated to pay debt service on the Bonds and outstanding parity bonds.

The University Athletic Association Board of Directors, at a meeting on March 21, 2018, and the University of Florida Board of Trustees, at its March 23, 2018 meeting, approved the Project and the financing thereof.

The UAA is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes. It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines.

Staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

Supporting Documentation Included:	1. Requesting Resolution 2. Project Summary 3. Estimated Sources and Uses 4. Historical and Projected Debt Service Coverage 5. UF Athletics Master Plan – Site Plan 6. 2018 Bond Issuance – Amortization Schedule
Facilitators/Presenters:	Mr. Chris Kinsley

A RESOLUTION APPROVING THE ISSUANCE BY THE UNIVERSITY ATHLETIC ASSOCIATION, INC., A UNIVERSITY DIRECT SUPPORT ORGANIZATION, OF ITS ATHLETIC PROGRAM REVENUE BONDS, IN AN AMOUNT NOT TO EXCEED $50,000,000 AND PROVIDING AN EFFECTIVE DATE.

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present, do hereby make the following resolutions:

BE IT RESOLVED:

1. Findings. The Board of Governors hereby finds as follows:

(A) Pursuant to Section 7, Article IX of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of debt by a state university or its direct support organization pursuant to Section 1010.62(3), Florida Statutes.

(B) The University Athletic Association, Inc. (the "DSO") was incorporated by The University of Florida Board of Trustees (the "University Board") to provide direct support to the University of Florida (the "University") and designated as a "University Direct Support Organization" by the University Board pursuant to Section 1004.28, Florida Statutes.

(C) The University Board has requested approval from the Board of Governors for the DSO to issue debt in the form of Athletic Program Revenue Bonds, Series 2018, a direct placement bank loan, or any combination thereof, in an aggregate amount not to exceed $50,000,000 (the "Debt") for the purpose of financing or reimbursing the costs of (i) (a) the acquisition, construction, and equipping of a new baseball stadium complex, (b) the renovation, expansion and equipping of the Katie Seashold Pressly Stadium, and (c) the acquisition, construction, and equipping of a new maintenance building to support the operation of various athletic facilities (collectively, the "Project"), on the campus of the University and (ii) paying certain costs of issuing the Debt. The foregoing plan to finance the Project and costs relating to the Debt is collectively referred to herein as the "Financing Plan."

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Debt is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial

management of the University; is payable from revenues adequate to provide for all debt service; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board of Governor's Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by accommodating growth in the University's athletic program.

(F) The Project is included in the Master Plan of the University.

2. Approval of the Project. The Project is approved by the Board of Governors as being consistent with the mission and strategic plan of the University and the programs offered by the University.

3. Approval of the Debt. The Board of Governors hereby approves issuance of the Debt by the DSO for the purposes described herein, in an amount not to exceed $50,000,000, said Debt to have a final maturity not to exceed twenty-five (25) years from the date thereof. This approval is subject to the understanding that (i) the Debt shall be a general unsecured obligation of the DSO payable from available revenues collected by the DSO, including but not limited to, ticket sales, conference revenues, auxiliary sales, sponsorships and such other revenues that may be used, pursuant to section 1010.62, Florida Statutes to pay and secure debt (with the exception of (a) the Athletic Fees, as described in Section 1009.24(12), Florida Statutes and (b) any capital gifts and donations) and (ii) the proceeds of the Debt shall be used exclusively to fund the Financing Plan. The Debt may be sold by negotiated sale consistent with the proposed Financing Plan or by competitive sale. The Debt may be issued as all publicly offered bonds; all as a direct bank placement; or any combination of the foregoing not to exceed a total combined amount of $50,000,000. If any portion of the Debt is issued as a direct bank placement, the DSO is authorized to issue the debt for an initial term of no less than 5 years. The Debt must be amortizing, with principal payments beginning no later than 16 months after the bonds are issued, and must be issued with substantially level debt service payments. The issuance of the Debt by the DSO for the purpose of reimbursing the DSO or the University for capital expenditures paid for the Project from legally available funds of the DSO or the University is hereby authorized.

4. Compliance. The University Board will comply, and will require the University and the DSO to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the DSO and the University Board prior to the issuance of the Debt.

(B) All applicable requirements of federal securities law, or state law

relating to continuing secondary market disclosure of information regarding the Debt, the University and the DSO. Such requirements, if applicable, currently provide for the disclosure of information relating to the Debt, the University and the DSO on an annual basis and upon the occurrence of certain material events.

(C) All covenants and other legal requirements relating to the Debt.

5. Repealing Clause. All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby, superseded and repealed.

6. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Debt and this resolution, including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with acquisition, sale or leasing of the Project for use by the University, the issuance of the Debt or as necessary to preserve any tax-exemption thereon, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

7. Effective Date. This resolution shall become effective July 1, 2018.

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned, Corporate Secretary of the State University System of Florida Board of Governors, does hereby certify that the attached resolution relating to the issuance of Debt by The University Athletic Association, Inc. is a true and accurate copy as adopted by the Board of Governors on June 28, 2018, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

STATE UNIVERSITY SYSTEM OF FLORIDA BOARD OF GOVERNORS

Dated: _____, 2018

By: _____
Corporate Secretary

Project Summary
University of Florida
University Athletic Association, Inc.
Athletic Improvements

Project Description: The University of Florida's University Athletic Association (the "UAA") is proposing an athletic improvement project. The proposed project includes three components: (i) construction of a new Baseball Stadium Complex and (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex and (iii) new maintenance building and yard (collectively, the "Project").

Baseball Stadium Complex

The existing baseball stadium and associated maintenance building will be demolished to make space for an anticipated new football-practice and operations facility. This project consists of the construction of a new baseball stadium and team facility complex located on the main campus of the University of Florida. ("the University"). The capacity of the stadium is intended to be approximately 5,500 seats and include the necessary fan amenities, team facilities, and parking. The stadium will provide accommodations and facilities to support the needs of the program including a regulation sized competitive playing field, open air seating grandstand, a shade canopy, a 360 degree concourse, family zones, press box, and premium areas including, club seats, a club lounge, and home plate seating. Within the team facilities, the necessary program areas to support the coaches and players will be provided. The new stadium will also give the University the ability to bring in temporary seating to add capacity for games with higher demand.

Katie Seashole Pressly Softball Stadium Complex Renovation and Expansion

The renovation and expansion of the Katie Seashole Pressly Stadium Complex will expand the UF player facilities, relocate the UF coach's facilities, replace the existing bench seating, add a shade structure, and provide expanded fan amenities. Seating modifications and additions will accommodate an additional 750 to 1000 seats.

New Maintenance Building and Yard

A new freestanding Maintenance Building (8,400-sq. ft.) will be constructed to replace the existing facility which will be demolished to accommodate the new football facility. It is scheduled to include six

offices, staff lockers, carpenter shop, storage room, break/meeting room, wash rack, gas & diesel pump, bins for sand & mulch, roll off dumpster, chemical storage/pesticides and covered parking.

The Project is included in the University Master Plan.

Facility Site Locations:

The Project is located on the Southwest side of the main campus. Once the new baseball stadium is complete, the plan is for the existing baseball stadium to be demolished in connection with the construction of a football practice and operations facility.

(See map)

Projected Start and Opening Date:

Construction of the Baseball Stadium Complex is expected to commence in September 2018 and be completed by January 1, 2020 and the Katie Seashole Pressly Softball Complex renovation and expansion, along with the New Maintenance Building, are anticipated to commence in June 2018 and will be completed in February 2019.

Approvals:

The UAA Board approved the proposed financing terms of the Project on March 21, 2018 (the "UAA Resolution"). The University Board of Trustees approved the Project on March 22, 2018.

Specific legislative approval of the Project financing has been obtained, effective July 1, 2018.

Demand Analysis:

Baseball Stadium Complex

The current baseball facility, McKethan Stadium at Perry Field, was built in 1988, and is a concrete structure that seats approximately 5,500 fans, and includes a press box, concession stands, locker rooms and coaching staff offices. Extensive renovations and expansions have been made to the original facility, with the most recent being an upgrade to the locker rooms and baseball offices in 2007.

While the existing baseball stadium is in good condition, the University has determined that it should nevertheless be replaced, due to other factors. The first factor is that the baseball stadium receives direct sunlight. Most of the weekend games are played during the hotter months and it is not the best experience for fans. By relocating the stadium and re-orienting the bowl along with adding shading, it will create a safer and more enjoyable experience for fans, and an increase in attendance is expected. This will also create a better

experience for the student-athletes by optimizing the hitting and pitching environment.

Secondly, another factor is that the UAA plans to construct a new football training complex and has determined that the best location is where the current baseball stadium and maintenance building are currently sited. The new football facility will not be constructed with debt.

Thirdly, the new baseball stadium will have the same fixed seating capacity as the old stadium, but some of the seating will be luxury seats. The new baseball stadium will also have standing room and will allow the use of temporary seating for an additional 4,000 seats during games with high demand for tickets. Construction of the Baseball Stadium Complex will improve overall fan experience by creating a club lounge, premium seating, and additional ADA seating, increasing point-of-sale concessions, expanded restrooms and providing shade for afternoon games. It should be noted that these premium seats will be charged at a higher rate, which directly improves revenue.

Fourthly, the training room facility will significantly increase the space allocated to rehabilitation (from 900 GSF to 1500 GSF) and have dedicated space for team physicians to treat and meet with athletes.

Finally, the Florida Gators baseball team won the 2017 Baseball College World Series, and the UAA believes these improvements will help the baseball program stay competitive with other major schools. For example, LSU moved into a new stadium in 2009 and it has the highest average attendance of any major university at approximately 10,000 attendees per game. Mississippi State, which currently has attendance at each game of approximately 7,400, has entered into a $60 million expansion. South Carolina is playing in a $35 million facility constructed in 2009, which has a capacity of approximately 8,200 seats. In fact most schools in the Southeastern Conference have renovated or added additional amenities to their baseball stadiums over the last 10 years.

Pressly Softball Stadium Complex Renovation and Expansion

The current softball facilities were constructed in 1996, and the University has indicated a need of renovation and expansion; specifically, they lack sufficient seating and shading. The proposed renovations will allow better accommodate fans and student athletes.

Currently, the women's softball facility seats approximately 1,000 fans. Seating modifications and additions will accommodate an additional 750 to 1000 seats.

In addition, the renovation and expansion of the training room will allow female student-athletes to receive rehabilitation and recovery treatment at the softball facility. The new space will also provide additional office space for trainers and physicians.

Study of Private Sector Alternatives:

The Project consists of athletic facilities managed and operated by the UAA for the benefit of student-athletes and the athletic programs at the University. The programs and services offered at these proposed facilities are directly correlated and impacted by the physical proximity to athletic facilities, housing, dining and academic programs. The UAA is also convinced that the advantages of proximity also affect student-athlete recruitment and retention.

As a result, there are no private sector alternatives that can provide the same level of access and service as the proposed Project.

Project Cost and Financing Structure:

The total project cost for all three facilities is estimated at $65 million and will be funded through an estimated $50 million in debt proceeds, while the remaining $15 million will be a combination of contributions from private donors and unrestricted UAA cash.

Project	Cost
Baseball Stadium Complex	$50,000,000
Seashole Pressly Softball Stadium Complex	$11,000,000
The new Maintenance Building	$4,000,000
Total:	**$65,000,000**

(See Attachment -Estimated Sources and Uses of Funds)

The Project is currently planned to be financed with a 20-year direct placement bank loan. However, the UAA is seeking permission to issue as either 25 year publicly offered bonds or to place the debt directly with a bank for as long a term as possible; at this time, the UAA indicates that it has been given current indicative rates between 3.5 and 3.75% for a 20 year put for a private placement bank loan.

Accordingly, what the UAA is seeking in the Board authorizing resolution is flexibility to issue the Debt using the financial structure

that is most advantageous to the UAA at the time of issuance, which could include some combination of publicly offered bonds and privately placed debt. If all or a portion of the debt is placed directly with a bank, this will be done via a negotiated process. The portion of the debt that may be issued as a bank loan is planned to be issued with a term of as short as 5 years or as long as 25 years.

The UAA is seeking this flexibility with regard to financing methods due to current uncertainty in the market as to the direction of both short term and long-term interest rates. The UAA's goal is to issue debt using the method that is projected to result in the lowest cost of capital, while maintaining a conservative risk profile. Based on market conditions closer to the time of sale, the UAA will review the all-inclusive true interest costs, terms, and advantages/disadvantages of a public offering compared to a direct placement and make a determination on the financing method and structure at the time. In making this decision, the UAA's considerations will include, but not be limited to, the UAA's outstanding debt characteristics, the shape of the yield curve, interest rates, available direct placement structures and market conditions at the time.

The Debt issue will be structured with a 25-year final maturity, and in a manner which is accordance with the Debt Management Guidelines.

Security/Lien Structure: The Debt will be issued on a parity basis with the outstanding UAA debt, totaling $81,275,000 as of October 1, 2017. This balance is comprised of $63.0 million, or 77%, of variable rate and short-term fixed rate debt and $18.2 million in debt that has a fixed rate through its final maturity. Once the Debt is issued, the UAA will have $126M in outstanding debt as of September 1, 2018, of which approximately 58% will be in variable rate and short-term fixed rate modes. This assumes that the new Debt will all be issued as a private placement note, fixed for 20 years, with the remaining 5 years of principal of approximately $16,000,000.

Debt service payments are structured on a generally level basis as specified in the Debt Guidelines.

The Debt will be a general obligation, payable from available revenues of the UAA pursuant to Section 1010.62, Florida Statutes, but excluding (i) Athletic Fees described in Section 1009.24(12), Florida Statutes and (ii) any capital gifts and donations.

Pledged Revenues and Debt Service Coverage:

The revenues available to pay debt service consist of revenues of the UAA (excluding Athletic Fees and capital gifts and donations). These revenues come mainly from ticket sales and conference revenues related to football and basketball; however significant revenues are derived from other sports, auxiliary sales, camps, royalties and sponsorships. To understand the operations of the UAA and the likelihood that debt service will be paid in full and on time, it is important to review the financial operations and performance of the UAA, taking into consideration all revenues and expenses. This review includes the Athletic Fees and capital gifts and donations, even though they are not pledged, since they are available to pay other expenses of the UAA.

(See Financial Statement History and Pro Form Projections)

The proposed Project will generate less in net revenues than in new debt service; accordingly, the UAA is projecting a decline in net implied debt service coverage from a 1.6X to 1.2 X coverage in 2019-20. This level of coverage excludes the contribution which the UAA has historically made and projects it will continue to make to the University.

As a general obligation pledge, the UAA's debt is further secured by its estimated available unrestricted investments of $57 M as of March 31, 2018; and ability to significantly reduce expenses if required to make debt service coverage.

Projected revenues available to pay debt service are shown to decline from the historical years primarily because of conservative projections which do not include any capital contributions or any annual increase to the Athletic Fee. Capital contributions averaged $11 M over the past 5 years, and the total Athletic Fee averaged $2.5M over the past 5 years. While not legally pledged towards UAA debt service, these revenues would be available to pay other expenses of the UAA.

Projections are based on an increase of 5% for most revenues and expenses, which is the historical trend. Growth in revenues are primarily based on the expected growth in SEC revenue, football and men's basketball revenue. The UAA also intends to implement increases to football ticket per seat contributions and football ticket sales. In addition, the UAA anticipates that the royalties and sponsorship will continue to grow as it has in years past.

Management of Variable Rate Debt:

The Debt is expected to be issued for an initial 20 years using a direct placement note with a bank. Under the Guidelines, debt whose term is less than the full maturity, is treated as variable debt. Accordingly, the UAA's demonstrated experience and variable debt management plan should be carefully considered; as well as the fact that the UAA has a significant amount of outstanding variable debt; and fixed rate debt of shorter duration which has some of the characteristics of variable rate debt.

The UAA's expertise and financial strength indicate that they have an adequate understanding of the risks and complexities associated with variable rate debt. With regard to managing interest rate risks, the UAA budgets for variable rate debt each year considering the volatility of short-term interest rates and their impact on the budget as well as expectations regarding interest rates. The current practice is to budget based upon the highest monthly rate for the preceding twelve months with a review of predicted future fed rate increases. Quarterly monitoring of debt service expenditures, projections and variations from budget will be performed by the Director of Athletics, the Association Finance Committee, and the chair of the Association Audit Committee so that any budgetary concerns can be recognized and quickly addressed.

The UAA has determined that it will also maintain appropriate amounts of short-term and long-term investments as a partial hedge against rising interest rates on its debt. The financing documents (on previously issued debt) require the UAA to maintain unrestricted cash and marketable securities of at least 25% of its outstanding indebtedness. The short-term investments average approximately $25 million on a monthly basis. Based on current projections, this amount will need to be increased to $27 million to match the new debt total of $126 M. At June 30, 2017 long-term investments totaled $54.3 million, or almost 50% of outstanding debt. The short-term investments are invested with the State's Treasury Investment Pool and earn interest at a variable monthly rate.

The short-term investments should perform as a direct hedge against approximately one-fifth of the outstanding and proposed variable rate debt because the interest received on the investments should increase as the interest rate paid on the variable rate debt increases. The long-term investments are currently invested primarily in equity funds, which can be converted to cash within 90 days. These investments might not perform in the same manner as the variable rate debt because their value and earnings, under varying market conditions,

could decline when the interest rate on the variable rate debt is rising. Although investing in equity funds does not provide the most stable or predictable hedging tool, the $54 million in those funds, along with the $25 million in short-term investments, provides significant protection to UAA in the event of an increase in interest rates. The outstanding debt in the short-term fixed rate mode also provides budgetary stability during the fixed rate period.

The UAA does not intend to use derivatives for this transaction.

Quantitative Metrics:

Katie Seashole Pressly Softball Stadium Complex

During the 2017 softball season, a substantial number of games were completely sold out, which may infer that there is more demand than seating available. In an effort to address this issue, the stadium improvements will add 750 to 1000 additional seats. The anticipated increase in attendance and revenue will be measured and reported.

While the Project is anticipated to increase revenues through increased baseball and softball attendance, the UAA, for reasons of financial conservatism, has not included these increased revenues in the financial pro forma. Even if revenues were to increase, it will not make significant decrease in the fact that sports other than football and basketball are not net revenue producing sports. Thus, there is not a Return on Investment per se.

The Project will satisfy some qualitative goals, including providing space for a new football facility, and providing an improved fan experience. In addition, average attendance for last 4 years at baseball was 3,825. An increase is expected of 20% to that average for a new total of 4,500 or greater. Average attendance for last 4 years at softball was 1,500. An increase of 20% to that average is expected for a new total of 1,800 per game.

The results will be reported to the Board of Governors and the Division of Bond Finance on an annual basis as required by the Board of Governor's Debt Management Guidelines.

Baseball Stadium Complex

Florida baseball had an average attendance of 3,823 over 41 games during the 2017 season. Six other SEC schools averaged more than

5,000 in attendance, with one SEC school averaging 10,000 plus fans. Given the historic success of the University's varsity baseball team, including a national championship in 2017, the UAA believes a significant detriment to increased attendance is the fact that an unshaded stadium in Florida is simply too hot for many potential spectators during the latter part of the baseball season. During the 2017 baseball season, temperatures reached an average of 83 degrees, with 12 games during that time reaching over 85 degrees and 7 games reaching over 90 degrees. The completion of the baseball facility will provide adequate shading and provide a safer and more comfortable game day experience.

The new stadium complex is expected to create a higher average attendance as well as additional associated revenue. The anticipated increase in attendance and revenue will be measured and reported.

Like the other programs, it is important that recruiting classes for baseball remain in the top 10%. The proposed improvements are designed to support such recruitment level.

The results will be reported to the Board of Governors and the Division of Bond Finance on an annual basis as required by the Board of Governor's Debt Management Guidelines.

Type of Sale:

The UAA is requesting approval for a negotiated sale of the Bonds; and/or a direct placement with a bank via a competitive/negotiated process. Based on the UAA negotiated sale analysis, the factors indicate a negotiated sale is appropriate and in the UAA's best interest.

Selection of Professionals:

The professionals involved in this transaction were selected through a competitive process. The bond counsel for the Debt will be McGuireWoods LLP and the financial advisor will be RBC Capital Markets. These professionals have been in place for ten years.

Analysis and Recommendation:

The project was approved by the University board of trustees on March 23, 2018 and subsequently submitted by the University to the Board of Governors Office and the Division of Bond Finance for review.

The results of the review by the Division of Bond Finance have been incorporated into the project summary.

While the UAA is seeking a greater degree of financial flexibility in the authorizing resolution than typical, the UAA's experience and financial strength are factors that appear to provide adequate support for such financial flexibility.

The current consideration of a 20 year privately placed note significantly reduces the interest rate risks associated with notes of shorter duration.

The proposed financing complies with the Florida Statutes governing the issuance of university debt and complies with the Board of Governors' Debt Management Guidelines. Accordingly, Board staff recommend approval of the University financing proposal and associated Project.

ATTACHMENT I - SOURCES AND USES

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
UNIVERSITY OF FLORIDA
University Athletics Association, Inc.
Estimated Sources and Uses of Funds
Athletic Improvements

Sources of Funds		**Basis for Amounts**
Bond Par Amount	$ 50,000,000	Estimated bond par amount based on fixed, tax-exempt interest rate of 6% for 25 years
Private Contribution and UAA unrestricted cash and investments	15,155,000	
Total Sources of Funds	**$ 65,155,000**	
Uses of Funds		
Project Cost (Baseball Stadium Complex)	50,000,000	
Project Cost (Seashole Pressly Softball Complex)	11,000,000	
Project Cost (UAA Maintenance Building)	4,000,000	
Cost of Issuance	155,000	Estimated bond counsel fees ($50,000); underwriter's discount ($45,000); FA Fee ($15,000); rating agency fees ($20,000); trustee fees ($5,000) and other associated fees ($20,000).
	$ 65,155,000	

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
UNIVERSITY OF FLORIDA
UNIVERSITY ATHLETIC ASSOCIATION, INC.
2018 Project - Baseball, Softball and Related Improvements
HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE

Attachment II
University Athletic Association, Inc.
Five Year Historical and Projected Debt Service Coverage

Projected Revenue Growth Percentage:	**5.00%**
Projected Expense Growth Percentage:	**5.00%**

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	Projected FY 2018-19	Projected FY 2019-20	Projected FY 2020-21	Projected FY 2021-22
Revenues										
Revenues Available for Debt Service	112,271,111	108,804,993	127,142,510	135,324,455	135,059,968	142,219,482	149,113,877	156,352,992	163,954,062	171,935,186
Expenses:										
Total expenses	95,438,150	98,131,607	120,364,374	114,757,921	124,171,322	130,724,332	137,165,549	143,928,826	151,030,267	158,486,781
Net Revenue	**16,832,961**	**10,673,386**	**6,778,136**	**20,566,534**	**10,888,646**	**11,495,150**	**11,948,328**	**12,424,166**	**12,923,795**	**13,448,406**
Debt Service (est. at 6% for 25 years for new debt issue):										
Current Debt Service	6,083,391	6,119,440	5,861,853	5,904,193	7,135,658	7,190,043	7,298,128	7,302,892	5,614,376	6,888,648
New Debt					0	0	1,160,000	3,032,410	3,031,420	3,033,720
Total Debt Service	**$ 6,083,391**	**$ 6,119,440**	**$ 5,861,853**	**$ 5,904,193**	**$ 7,135,658**	**$ 7,190,043**	**$ 8,458,128**	**$ 10,335,302**	**$ 8,645,796**	**$ 9,922,368**
Debt Service Coverage (Net Implied)	**2.77**	**1.74**	**1.16**	**3.48**	**1.53**	**1.60**	**1.41**	**1.20**	**1.49**	**1.36**
Note - Maximum Debt Service Coverage occurs in 2020 @ $10.3 million										
Maximum Debt Service Coverage	**1.64**	**1.04**	**0.66**	**2.00**	**1.06**	**1.12**	**1.16**	**1.21**	**1.26**	**1.31**

[1] The contribution to UF is not guaranteed to the University, it is dependent on revenue availability.

MASTER PLAN - OVERVIEW



MAIN CAMPUS

1 Ben Hill Griffin Stadium
2 Sanders Football Practice Fields
3 Future Football Training Complex
4 Lemerand Athletic Center
5 James G. Pressly Stadium, Percy Beard Track
6 Basketball Practice Complex
7 Alfred A. Ring Tennis Complex
8 Stephen C. O'Connell Center
9 Otis Hawkins Center at Farrior Hall
10 Bill Heavener Football Complex

SOUTH CAMPUS

11 Katie Seashole Pressly Stadium
12 Donald R. Dizney Stadium
13 Future Baseball Stadium
14 UF Soccer Training Complex

UNIVERSITY ATHLETIC ASSOCIATION, INC.

Estimated Interest/Amortization Schedule for 1990, 2001, 2005, 2007, 2011, 2015 Bonds

	1990 Bond			2001 Bond			2005 Bond			2007 Bond			2011 Bond			2015 Bond			Yearly		
Date	Principal Requirements	Interest [1]	Outstanding Bond Balance	Principal Requirements	Interest [2]	Outstanding Bond Balance	Principal Requirements	Interest [3]	Outstanding Bond Balance	Principal Requirements	Interest [4]	Outstanding Bond Balance	Principal Requirements	Interest [5]	Outstanding Bond Balance	Principal Requirements	Interest [6]	Outstanding Bond Balance	Principal Requirements	Yearly Interest	Yearly Debt Service
17-18	1,800,000	83,085	3,900,000	740,000	1,280,023	46,175,000	600,000	90,005	2,200,000	500,000	96,845	5,000,000	750,000	202,092	10,500,000	750,000	297,994	13,500,000	5,140,000	2,050,043	7,190,043
18-19	1,900,000	47,273	2,000,000	750,000	1,321,972	45,425,000	600,000	67,025	1,600,000	500,000	96,121	4,500,000	750,000	206,531	9,750,000	750,000	309,206	12,750,000	5,250,000	2,048,128	7,298,128
19-20	2,000,000	9,550	0	765,000	1,316,342	44,660,000	600,000	44,045	1,000,000	500,000	85,730	4,000,000	750,000	190,944	9,000,000	750,000	291,281	12,000,000	5,365,000	1,937,892	7,302,892
20-21				785,000	1,286,468	43,875,000	1,000,000	9,575	0	500,000	75,338	3,500,000	750,000	175,357	8,250,000	750,000	282,638	11,250,000	3,785,000	1,829,376	5,614,376
21-22				3,210,000	1,186,745	40,665,000				500,000	64,947	3,000,000	750,000	159,769	7,500,000	750,000	267,188	10,500,000	5,210,000	1,678,648	6,888,648
22-23				3,350,000	1,059,780	37,315,000				500,000	54,555	2,500,000	750,000	144,182	6,750,000	750,000	248,438	9,750,000	5,350,000	1,506,955	6,856,955
23-24				3,490,000	927,454	33,825,000				500,000	44,164	2,000,000	750,000	128,595	6,000,000	750,000	229,688	9,000,000	5,490,000	1,329,900	6,819,900
24-25				3,640,000	789,478	30,185,000				500,000	33,772	1,500,000	750,000	113,008	5,250,000	750,000	210,938	8,250,000	5,640,000	1,147,195	6,787,195
25-26				3,795,000	683,469	26,390,000				500,000	23,381	1,000,000	750,000	97,420	4,500,000	750,000	192,188	7,500,000	5,795,000	996,457	6,791,457
26-27				3,955,000	585,594	22,435,000				500,000	14,571	500,000	750,000	93,693	3,750,000	750,000	173,438	6,750,000	5,955,000	867,295	6,822,295
27-28				4,120,000	483,625	18,315,000				500,000	3,125	0	750,000	79,688	3,000,000	750,000	154,688	6,000,000	6,120,000	721,125	6,841,125
28-29				4,295,000	377,344	14,020,000							750,000	60,938	2,250,000	750,000	135,938	5,250,000	5,795,000	574,219	6,369,219
29-30				4,480,000	266,500	9,540,000							750,000	42,188	1,500,000	750,000	117,188	4,500,000	5,980,000	425,875	6,405,875
30-31				4,670,000	150,938	4,870,000							750,000	23,438	750,000	750,000	98,438	3,750,000	6,170,000	272,813	6,442,813
31-32				4,870,000	30,438	0							750,000	4,688	0	750,000	79,688	3,000,000	6,370,000	114,813	6,484,813
32-33																750,000	60,938	2,250,000	750,000	60,938	810,938
33-34																750,000	42,188	1,500,000	750,000	42,188	792,188
34-35																750,000	23,438	750,000	750,000	23,438	773,438
35-36																750,000	4,688	0	750,000	4,688	754,688
36-37																			0	0	0
37-38																			0	0	0
38-39																			0	0	0
39-40																			0	0	0
40-41																			0	0	0
41-42																			0	0	0
42-43																			0	0	0
	$ 5,700,000	$ 139,908		$ 46,915,000	$ 11,746,168		$ 2,800,000	$ 210,650		$ 5,500,000	$ 592,550		$ 11,250,000	$ 1,722,528		$ 14,250,000	$ 3,220,181		$ 86,415,000	$ 17,631,985	$ 104,046,985

1 Based on actual interest of 1.91% for the life of the bond
2 Based on actual interest rate blend of 2.5%, 3.83%, and 1.91% for the life of the bond.
3 Based on actual interest rate of 3.83% for the life of the bonds
4 Based on actual interest rates of 1.71% thru Jan. 2018, 2.0783% thru Oct. 2026, and 2.5% for the remaining life of the bond
5 Based on actual interest rates of 1.71% thru Jan. 2018, 2.0783% thru Oct. 2026, and 2.5% for the remaining life of the bond
6 Based on actual interest rates of 1.97% thru Jan 2018, 2.39% thru Oct 2020, and 2.5% for the remaining life of the bond

STATE OF FLORIDA

DIVISION OF BOND FINANCE
OF THE STATE BOARD OF ADMINISTRATION

1801 HERMITAGE BOULEVARD, SUITE 200
TALLAHASSEE, FLORIDA 32308

TELEPHONE: (850) 488-4782
TELECOPIER: (850) 413-1315

J. BEN WATKINS III
DIRECTOR

RICK SCOTT
GOVERNOR
AS CHAIRMAN

PAM BONDI
ATTORNEY GENERAL
AS SECRETARY

JIMMY PATRONIS
CHIEF FINANCIAL OFFICER
AS TREASURER

ADAM H. PUTNAM
COMMISSIONER OF AGRICULTURE

MEMORANDUM

To: Board of Governors

From: J. Ben Watkins III

Date: June 21, 2018

Re: University of Florida University Athletic Association – Athletic Facilities Improvements

As required by Section 1010.62 (3)(b)4, Florida Statutes, the Division of Bond Finance ("DBF") has reviewed and analyzed the information provided to support the University of Florida University Athletic Association's (the "UAA") proposed financing for the (i) construction of a new Baseball Stadium Complex; (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex; and (iii) new maintenance building and yard (the "Project"). Additionally, DBF has also reviewed the Board of Governors ("BOG") staff analysis of the proposed financing and Project. Set forth below are the issues that we identified and an explanation of how these matters have been addressed. These matters should be considered by the BOG in connection with their evaluation of the UAA's proposed financing:

Financing Structure

The BOG submission allows the UAA to enter into a financing with a term as short as five years. We believe that the minimum initial term should be longer in order to mitigate the interest rate and refinancing/rollover risk that a five-year financing term would entail. The UAA has represented that it intends to structure the financing as a 25-year loan and to fix the interest rate for the first 20 years. Also, we understand that the UAA expects to have a firm commitment for this financing structure by the date of the BOG meeting, which mitigates the interest rate and refinancing/rollover risks and addresses our concern.

Variable Rate Debt

The amount of the UAA's variable rate debt is relatively high according to rating agency standards. However, the UAA has successfully used variable rate financings advantageously and managed the interest rate and rollover risk effectively. Additionally, the UAA has been amortizing the principal of its variable rate debt as time has elapsed, reducing the amount of debt that would otherwise be outstanding. The required amortization of the UAA's outstanding debt is embedded in its credit agreements with its lenders and the UAA will continue to amortize its debt in accordance with this schedule. Although the proportion of the variable rate debt on the UAA's balance sheet is high, amortizing the variable rate debt precludes imprudently deferring the principal payments and mimics amortizations as if it were fixed rate debt. Amortization of principal coupled with maintaining adequate endowment investments, discussed below, mitigates risks associated with disproportionately high variable rate debt.

Endowment Funds as a Hedge

The interest rate and refinancing/rollover risk resulting from the relatively high levels of variable rate debt in the UAA's current debt portfolio is hedged by the UAA's short-term investments of approximately $25 million. Additionally, the UAA has approximately $54 million in long-term investments in its endowment, which strengthens the UAA's balance sheet and provides some protection against unexpected liquidity needs which could be caused by refinancing/rollover risk associated with variable rate debt. It is prudent to maintain substantial endowment investments to mitigate the risks inherent in variable rate debt.

One of the reasons for the Project and relocating the baseball stadium is that the UAA plans to construct a new football operations and training complex on the site of the current baseball stadium. Funding for the football complex has not been secured. There are no safeguards to prevent the UAA from using its endowment to pay for the new football operations and training complex. However, the UAA has represented that the new football operations and training complex will be fully funded through future donations and not from the UAA's endowment. Based on the UAA's representation, the UAA is expected to retain substantial endowment investments to mitigate the risk associated with variable rate debt.

Quantitative Metrics

The Project will not produce a return on investment ("ROI") because the revenues generated from baseball and softball are not sufficient to generate a positive return on investment; however, the Project will provide a site for a new football operations and training complex and enhance the experience for baseball and softball fans and the student athletes. The UAA believes that the average attendance for baseball and softball games will increase 20% over the average attendance for the prior four years for each sport. While this is not a traditional financial ROI, the Project will generate incremental revenues for the UAA if attendance increases and the attendance goals provide a quantifiable metric to evaluate the performance of the Project.

cc: Marshall M. Criser, Chancellor, Board of Governors
Chris Kinsley, Assistant Vice Chancellor, Board of Governors
Melissa Stuckey, Associate Athletic Director, University of Florida Athletic Association

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: Fall Housing Occupancy Levels Report

PROPOSED COMMITTEE ACTION

For consideration; Authorizing a Request for Housing System Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its meeting held January 25, 2017, the Committee reviewed detailed information concerning each university's housing system, including information regarding current and historical rates charged to students. One outcome of the meeting was the approval of an amendment to Board Regulation 9.008, University Facilities with Outstanding Revenue Bonds, effective 06-22-17, which enhanced university transparency and reporting of all auxiliary operations with outstanding bonds.

As a further continuation of that effort, Board staff are recommending that the university's be requested to provide the Chancellor's Office with updated University Housing occupancy and rate information for Fall 2018, as well as Fall 2017, for historical comparison purposes. The request should encompass P3 Housing options as well.

This could then be shared as information with the Committee at either the September meeting, or the October workshop.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 27, 2018

SUBJECT: Florida Agriculture and Mechanical University Housing

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes

BACKGROUND INFORMATION

FAMU proposes to seek a low interest loan from the federal government's Historically Black College and University Capital Financing Program in order to restructure existing Housing System debt and to build approximately 700 new student beds on its main campus. The FAMU project will be introduced by Board staff, followed by a presentation from FAMU which will describe the project in further detail. Pursuant to the Debt Management Guidelines, FAMU will come before the Committee at a future meeting to seek approval.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Chris Kinsley
FAMU Representative

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Drugs, Alcohol and Mental Health Task Force
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 27, 2018
4:00 p.m. – 5:30 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Dr. Fernando Valderde; Vice Chair: Mr. Syd Kitson
Members: Jordan, Tripp, White, Zachariah
Trustees: Barbar, Burr, Gable, Heavener, Hyde, Lawson, Lowell, Marchena, Martin, O'Sullivan, Schulaner, Watkins

1. **Call to Order and Opening Remarks** — **Governor Fernando Valverde**

2. **Minutes of Committee Workshop** — **Governor Valverde**
   Minutes, March 27, 2018

3. **Draft Task Force Two-Year Work Plan** — **Dr. Christy England**
   Associate Vice Chancellor for Academic Research and Policy

4. **Alcohol Use and Abuse Among College Students** — **Dr. Kathryn Kominars**
   Interim Director, Counseling & Psychological Services Florida International University

5. **Drugs and Alcohol Tools in the Toolkit Part 1: Laws and Policies** — **Dr. Michael Rollo**
   Vice President for Student Affairs Florida Gulf Coast University

6. Drugs, Alcohol and Mental Health Framework	**Dr. Larry Lunsford** *Vice President for Student Affairs* *Florida International University* ***Dr. Corey King*** *Vice President for Student Affairs &* *Enrollment Management* *Florida Atlantic University*
7. Concluding Remarks and Adjournment	**Governor Valverde**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
June 27, 2018

SUBJECT: Minutes of Task Force Workshop held March 27, 2018

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Drugs, Alcohol and Mental Health Task Force workshop held on March 27, 2018 at University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the workshop held on March 27, 2018 at the University of North Florida.

Supporting Documentation Included: Minutes, March 27, 2018

Facilitators/Presenters: Governor Fernando Valverde

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
DRUGS, ALCOHOL & MENTAL HEALTH TASK FORCE
UNIVERSITY OF NORTH FLORIDA
Ballroom, 3rd Floor, West Building
Student Union Complex
1 UNF DRIVE
JACKSONVILLE, FLORIDA 32224
March 27, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu.

1. Call to Order and Opening Remarks

Chair Valverde convened the workshop on March 27, 2018, at 2:31 p.m. with the following Task Force members present: Valverde, Kitson, K. Patel, Tripp, Zachariah, FAMU Trustee Lawson, FAU Trustee Barbar, FGCU Trustee Gable, FIU Trustee Lowell, Florida Poly Trustee Martin, FSU Trustee Burr, NCF Trustee Schulaner, UCF Trustee Marchena, UNF Trustee Hyde, USF Trustee Garey, and UWF Trustee O'Sullivan. Additional Board of Governors members present included Cerio, Frost, Lautenbach, Levine, Link, Morton, J. Patel, and Tyson. Also in attendance were representatives from the Council for Student Affairs and the Council of Academic Vice Presidents.

Chair Valverde stated that the Task Force is charged with looking at the critical drug, alcohol and mental health issues facing students in the State University System. He also noted that the Task Force will identify best practices to inform the development of system-wide recommendations that address the most critical issues and determine what resources may be needed to implement system-wide recommendations.

2. Draft Task Force Two-Year Work Plan

Chair Valverde introduced a draft of the Task Force work plan to the attendees. He stated that it is the expectation of the Task Force that they will take the necessary time to work on the critical areas of drug and alcohol use and misuse among college students, as well as crucial mental health issues, to become informed about the nature of these issues. The critical questions identified in the work plan will provide structure for the work of the Task Force, and once the foundational components of each area are covered, the Task Force will be better able to identify best practices and system level

solutions to the most critical issues facing our students. Chair Valverde opened the floor for comments and suggestions, to which none were expressed.

3. Roles of Counselors and Academic Advisors

Chair Valverde introduced the topic of roles of mental health counselors and academic advisors, stating that it is a follow-up to the discussion of the November 2017 and January 2018 meetings of the Board's Academic and Student Affairs Committee. Chair Valverde stated that Board staff and university staff have reviewed the counseling center staffing plans submitted last fall. After accounting for changes that have taken plans since the original plans were submitted, staff have confirmed with the institutions that the counseling staff-to-student ratio for all institutions will be within the recommended range by the end of the 2018-2019 academic year, and all new positions will be funded through recurring funds.

Additionally, Chair Valverde provided brief information about the roles of academic advisors, stating that the role of academic advisors is to assist students with academic planning, policies, graduation requirements, grades, and test anxiety, while mental health counselors assist students with their overall mental health well-being. Chair Valverde raised the topic of how mental health counselors and academic advisors are similar and/or different, where the roles may intersect, and where there may be points of contention that need to be addressed.

Provost Gary Perry (FAU) talked about the differences in the roles of the two professions, commenting that academic advisors focus on the academic needs of students, skill development, policies, and resources, while mental health counselors assist students with challenges such as interpersonal relationships, anxiety, drug use, health and wellness. He elaborated that academic advisors are trained to recognize areas of concern among students, such as changes in a student's physical appearance, which may indicate the need to refer a student to a mental health counselor.

Governor Kitson raised the question whether there are tracking systems to determine if students referred to mental health counseling by academic advisors go to the counseling center. Dr. Gary Perry mentioned that FAU has a system that its staff use to communicate concerns about students. Dr. Corey King confirmed that all of the institutions have systems in place that ensure students referred to counseling actually get to the counseling center, and he clarified that once students arrive at the counseling center, a separate reporting system is required. Chair Valverde reiterated the concern of whether there are any points of contention between the two roles of academic advisors and counselors, to which Provost Gary Perry (FAU) commented that none existed at FAU.

Governor Tripp expressed concern about the availability of mental health counselors when students are in crisis, and he inquired what evidence exists to document the communication between advisors and counselors. Dr. King stated that all of the universities have behavioral intervention teams, consisting of academic and students affairs members, and that they meet regularly to discuss students of concern. Additionally, Dr. King noted that the counseling centers at all of the institutions are prepared to take emergency walk-ins.

Governor K. Patel raised the question of how universities follow up with students who do not see their academic advisor. Dr. Dave Parrott (UF) commented that in addition to faculty, universities have staff in multiple areas, such as residence halls and career centers, who are trained to provide mental health referrals for students.

Governor Morton suggested that the Board provide guidance to the universities regarding mental health data collection. He also expressed concern that some students may have to wait long periods of time before being able to be seen by a counselor, and he called for the Board to establish student mental health as a priority to be supported with existing funds.

Governor Tripp expressed concerns about the possibility of gaps in the counseling center data, and also asked if students are receiving the mental health services they need. Governor Tripp also suggested that university funding measures should be tied to mental health care.

Dr. Maribeth Ehasz (UCF) commented that a comprehensive care services system is used by some of the universities, whereby university staff receive reports daily about student progress, student referrals, student behavior, including those students who do not see an academic advisor, and that information is shared with key staff across the university in an effort to help students. Dr. Gary Perry noted that FAU and other SUS institutions use a student management system (e.g., Civitas) which allows institutions to keep track of referrals to the counseling centers that academic advisors make. He also mentioned that FAU is implementing a system whereby it assigns a persistence factor to each student and when the student drops a class, for example, the system flags the student and the FAU care team is notified and then follows up with the student.

Governor J. Patel asked what the ratio of university funding is for academic advising and for mental health counseling per student, and whether there is a prescribed ratio of academic advisor and mental health counselor per student. Chancellor Criser stated that there has been a budget request for mental health and campus safety and security, which has evolved to each university developing plans for using existing funds to meet its needs. Further, Governor J. Patel asked whether universities may be reallocating resources from mental health to other areas because existing problems may not be readily apparent. Trustee Burr (FSU) stated that the universities have been focused on

these issues for several years, are very aware and highly embrace the need for mental health services. Further, Trustee Burr stated that there was a pledge among the university presidents to improve mental health services with recurring funding.

Chair Valverde commented that in healthcare, there has been a shift from a reactive system to a preventive system, and while additional mental health counselors have been added, underlying issues may remain unaddressed. Further, he stated that it is important to uncover societal changes that may be effecting increased rates of mental health problems, and that preventative measures need to be developed and implemented. Dr. Amy Hecht (FSU) stated that it is important to look at environmental factors to encourage health behaviors, and to consider ways to have conversations with students to be preventative, and to foster a "see something, say something" culture on university campuses.

Governor Kitson commented that awareness of mental health issues has increased significantly, and he made the suggestion that a good starting point for the Task Force may be to see what each university is currently doing on its campus to ameliorate student mental health, which will serve as a baseline and learning opportunity for system-wide processes.

Governor Tripp commented that two years ago universities were understaffed and underfunded for mental health and campus police services and that the legislative budget request was not approved, and he expressed affirmation of the Task Force and its efforts and an interest in learning about what is occurring at the implementation level on campuses. Dr. Kirk Dougher (FAU) commented that factors contributing to increased student demand for mental health counseling are a change in student's resiliency, students with inadequate communication skills, and reduced stigma of receiving mental health counseling. Dr. Dougher also noted that students utilizing campus counseling services more often have a "therapeutically rich history" compared to previous generations of students.

Chair Valverde asked what the national standard in campus mental health services is that perhaps the SUS should seek to attain, to which Dr. Dougher responded that because each university campus community is so unique, seeking to attain a system wide standard may be challenging.

Governor Tyson stated that we can get more data, such as how well communication occurs between mental health counselors and academic advisors, and statistical data on how many students referred to counseling attend. He noted that the discussion so far has been on students with limited life skills and students with significant problems, and as those are two very different types of problems, he stated that it would be helpful to know what percentages of students are in the two categories. Dr. Dougher replied that

we can definitely provide the statistical data, and with regard to what extent students get counseling he stated that students average between 5 – 8 counseling sessions, with approximately 22 – 27% of students seeing a mental health counselor only once.

Governor Morton asked if university presidents can authorize funding allocations and suggested there should be an accountability measure implemented to ensure problems are addressed. Governor Link asked for clarification as to the specific problem the universities will be solving. Governor Tripp stated that as previously reported, during the past two years universities were facing a crisis. Chair Valverde asked what improvements could be made in the systems being used on campuses. Dr. Mauricio Gonzalez (UNF) stated that there may be communication gaps between faculty in the classroom and the counseling center and suggested that more training in handling problems may be needed for campus staff.

Chancellor Criser noted that every university has committed to providing the necessary mental health resources, and that next steps for the Task Force are to understand what the problems are and what needs to be done, so that Florida becomes the national leader in this area. Governor Morton added that this Task Force should determine what each of the universities are currently doing in this area and what each sees as problems.

4. Drug Use and Abuse Overview

Chair Valverde introduced Dr. Kirk Dougher, Associate Vice President for Health & Wellness at Florida Atlantic University, to give a presentation on the topic of drug use among college students in the State University System and in the United States.

Dr. Dougher explained short-term and long-term consequences of drug use among college students. Some of the consequences include: reduced capacity for learning, memory loss, falling behind academically and lower GPA, treatment needs, legal record, and sometimes death.

Dr. Dougher discussed factors and influences of drug use among college students. He noted that the likelihood of drug use is increased for students with a history of previous drug use in middle and high school. Additionally, he stated that peer pressure and students' perceived use of drugs among their peers increases the likelihood of students' drug use and misuse.

Dr. Dougher provided data for current drug use patterns among 18-25 year olds, and the sources of prescription drugs used by 12+ year olds. Additionally, he provided data for college students' perceived drug use among students, which showed that students perceive that their peers use drugs more than they actually do.

Dr. Dougher provided drug usage data for SUS and U.S. college students, which showed that overall drug use and misuse is relatively low among SUS students, with the exception of marijuana.

Chair Valverde asked why there is such a difference in students' perceptions about drug use and actual use. Dr. Dougher stated that lore about college abounds, and the entertainment industry and social media can have a negative impact in projecting an image of heightened drug use that has no basis in actual drug use.

Governor K. Patel asked about the level of confidence in the data provided by Dr. Dougher, as it is self-reported data, and stated that students may not report their drug use. Dr. Dougher commented that while it is self-reported data, it is collected from a normative sample which allows for high confidence in the data and there are no incentives for students to under-report their use.

Governor Valverde noted that escape and avoidance behaviors are the common reasons for drug misuse and asked what students are trying escape or avoid. Dr. Dougher stated that incoming students report very high levels of stress and need of enhanced skills to deal with difficult circumstances rather than using drugs.

Chair Valverde commented on Dr. Dougher's excellent presentation and thanked him, and stated that the purpose of today was to create an environment for dialog and discussion of the many facets of drug use. He thanked Governor Lautenbach for creating the Task Force, and commented that orientation and education should be part of the conversation as the Task Force moves forward.

Governor Kitson commented that the Task Force would like to ask the universities, as well as students and faculty, to report and share their ideas on what they are currently doing related to drugs, alcohol, and mental health, which will educate all on what works and provide innovative insights to the Board in providing feedback to the Task Force. Chair Valverde concurred and suggested that the Task Force provide the universities variables for which they can respond. Additionally, Chair Valverde mentioned that a White Paper may be developed, as well metrics that can be measured and shared across the system. Dr. King stated that the Council of Student Affairs has previously provided comprehensive reports and stated that moving forward CSA can update those documents and share with the Task Force. Governor Tripp added that university campus police departments should be included in the conversation, as they deal with students in crisis mode and are a main part of what the Task Force is dealing with. Chancellor Criser stated that Governor K. Patel may be able to assist with getting student involvement. Chair Valverde thanked everyone for attending and concluded the work shop.

5. Concluding Remarks and Adjournment

Having no further business, Chair Valverde adjourned the meeting at 4:40 p.m.

_____
Fernando Valverde, Chair

_____
Cathy Oakley, Ph.D.
Assistant Director for Academic and Student Affairs

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
June 27, 2018

SUBJECT: Draft Task Force Two-Year Work Plan

PROPOSED COMMITTEE ACTION

Consider for approval the Two-Year Work Plan for the Drugs, Alcohol and Mental Health Task Force

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the January 2018 meeting of the Board of Governors, Board Chair Lautenbach created a Drugs, Alcohol and Mental Health Task Force. The new Task Force has been tasked with using existing evidence to 1) document the most critical drug, alcohol, and mental health issues facing SUS students, 2) identify best practices, 3) develop system-wide recommendations for effectively addressing the most critical issues, and 4) identify resources needed to implement the system-wide recommendations.

Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, will present a draft two-year Work Plan for consideration.

Supporting Documentation Included: Draft Task Force Two-Year Work Plan

Facilitators/Presenters: Dr. Christy England

Drugs, Alcohol & Mental Health Task Force 2018 - 2019 Work Plan
DRAFT: June 27, 2018

Purpose: To use existing evidence to 1) document the most critical drug, alcohol, and mental health issues facing SUS students, 2) identify best practices, 3) develop system-wide recommendations for effectively addressing the most critical issues, and 4) identify resources needed to implement the system-wide recommendations.	
March 2018	WORKSHOP with CAVP, CSA, & BOG ASA Committee invited 1. Taskforce Work Plan (draft) 2. Roles of counselors & academic advisors • What are the roles & responsibilities of mental health counselors? • What are the roles & responsibilities of academic advisors? • Where do the roles/responsibilities of counselors & academic advisors intersect relative to student mental health? What are the points of contention? 3. Drug Use: Overview [campus experts] • Provide drug use data from the American College Health Association National College Health Assessment (national & SUS data) • How extensive is drug use & abuse across the SUS?
June 2018	1. Approve Taskforce Work Plan 2. Alcohol Use: Overview [campus experts] • Provide alcohol use data from the American College Health Association National College Health Assessment (national & SUS data) • How extensive is alcohol use & abuse across the SUS? 3. Drugs & Alcohol Tools in the Toolkit Part 1: Laws & Policies [campus experts] • What are the current policies & processes in place at the universities for addressing illegal use of drugs & alcohol & for addressing substance abuse? • To what extent do SUS students violate drug & alcohol laws & university policies? • Is there a relationship between hazing & the use of drugs &/or alcohol? 4. Dashboard Project Overview [Dr. Lunsford (FIU), Dr. Corey King (FAU)] • Review a framework for developing a dashboard to assess progress on reducing the use of drugs and alcohol and improving student mental health

Drugs, Alcohol & Mental Health Task Force 2018 - 2019 Work Plan
DRAFT: June 27, 2018

September 2018	Drugs & Alcohol Tools in the Toolkit Part 2: Best Practices in Education, Prevention & Treatment [campus experts] • What are the best practices in education/prevention of illegal use of drugs & alcohol? • What are the best practices for communicating available resources to students? • What are the best practices in education/prevention of substance abuse? • What are the best practices in treating substance abuse? • What are the best practices for supporting students in recovery? [address the above relative to on-campus, commuter, & online students] Dashboard Project Update [Dr. Lunsford (FIU), Dr. Corey King (FAU)]

November 2018	Mental Health: Overview [campus experts]
	• Provide mental health data from the American College Health Association National College Health Assessment (national & SUS data) & other institutional sources
	• What are the most prevalent mental health issues among SUS students?
	• What has changed in the last three years?
	  • How is mental well-being encouraged & promoted among on-campus, commuter, & online students?
	  • How are short- & long-term mental health issues handled?
	  • How is student care coordinated among various health providers for on-campus, commuter, & online students?
	  • Update on counseling center staffing levels as of the end of AY2017-2018
	• Is there a connection between substance use/abuse & mental health & if yes, what is the nature of the connection?
	
	Dashboard Project Update [Dr. Lunsford (FIU), Dr. Corey King (FAU)]

January 2019	Mental Health: Best Practices in Education, Prevention & Treatment [campus experts] • What are the best practices in preventing mental health issues? • What are the best practices in treating mental health issues? • What are the best practices in coordinating student care among various health providers on campus for students with mental health issues? • What are the best practices in coordination & communication between faculty, staff, & mental health providers • What are the best practices for communicating available resources relating to mental health education/assessment/treatment to students? [address the above relative to on-campus, commuter, & online students] Dashboard Project Update [Dr. Lunsford (FIU), Dr. Corey King (FAU)]

Drugs, Alcohol & Mental Health Task Force 2018 - 2019 Work Plan
DRAFT: June 27, 2018

March 2019	Review of drug, alcohol & mental health issues • Based on the evidence provided in the last year, what are the most critical drug, alcohol & mental health issues facing SUS students & institutions? • What system-wide solutions would be appropriate for addressing the most critical issues? • Is any special consideration needed for commuter &/or online students? Dashboard Project: Review Draft [Dr. Lunsford (FIU), Dr. Corey King (FAU)]
June 2019	Identify resources needed to implement system-wide recommendations to address drug, alcohol & mental health issues among college students identified during previous meeting Dashboard Project: Finalize [Dr. Lunsford (FIU), Dr. Corey King (FAU)]
September 2019	1. Finalize system-wide recommendations & resources needed for addressing drug, alcohol & mental health issues among college students 2. Update on counseling center staffing levels at the end of AY2018-2019
November 2019	Review of accomplishments

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
June 27, 2018

SUBJECT: Alcohol Use and Abuse Among College Students

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January 2018, the Board created the Drugs, Alcohol and Mental Health Taskforce to address drug, alcohol and mental health issues among college students in the State University System.

The Task Force will review national and system level data on alcohol use and abuse among college students. The Taskforce will discuss alcohol use and its prevalence among students in the State University System.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Kathryn Kominars

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
June 27, 2018

SUBJECT: Drugs and Alcohol Tools in the Toolkit Part 1: Laws and Policies

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January 2018, the Board created the Drugs, Alcohol and Mental Health Taskforce to address drug, alcohol and mental health issues among college students in the State University System.

There are several tools for addressing drug and alcohol use among college students, including education, prevention, treatment, laws, and policies. The Task Force will review existing federal and state laws as well as institutional policies that address student drug and alcohol use.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Michael Rollo

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
June 27, 2018

SUBJECT: Drugs, Alcohol and Mental Health Framework

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Following the March 27, 2018 workshop, the Task Force chair charged Dr. Larry Lunsford, Vice President for Student Affairs at Florida International University, and Dr. Corey King, Vice President for Student Affairs and Enrollment Management at Florida Atlantic University, with developing a framework to guide the creation of a dashboard over the next 12 to 18 months.

Dr. Lunsford and Dr. King will present the initial draft of the drug, alcohol, and mental health framework.

Supporting Documentation Included: Drugs, Alcohol and Mental Health Framework

Facilitators/Presenters: Dr. Larry Lunsford
Dr. Corey King

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Drugs, Alcohol and Mental Health Framework

DRAFT: June 27, 2018

Student Wellness Goals

Goal 1: System wide adoption and use of the American College Health Association's (ACHA) National College Health Assessment (NCHA).

Goal 2: Implement Healthy Campus 2020 on all university campuses.

Drugs and Alcohol Goals

Goal 1: Rebrand the collegiate student experience around healthy and responsible choices related to alcohol and other drugs to support lifelong health and well-being.

Goal 2: Align policies with practice to support the desired student/campus culture.

Goal 3: Implement best practices focused on prevention and early intervention.

Goal 4: Support students with non-drinking/non-drug using lifestyle.

Student Mental Health Goals

Goal 1: Embed health in campus mission statements, policies, and procedures.

Goal 2: Generate thriving communities and a culture of well-being.

Goal 3: Create or re-orient campus services focused on proactive and responsive mental health well-being.

Goal 4: Comprehensive needs assessment for incoming freshmen students.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Recognition of State University System Business Champion

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chair Ned Lautenbach will present a State University System Business Champions award to Lockheed Martin.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Academic and Student Affairs Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 28, 2018
8:30 a.m. – 9:00 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Cerio, Frost, Morton, Stewart, Tyson, Valverde, White, Zachariah

1. **Call to Order and Opening Remarks** — **Governor Norman Tripp**

2. **Minutes of Committee Meeting** — **Governor Tripp**
   Minutes March 28, 2018

3. **Vice Chancellor and Chief Academic Officer's Report** — **Dr. Jan Ignash**, *Vice Chancellor for Academic and Student Affairs*

4. **Academic and Student Affairs Updates**

   A. SUS Council of Academic Vice Presidents (CAVP) — **Dr. Gary Perry**, *Chair, CAVP*

   B. SUS Council for Student Affairs (CSA) — **Dr. Corey King**, *Chair, CSA*

   C. Florida Student Association — **Governor Jalisa White**, *Chair, Florida Student Association*

5. **Concluding Remarks and Adjournment** — **Governor Tripp**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 28, 2018

SUBJECT: Minutes of Committee Meeting held March 28, 2018

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the meeting held on March 28, 2018 at the University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on March 28, 2018 at the University of North Florida.

Supporting Documentation Included: Minutes, March 28, 2018

Facilitators/Presenters: Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BALLROOM, 3rd FLOOR, WEST BUILDING
STUDENT UNION COMPLEX
UNIVERSITY OF NORTH FLORIDA
1 UNF DRIVE
JACKSONVILLE, FLORIDA 32224
March 28, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu.

1. Call to Order and Opening Remarks

Chair Tripp convened the meeting on March 28, 2018, at 1:33 p.m. with the following members present and answering roll call: Governors Link, Ciero, Frost (by phone), Morton, K. Patel, Tyson, Valverde, and Zachariah. A quorum was established.

2. Minutes of Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the January 24, 2018, committee meeting. Governor Tyson moved to approve and Governor Valverde seconded the motion. The motion was approved.

3. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Jan Ignash reported on activities of the Academic and Student Affairs (ASA) unit:

- Board staff have been completing legislative bill analyses.
- On February 6, 2018, the Council of Academic Vice Presidents (CAVP) Academic Program Coordination Workgroup reviewed 13 new program pre-proposals. The next meeting is April 6, 2018, in Tallahassee.
- Ms. Emily Sikes has been working with the Department of Economic Opportunity (DEO) to align information the SUS can give to business and industry. She has also been working with DEO on the latest labor market demand data.
- Ms. Sikes has begun the work to update the Board's list of Programs of Strategic Emphasis.
- Dr. Traki Taylor and Dr. Catherine Oakley participated in the American Council on Education (ACE) conference in Washington, D.C. on March 10-13, 2018.

- On March 2, 2018, Governor Levine met with all of the SUS Provosts and Vice Presidents/Directors of Research to establish the purpose and focus of the new Academic and Research Excellence Committee.

4. Academic Program Items

A. Limited Access Status Request for Bachelor of Science in Professional Communication CIP 09.0900, Florida State University

Limited access status was requested due to the limited number of faculty and the intensive nature of the program that requires a great deal of hands-on instruction with students in simulation settings. The FSU Board of Trustees approved limited access status for the program on January 19, 2018, with a Summer 2018 effective date. Governor Valverde moved to approve limited access status and Governor Frost seconded the motion. The motion was approved.

B. Limited Access Status Request for Bachelor of Science in Retail Merchandising/Product Development CIP 19.0901, Florida State University

Limited access was requested to ensure the availability of ample resources to adequately serve students. Offered in the Jim Moran School of Entrepreneurship, the FSU Board of Trustees approved the limited access status for the program on January 19, 2018 with a Fall 2018 effective date. Chair Tripp commented that once programs are fully operational, Florida State University will be removing many of these programs from Limited Access. Governor Tyson moved to approve limited access status and Governor Valverde seconded the motion. The motion was approved.

C. Limited Access Status Request for Bachelor of Science in Neuroscience CIP 25.1501, Florida State University

Limited access status was requested to help ensure student success in upper-division Neuroscience coursework. Program preparation will support students' successful admission to and completion of graduate or professional degree programs. The FSU Board of Trustees approved the limited access status for the program on January 19, 2018 with a Fall 2018 effective date. Governor Valverde moved to approve limited access status and Governor Frost seconded the motion. The motion was approved.

D. Termination Request for PhD in Engineering Sciences CIP 14.0101, the University of South Florida

Termination of the Ph.D. in Engineering Sciences degree program was recommended as a result of continuous low enrollment and lack of student interest. Students are finding discipline-specific engineering more appealing and better aligned with their career goals. The USF Board of Trustees approved the termination of the program on December 14, 2017 with a Spring 2018 effective date and Spring 2021 phase-out term. Governor Tyson moved to approve termination and Governor Frost seconded the motion. The motion was approved.

5. Update by Florida State University

Florida State University President John Thrasher provided an update on the interim suspension instituted in November 2017 that affected Greek organizations and other campus organizations. Since the suspension, there have been numerous conversations with student leadership, alumni, advisors, and national organizations to refine plans to have a healthier campus. In January 2018, fraternities and sororities were allowed to commence philanthropy and recruitment, resume training, and provide orientation for anyone interested in joining a fraternity or sorority. He noted that risk management training, bystander responsibilities, and medical aspects of these issues have been required, and training was launched for all student organizations. President Thrasher stated that conversations have occurred with national Greek Life leadership about concerns and the need to have them involved in the resolution of these issues.

President Thrasher noted that they are in the process of hiring new staff who will be responsible for fraternity and sorority life operations, providing more advising of student leaders and additional training to students and their advisors. He commented that he hopes to have these position in place by summer.

President Thrasher said that he lifted the ban on alcohol this past week. FSU students have understood the expectations and the serious nature of what happened on campus. He noted that the issues have been looked at from public health, risk management, and student safety perspectives. Groups that wish to have social activities will be required to have appropriate training and submit risk management plans for review prior to any socials with alcohol. President Thrasher noted that all student organizations, including fraternities and sororities, will be monitored and that hazing will not be accepted. Students are working in a responsible way to ensure this will not happen again.

President Thrasher stated that there are pending legal aspects. The State Attorney in Tallahassee brought felony hazing charges against nine young men and there is also a civil lawsuit that has been filed by the Coffey family against the nine young men as well as local and national chapters of this particular fraternity.

Governor Levine thanked President Thrasher for the leadership he and his team have provided and ensuring everyone's attention and continued dialogue. He commented on President Thrasher's respect for the Greek system, the positive aspects it brings to the campuses, and what students can do to work together on things that are positive.

Governor K. Patel noted that students across the nation saw Florida State University and its student leaders setting an example for the entire nation. Governor K. Patel thanked President Thrasher for working with student leaders in shaping the nation

Speaking as a parent who was not involved in the Greek system, Gov. J. Patel stated that he has learned about the benefits of the Greek system and commented on work that still needs to be done to educate parents who have not been involved in the Greek system regarding the benefits and its importance in the University System.

President Thrasher said that so many good leaders come from the Greek system and that every student body president since he has been President of Florida State University has been from the Greek system. He stated they provide incredible opportunities for leadership, philanthropy, and service and affirmed that he wants to save the Greek system, but this can't happen again; hazing has no place in the Greek system or any other organization.

Chair Tripp commented that this Board feels the pain of the loss of the student and intends to continue looking at hazing and the Greek system. He stated that the Board looks forward to sharing what has been learned and to ensuring that, as a System, we are doing everything we can do to make sure students are safe.

President Thrasher introduced Dr. Amy Hecht to describe the new senior position in student affairs that is primarily focused on the health and welfare of the students. Dr. Hecht stated that in the fraternity and sorority community, if students see mental health crisis, drug addiction, or alcohol addiction, they are calling for help and are not looking to protect their organizations. She noted discussions about "medical amnesty." Because students are our eyes and ears, if they see something, they need to say something.

Dr. Hecht stated that senior leaders in student affairs will be working with her and Provost McRorie on an executive steering committee on the healthy campus initiative to ensure that everyone at FSU finds a way to create an environment to encourage students to be not only academically successful but also healthy and well.

6. Update on the SUS Math Reform Effort

The University of Florida Provost, Dr. Joe Glover, provided an update on the State University System's efforts in mathematics reform. He noted this is of concern for the Board of Governors as the System is concerned with improving output in STEM and

graduation rates in general. He commented that freshman math is the gateway to all STEM and many other majors. Dr. Glover said that there has been a series of national reform efforts coordinated by the National Science Foundation, APLU, and AAU over the past decade on how to improve student success rates in these courses. Dr. Glover said that on May 7, 2018 the System will offer a one day mathematics planning symposium at Lake Buena Vista. He stated that the morning will be devoted to presentations from national experts on active teaching and learning strategies and the afternoon will be devoted to developing an action plan to address improvement in the System. Dr. Glover said that he sent an email to math department chairs, Deans of Arts and Sciences, and Provosts with information for this symposium. Governor Lautenbach thanked Dr. Glover.

Chair Tripp asked about working with the Florida College System on this initiative. Dr. Glover commented that the Florida College System launched its own initiative along similar lines. He stated that Vice Chancellor Ignash and he will be attending their symposium in April and after the State University System Symposium in May, there should be greater understanding as to how well efforts align and then work to bring the two efforts together. Governor Tripp encouraged the collaboration which is so important due to the 2+2 System.

Chair Tripp recognized Governor Cerio for comment. Governor Cerio reported that the James Madison Institute (JMI) published a policy brief entitled "Free Expression and Intellectual Diversity: How Florida Universities Currently Measure Up." He commented that he is on the JMI board and will forward a copy to each Board Member.

7. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Chair Tripp commented that he would like to attend the CAVP meeting to make sure that everyone is on the same track with relation to his feelings and concerns about mental health and the counseling issues.

Dr. Gary Perry, Provost and Vice President for Academic Affairs, FAU, Chair of the CAVP, reported on the following activities:

- Dr. Perry stated that the CAVP will meet that evening with a fairly full agenda including updates from Dr. Jan Ignash, the Math Reform effort, and choosing programs of excellence in the State University System.

- Dr. Perry noted that Dr. Ignash provided an update on the new Board of Governors committee on academic and research excellence that will be chaired by Governor Levine and its charge to focus on academic programs and research

in order to raise the national and international reputation of the State University System. He discussed the March 2, 2018 meeting at the University of South Florida when members of CAVP met with Governor Levine and the State University Research Vice Presidents and Directors to begin discussion on developing programs of excellence across the State University System and what such programs may look like. Dr. Perry stated that for three hours, there was engaged discussion, including the importance of choosing programs of excellence to which both the large universities and the smaller institutions could contribute and participate with their expertise.

- Dr. Perry noted that the Steering Committee for Online Education, comprised of six CAVP members and chaired by Provost Wilcox, continues to review the progress in implementing the Board's Online Strategic Plan. The Steering Committee will meet on March 29, 2018, to discuss strategies and tactics.

B. SUS Council for Student Affairs (CSA)

Dr. Corey King, FAU Vice President of Student Affairs and CSA Chair, provided the CSA report.

- Dr. King reported that the CSA appreciated the opportunity to participate in the Drugs, Alcohol, and Mental Health Task Force workshop on March 27, 2018. The Council applauds the continued discussions in relation to student success on all of the campuses and looks forward to further conversations with Governor Valverde in terms of direction and how the Council may further assist the new Taskforce. The Council also appreciates Dr. Kirk Dougher, who provided a comprehensive report on drugs and alcohol in the state and looks forward to continued discussions and direction.

- Dr. King reported that CSA met today and discussed Greek life initiatives and applauds Florida State University for their efforts in terms of Greek life. He stated that the Council plans to support those efforts in the following ways:
    - a System-wide score card initiative
    - Greek life advising councils' conversations among campuses
    - comprehensive resource plan for Greek life
    - continued conversations regarding hazing prevention
    - System-wide communication plan with Deans of Students and Greek life professionals with conversations on a monthly/biannual basis in terms of continued best practices for Greek life in our state.

- Dr. King noted that a hazing prevention summit is planned for May 18, 2018, and that the CSA is grateful to Dr. Maribeth Ehasz at the University of Central Florida for hosting the summit. He stated that over 100 participants are expected

and that all State University System institutions will be represented.

- Dr. King reported that the SUS VP-AVP Student Affairs Summit is June 24-25 2018, also at the University of Central Florida.

Chair Tripp commended Dr. King and the Council for the hard work being done. Chair Tripp stated that there has been a lot of progress made and the Board will continue to provide support.

Governor Kishane Patel, Chair of the Florida Student Association (FSA), provided the FSA report.

Chair Tripp commented that this is Governor Patel's last official Board of Governor's meeting and thanked Governor Patel for his service.

- Governor K. Patel reported that the FSA Board has been extremely active in Tallahassee and the FSA's legislative agenda, created a year ago, was largely successful. Governor K. Patel thanked Chancellor Criser, Kristin Whitaker, Renee Fargason, and all of the Board members who were lobbying in Tallahassee for FSA's initiatives – the expansion of Bright Futures, the revisions to excess credit hours, and the allocation of resources for mental health from the University presidents.

- Governor K. Patel stated that FSA is currently working on a transition for the Board as ten (10) of the twelve (12) Universities have now completed student body elections.

- Governor K. Patel noted that the FSA Presidents across the state provided transportation and resources to send students to the March for Our Lives events around the nation. FSA does not have an official position, but shares this information to show that students are becoming active in civic engagement. Governor K. Patel stated that going to college is much more than getting a degree. It is an experience to develop students into young professionals which gives them the skills necessary to succeed in the world. He commented that while we spend a great deal of time focusing on graduation rates and degrees, college provides many more experiences while students are seeking a degree.

- Governor K. Patel commented that as a college student, he has worked through his years, got involved, and will graduate on time with his four year degree. He thanked the University of West Florida and President Saunders for guiding and mentoring students who served on the Board for two years in a row. Governor K. Patel also thanked Jalisa White, Student Body President at Florida Gulf Coast

University, and David Thompson at the University of South Florida, who served as the two Vice-Chairs on FSA, and Yasmin Hernandez who served as his Student Government Vice-President.

Governor Kitson thanked Governor K. Patel for his fantastic service, adding that it has been an honor serving with him this past year and that Governor K. Patel represented the students throughout the State University System extremely well.

Chair Tripp stated that Governor K. Patel will be invited to return in June for a formal recognition.

8. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 2:15 p.m.

_____
Norman D. Tripp, Chair

_____
Traki L. Taylor, Ph.D.
Assistant Vice Chancellor for Academic and Student Affairs

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 28, 2018

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 28, 2018

SUBJECT: State University System Council of Academic Vice Presidents (CAVP)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Gary Perry, Chair of the State University System Council of Academic Vice Presidents (CAVP), will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Gary Perry

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 28, 2018

SUBJECT: Update from the State University System Council for Student Affairs (CSA)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Corey King, Chair of the State University System Council for Student Affairs (CSA), will provide an update on recent activities of the CSA.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Corey King

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 28, 2018

SUBJECT: Update on Activities of the Florida Student Association

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Jalisa White, Chair of the Florida Student Association, will update the Committee on recent Association activities.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Jalisa White

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Two + Two Articulation Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 28, 2018
9:00 a.m. – 10:15 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine
Members: Lautenbach, Patel, Stewart, Tripp

1. Call to Order and Opening Remarks — **Governor Wendy Link**

2. Minutes of Committee Meeting — **Governor Link**
Minutes, March 28, 2018

3. FAMU 2+2 Enhancement Program Update — **Dr. William Hudson, Jr.**
Vice President for Student Affairs
Florida Agricultural & Mechanical University

4. UCF DirectConnect™ and Transfer Connect: Florida College Partner Perspectives — **Dr. Sandy Shugart**
President, Valencia College

Dr. Lawrence Barrett
President, Florida Gateway College

5.	**Improving 2+2 Articulation Implementation Plan: Workgroup Progress Report**	**Dr. Christy England** *Associate Vice Chancellor for Academic Research and Policy*
6.	**Update on 2+2 Transfer Students in the SUS System**	**Dr. Christy England**
7.	**Draft 2018 Work Plan**	**Dr. Christy England**
8.	**Concluding Remarks and Adjournment**	**Governor Link**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
June 28, 2018

SUBJECT: Minutes of Committee Meeting held March 28, 2018

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Two + Two Articulation Committee meeting held on March 28, 2018 at University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on March 28, 2018 at University of North Florida.

Supporting Documentation Included: Minutes, March 28, 2018

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
TWO + TWO ARTICULATION COMMITTEE
UNIVERSITY OF NORTH FLORIDA
JACKSONVILLE, FLORIDA
MARCH 28, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu.

1. Call to Order and Opening Remarks

Chair Wendy Link convened the meeting on March 28, 2018 at 3:07 p.m. with the following members present and answering roll call: Governors Lautenbach, Levine, Link, J. Patel, and Tripp. A quorum was established.

2. Minutes of Committee Meeting

Chair Link asked for a motion to approve the minutes from the November 19, 2017 committee meeting. Governor Tripp moved to approve the minutes, Governor Lautenbach seconded the motion, and the motion was approved.

3. Improving 2+2 Articulation Implementation Plan: Work Group Progress Report

Dr. England provided an overview of the activities of the Improving 2+2 Articulation Work Group since the Committee's last meeting on November 19, 2017. She reminded the Committee of the three Board-approved strategies from the Improving 2+2 Implementation Plan: to develop a web-based advising tool, to encourage universities to develop and expand 2+2 enhancement programs and to develop criteria for effective 2+2 enhancement programs, and to develop and implement a 2+2 data and information toolkit. Dr. England reported that the work group had been working on the first strategy since last August. The work group developed and finalized a list of key content areas for the critical user groups of students, advisors, university staff, and parents and reviewed existing websites to determine which of the content areas already existed. Dr. England stated that the work group had done a preliminary assessment of the content to determine what resources were appropriate for the various user groups in their current form, which resources needed some revisions, and which did not exist at all.

4. 2+2 Enhancement Program Updates

Dr. England provided an overview of an updated list of 2+2 enhancement programs. She stated that every Florida college has at least one state university program partnership in place or under development. Dr. England also noted that Florida Agricultural and Mechanical University and the University of West Florida have significantly expanded their programs and that Florida Polytechnic University is in the process of developing its first 2+2 enhancement program since the list of programs was first compiled for the Board's Select Committee on 2+2 Articulation in January 2017.

Governor Lautenbach asked if there is any way to tell how well the programs are working. Dr. England noted that under the second strategy assigned to the work group, key criteria of successful programs will be identified and then each university will use the criteria to assess their programs.

Governor Tripp asked if there was a mechanism for gathering feedback from the students themselves in order to determine the effectiveness of the programs. Dr. England noted that time to degree is one measure that is already available and that she would ask CAVP if the universities have collected any additional information from students.

Governor Tripp asked if prospective students are aware of what their chances are of being accepted by a university if they are not participating in one of the enhancement programs.

Governor K. Patel stated that the students who get accepted are probably happy, but that the students who do not get accepted are the ones to follow up with. Governor Patel also suggested that the president of the Florida College System student organization might be able to assist with identifying and addressing any issues.

Chair Link stated that the Florida College System chancellor and the chair of the FCS president's council will be invited to the Committee's next meeting in June as a way to further solidify partnerships with the FCS. Governor K. Patel also suggested that the president of the Florida College System student organization be invited.

Chair Link then asked the university presidents to suggest future topics for the Committee to discuss relative to the statewide 2+2 agreement. She noted that while Florida's 2+2 system is strong, there is always room for improvement and that there are opportunities for improving the student experience.

University of West Florida President Saunders agreed that the system works well and that it doesn't stop with admitting students but that students need to complete the baccalaureate degree as well. President Saunders shared that they are focusing on the

high demand programs and assessing how well FCS students are doing so they can provide feedback to their primary feeder colleges.

Governor Tripp cautioned that we need to be sensitive to our partners when providing feedback. Governor Lautenbach stated that we need to be straightforward with our partners too, and keep the focus on student success. Chair Link stated that feedback should be offered in the right spirit and that it should be specific, helpful and useful to the colleges. University of North Florida President Delaney stated that they have used data to identify consistent problem areas and provided feedback to their partners.

Chair Link asked the University of Central Florida about the status of the online 2+2 enhancement program for transfer students. University of Central Florida Provost Whittaker reported that it is a unique online program for AA students who are place bound. He stated that students receive specific advising to ensure their credits will transfer. Provost Whittaker also noted that the program is still fairly new and that initially about 450 students enrolled, and this spring over 1,600 students were enrolled suggesting some pent-up demand exists in the system.

Florida International University President Rosenberg stated that financial aid for transfer students could be more structured and seamless.

Governor J. Patel asked if AA transfer students needed a specific GPA to be admitted to a state university. University of South Florida Provost Wilcox stated that a 2.0 GPA is the minimum requirement for all universities but specific programs may have higher GPA requirements.

Provost Wilcox asked if the data suggested a problem with students not being admitted to a state university. Chair Link stated that in a previous presentation by Dr. Jan Ignash, only one incident had been reported to Board staff during the past several years and that the matter had been quickly resolved.

Governor Tripp stated that place bound students may have a more difficult time accessing a program close to them but that online programs can help fill the gap for those students.

Florida Agricultural and Mechanical University Board of Trustee Chair Lawson stated that while they have significantly expanded their programs as a result of conversations with Governor Levine, who chaired the Board's Select Committee on 2+2 Articulation, they learned that programs outside their geographic region require additional work. Chair Lawson also noted that the agreement alone is not enough and as a result, FAMU has sent staff and students to Florida college partner campuses to ensure the programs are working.

Having no further business, Chair Link adjourned the meeting at 3:37 p.m.

Christy England, Ph.D.
Associate Vice Chancellor, Academic and Student Affairs

Wendy Link, Chair

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
June 28, 2018

SUBJECT: Florida Agricultural and Mechanical University 2+2 Enhancement Program Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Representatives from the Florida Agricultural and Mechanical University will provide an overview of the newly established Ignite 2+2 Program, which guarantees admission (consistent with university policy) for associate degree graduates from any of 10 partner state colleges.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. William E. Hudson, Jr.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
June 28, 2018

SUBJECT: University of Central Florida DirectConnect™ and Transfer Connect: Florida College Partner Perspectives

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Representatives from Valencia College and Florida Gateway College will provide an overview of their experience with the University of Central Florida DirectConnect™ and Transfer Connect 2+2 enhancement programs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Sandy Shugart
Dr. Lawrence Barrett

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
June 28 2018

SUBJECT: Improving 2+2 Articulation Implementation Plan: Work Group Progress Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2017, the Committee and the Board approved three strategies for improving 2+2 articulation. The following summer, Board staff established a work group to develop recommendations to implement the three strategies. The work group met in person on August 15, 2017 in Tallahassee to begin work on the first strategy, a web-based 2+2 advising toolkit. Following that initial meeting, the work group continues to work on this strategy via email and conference calls.

Board staff will provide an update on the work group's progress and next steps.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Christy England

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
June 28 2018

SUBJECT: Update on Transfer Students in the SUS System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board staff will provide an update of the number and characteristics of Florida College System Associate in Arts transfer students in the State University System.

Supporting Documentation Included: Overview of 2+2 Transfer Students in the State University System

Facilitators/Presenters: Dr. Christy England

Overview of 2+2 Transfer Students in the State University System
June 28, 2018

State University System Enrollments by Student Type

Florida College System (FCS) Associate of Arts (AA) transfer students are consistently a significant source of State University System (SUS) enrollments, making up slightly more than a quarter of new enrollments.

Table 1: Undergraduate Students by Type of Student at Most Recent Entry

Fall Term	FTIC		FCS AA		FCS AS		Other Transfer		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
2010	144,817	59	61,549	25	1,983	1	39,059	16	247,408
2011	146,473	58	66,235	26	2,031	1	39,613	16	254,352
2012	146,697	57	68,817	27	2,333	1	40,317	16	258,164
2013	147,274	57	69,853	27	2,411	1	41,096	16	260,634
2014	148,879	57	70,235	27	2,532	1	41,312	16	262,958
2015	150,419	56	71,189	27	2,621	1	43,127	16	267,355
2016	152,265	56	71,796	26	2,641	1	44,699	16	271,401
2017	154,022	56	71,358	26	2,665	1	47,011	17	275,056

Source: Board of Governors staff analysis of the State University Database System (SUDS).

FCS AA Transfer Student Applications

More than 1/3 of FCS AA graduates each year do not apply for admission to a state university and the proportion who do not apply has been increasing.

The percentage of FCS AA transfer students who applied and were admitted to the SUS has remained fairly constant over time.

Table 2: Florida College System Transfers with Associate in Arts

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
AA Graduates	**52,317**	**62,614**	**57,690**	**55,132**	**55,888**	**57,799**	**57,864**
SUS Applicants	32,267	34,924	35,851	35,579	35,326	35,466	35,441
% Applicants	62.7%	56.8%	62.1%	64.5%	63.2%	61.4%	61.2%
# Admitted	27,949	30,375	30,532	30,287	30,107	30,584	30,491
%Admitted	86.6%	87.0%	85.2%	85.1%	85.2%	86.2%	86.0%
# Enrolled	23,645	25,560	25,233	25,195	25,092	25,440	25,181
% Enrolled	84.6%	84.1%	82.6%	83.2%	83.3%	83.2%	82.6%
# did not apply	20,050	27,690	21,839	19,553	20,562	22,333	22,423
% of Total	38.3%	44.2%	37.9%	35.5%	36.8%	38.6%	38.8%

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Overview of 2+2 Transfer Students in the State University System
June 28, 2018

AA Transfer Student Application Patterns

Nine out of ten FCS AA transfer students into the SUS apply to only one state university. This holds true for both those admitted and those denied.

Table 3A: FCS AA Transfer Applicants by Number of Institutions to Which Students Applied

NUMBER of INSTITUTIONS	2014-15		2015-16		2016-17	
	Number	Percent	Number	Percent	Number	Percent
1	31,975	91%	32,240	91%	32,132	91%
2	2,696	8%	2,596	7%	2,661	8%
3	517	1%	489	1%	507	1%
4+	138	0.4%	141	0.4%	141	0.4%
TOTAL	**35,326**	100%	**35,466**	100%	**35,441**	**100%**

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Table 3B: FCS AA Transfer Applicants NOT Admitted to SUS Institution

NUMBER of TIMES DENIED	2014-15	2015-16	2016-17
1	2,987	3,968	4,112
2	222	234	206
3	16	14	10
4-8	1	1	5
TOTAL	**3,226**	**4,217**	**4,333**

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Overview of 2+2 Transfer Students in the State University System
June 28, 2018

Student Demographics

The proportion of men and women who are FCS AA transfer students mirrors very closely that for FTIC students in the SUS.

Table 4: Student Gender								
FCS AA TRANSFER FALL ENROLLMENT HEADCOUNTS								
	2010	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Female	56%	56%	56%	56%	55%	55%	56%	56%
Male	44%	44%	44%	44%	45%	45%	44%	44%
FTIC FALL ENROLLMENT HEADCOUNTS								
	2010	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Female	55%	56%	56%	56%	56%	56%	56%	56%
Male	45%	44%	44%	44%	44%	44%	44%	44%

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Hispanic students comprise a growing percentage of both FTICs and FCS AA Transfer students.

Table 5: Student Race/Ethnicity								
FCS AA TRANSFER FALL ENROLLMENT HEADCOUNTS								
Race/Ethnicity	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Asian	4%	4%	4%	4%	4%	4%	4%	4%
Black	13%	13%	13%	13%	14%	14%	14%	14%
Hispanic	25%	27%	29%	30%	32%	33%	34%	34%
Other	5%	5%	5%	6%	6%	6%	7%	7%
White	54%	51%	49%	47%	45%	44%	42%	41%
FTIC FALL ENROLLMENT HEADCOUNTS								
Race/Ethnicity	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Asian	5%	5%	5%	5%	5%	5%	5%	5%
Black	15%	15%	14%	13%	13%	12%	12%	12%
Hispanic	20%	21%	22%	23%	24%	25%	25%	26%
Other	4%	5%	5%	6%	6%	7%	7%	8%
White	55%	54%	54%	53%	52%	51%	50%	49%

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Overview of 2+2 Transfer Students in the State University System
June 28, 2018

The average age of FCS AA transfer students is significantly higher than the average age of FTIC students in the SUS.

Table 6: Average (Mean) Age of Students Enrolled in Fall Term

Fall Term	FCS AA TRANSFERS		FTICs	
	Average	Number	Average	Number
2010	25.9	61,460	20.2	144,063
2011	25.9	66,130	20.2	145,678
2012	25.9	68,700	20.2	145,941
2013	25.9	69,714	20.2	146,646
2014	25.9	70,090	20.1	148,135
2015	25.8	71,189	20.1	150,421
2016	25.6	71,797	20.1	152,268
2017	25.5	71,360	20.1	154,023

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Overview of 2+2 Transfer Students in the State University System
June 28, 2018

Graduation Rates

FCS AA graduates are able to successfully transfer to a state university and complete a bachelor's degree.

- Although the AA transfer 2-year graduation rates are significantly less than the FTIC 4-year graduation rates, the AA transfer 4-year graduation rates are comparable to the FTIC 6-year graduation rate.

Table 7: FCS AA Transfer Graduation Rates (includes Full- and Part-Time students)

2–Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Cohort Size	16,675	18,055	18,971	18,815	18,732	18,329	18,600
# Graduated	5,139	5,365	5,363	5,148	5,063	5,098	5,101
Percent	**31%**	**30%**	**28%**	**27%**	**27%**	**28%**	**27%**
4–Year Rates	**2007-11**	**2008-12**	**2009-13**	**2010-14**	**2011-15**	**2014-16**	**2015-17**
Cohort Size	13,325	14,172	16,675	18,055	18,971	18,814	18,728
# Graduated	9,291	9,940	11,765	12,482	12,937	12,662	12,751
Percent	**70%**	**70%**	**71%**	**69%**	**68%**	**67%**	**68%**

Source: Board of Governors staff analysis of the State University Database System (SUDS).

Table 8: FTIC Graduation Rates (includes Full- and Part-Time students)

4–Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15	2012-16	2013-17
Cohort Size	36,828	35,468	36,710	38,658	38,933	37,114	37,375
# Graduated	14,453	14,912	15,952	16,370	17,164	17,409	18,432
Percent	**39%**	**42%**	**43%**	**42%**	**44%**	**47%**	**49%**
6–Year Rates	**2005-11**	**2006-12**	**2007-13**	**2008-14**	**2009-15**	**2012-16**	**2013-17**
Cohort Size	37,503	37,660	36,828	35,468	36,710	38,566	38,685
# Graduated	24,414	25,054	25,035	25,005	26,054	27,171	27,852
Percent	**65%**	**67%**	**68%**	**71%**	**71%**	**71%**	**72%**

Source: Board of Governors staff analysis of the State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2+2 Articulation Committee
June 28, 2018

SUBJECT: Draft 2018 Work Plan

PROPOSED COMMITTEE ACTION

Consider for approval the 2018 Work Plan for the 2+2 Articulation Committee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, will present a draft 2018 Work Plan for consideration.

Supporting Documentation Included: Draft 2018 Work Plan

Facilitators/Presenters: Dr. Christy England

2+2 Articulation Committee 2018 Work Plan
DRAFT: June 28, 2018

June 2018

1. Overview of 2+2 enhancement program not previously presented to Select Committee (FAMU)
2. FCS perspectives on SUS 2+2 enhancement programs (UCF)
   - What works well?
   - What needs to be improved?
3. 2+2 Workgroup update
4. Updated data on 2+2 transfer students in the SUS system
   - Do AA graduates apply? Are they admitted? Do they enroll?
   - Do AA transfer students graduate in a timely manner?

September 2018

1. Overview of 2+2 enhancement program not previously presented to Select Committee (TBD)
2. FCS perspectives on SUS 2+2 enhancement programs (TBD)
   - What works well?
   - What needs to be improved?
3. Critical Issue: Dual enrollment (tentative)
4. 2+2 Workgroup update

November 2018

1. Overview of 2+2 enhancement program not previously presented to Select Committee (TBD)
2. FCS perspectives on SUS 2+2 enhancement programs (TBD)
   - What works well?
   - What needs to be improved?
3. Critical Issue: Financial aid for transfer students (tentative)
4. Florida Virtual Campus presentation of revised Common Prerequisite Manual (tentative)
5. 2+2 Workgroup update

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 28, 2018
10:30 a.m. – 12:30 p.m.
or
Upon Adjournment of Previous Meetings

1.	**Call to Order**	**Chair Ned C. Lautenbach**
2.	**Presentation of Colors and Pledge of Allegiance**	**Chair Lautenbach**
3.	**Chair's Report**	**Chair Lautenbach**
4.	**Think Florida**	**Chair Lautenbach**
5.	**Minutes of Board of Governors Meeting** • Minutes, March 29, 2018	**Chair Lautenbach**
6.	**Chancellor's Report**	**Chancellor Marshall M. Criser III**
7.	**Public Comment**	**Chair Lautenbach**
8.	**Confirmation of Reappointment of the President for Florida International University**	**Chair Lautenbach** **Chair Claudia Puig** *FIU Board of Trustees*
9.	**Confirmation of Reappointment of the President for New College of Florida**	**Chair Lautenbach** **Chair Felice Schulaner** *NCF Board of Trustees*

10. Academic and Research Excellence Committee Report — **Governor Alan Levine**

11. Strategic Planning Committee Report — **Governor Darlene Jordan**
- 2018 University Accountability Plans

12. Innovation and Online Committee Report — **Governor Edward Morton**
- Student Services Scorecard

13. Audit and Compliance Committee Report — **Governor Wendy Link**
- 2018-2019 OIGC Risk Assessment and Audit Work Plan

14. Budget and Finance Committee Report — **Governor Syd Kitson**
- Amended Board of Governors Regulation 3.007 State University System (SUS) Management Information System
- Amended Board of Governors Regulation 3.0075 Security of Data and Related Information Technology
- Repealed Board of Governors Regulation 3.0076 State University System (SUS) Data Requests
- Performance-Based Funding Allocation
- 2019-2020 Legislative Budget Request Guidelines

15. Facilities Committee Report — **Governor H. Wayne Huizenga, Jr.**
- Florida Gulf Coast University Educational Plant Survey Validation
- 2019-2020 Legislative Budget Request Guidelines
- 2018-2019 Capital Improvement Fee Trust Fund Allocation
- Debt – University of Florida Athletic Association

16. Drugs, Alcohol and Mental Health Committee Report — **Governor Fernando Valverde**
- Committee Two-Year Work Plan

17. Academic and Student Affairs Committee Report — **Governor Norman Tripp**

18. Two + Two Articulation Committee Report — **Governor Link**

19. State University System Champions Presentation — **Chair Lautenbach**

20. Concluding Remarks and Adjournment — **Chair Lautenbach**

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)



I **pledge allegiance**

to the flag

of the **United States** of America

and to the Republic

for which it stands,

one Nation under God,

indivisible,

with liberty and justice for all.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Chair's Report

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Ned Lautenbach, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Think Florida

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Background Information: As part of the *Think Florida: A Higher Degree for Business* campaign, Board members regularly have the opportunity to hear from universities and the business community about the latest synergies regarding talent, research and partnerships.

Today's feature will highlight the Reserve Officer Training Corps program at the University of Central Florida which offers full-time students the opportunity to become officers in the Army and Air Force while completing their degrees.

Supporting Documentation Included: None

Facilitators/Presenters: Lt. Colonel Charles Love, USAF
Captain James Lehman, USA

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Minutes of Board of Governors Meeting held March 29, 2018

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on March 29, 2018 at the University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on March 29, 2018 at the University of North Florida.

Supporting Documentation Included: Minutes: March 29, 2018

Facilitators/Presenters: Chair Ned Lautenbach

MINUTES: FLORIDA BOARD OF GOVERNORS MARCH 29, 2018

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BOARD OF GOVERNORS
BALLROOM, 3rd FLOOR, WEST BUILDING
STUDENT UNION COMPLEX
UNIVERSITY OF NORTH FLORIDA
1 UNF DRIVE
JACKSONVILLE, FLORIDA 32224
MARCH 29, 2018

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BALLROOM, 3rd FLOOR, WEST BUILDING
STUDENT UNION COMPLEX
UNIVERSITY OF NORTH FLORIDA
1 UNF DRIVE
JACKSONVILLE, FLORIDA 32224
MARCH 29, 2018

1. Call to Order and Pledge of Allegiance

Chair Ned C. Lautenbach convened the meeting at 9:10 a.m., on March 29, 2018, with the following members present: Vice Chair Syd Kitson; Timothy M. Cerio; Darlene Jordan; Alan Levine; Wendy Link; Edward Morton; Jay S. Patel; Kishane Patel; Pam Stewart; Norman Tripp; Dr. Gary Tyson; and Dr. Fernando Valverde. Dr. Zach Zachariah joined the meeting at 9:30 a.m. Patricia Frost participated by phone. Members stood for the Pledge of Allegiance.

2. Chair's Report

Chair Lautenbach thanked President John Delaney and Chair Kevin Hyde for hosting the meeting. President Delaney welcomed everyone and thanked the Board for coming to the University of North Florida campus. Chair Lautenbach said it is always a pleasure to be on the University of North Florida campus, but particularly special as this is the last meeting with John Delaney as President.

Chair Lautenbach noted the State University System was named the top state for higher education by *U.S. News & World Report* for the second year in a row. He indicated this reflects the collective efforts of the Board, Governor Scott, the Florida Legislature, the universities, and the colleges to provide an excellent education at an excellent price.

He thanked Governor Scott, President Negron, Speaker Corcoran, Senator Galvano and Representative Rodrigues for their hard work this session. He expressed appreciation for the level of support for performance funding and for the Florida Excellence in Higher Education Act, which expands Bright Futures scholarships, need-based aid, and the World Class Faculty and Scholar program. The legislation also solidifies the Board's focus on four-year graduation rates. With this renewed focus, he is confident the State University System will regain its number one ranking for graduation rates of public universities among the ten largest states.

Moving forward, Chair Lautenbach said he is encouraged that incoming legislative leadership shares the Board's commitment to affordability, performance funding, and educational quality. He plans to continue the dialogue about improvements to the performance funding model, including finding an alternative to the bottom three component of the model.

Chair Lautenbach expressed appreciation to the committee members of the Drugs, Alcohol and Mental Health Task Force. He stressed the importance of the work of the Task Force being a collaborative effort with the trustee chairs and the opportunity to make an impact on student safety.

He also recognized the six people who died and those injured in the pedestrian bridge collapse at Florida International University. He commended the first responders, including the FIU physicians, nurses, police and medical students who were first on the scene to offer assistance to victims. He thanked law enforcement for their tireless efforts to save lives and the American Red Cross for its vital assistance. He also acknowledged President Rosenberg for his thoughtful and compassionate leadership during this tragedy.

3. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held January 25, 2018

Mr. Tripp moved approval of the Minutes of the meeting held January 25, 2018, as presented. Dr. Valverde seconded the motion, and the members concurred unanimously.

4. Chancellor's Report

Chancellor Criser echoed Chair Lautenbach's appreciation for the efforts of Governor Scott and the Florida Legislature during the session. He thanked Senator Keith Perry, the chair of the Senate Ethics and Elections Committee and his staff, for their assistance during the confirmation process.

Recently, Chancellor Criser met with representatives from Space Florida and Boeing to discuss how the State University System can help meet their workforce needs. Additionally, he is working with Enterprise Florida and Delta Airlines on an article that will appear in the Delta Sky Magazine. The article will focus on Florida as a destination for work and play and highlight the educational opportunities offered by state universities. He explained this exercise led to additional discussions on how to engage local businesses when the Board meets around the state.

Chancellor Criser thanked President Rosenberg and his team for keeping him apprised of developments associated with the pedestrian bridge collapse. With the advent of the investigation by the National Transportation Safety Board, new confidentiality rules came into play, but Chancellor Criser offered to answer any questions he could within the confines of those requirements.

5. Think Florida

Chair Lautenbach introduced Mr. Douglas Baer, the President and CEO of Brooks Rehabilitation and Ms. Caddi Mayfield, a second-year doctor of physical therapy student at UNF, and Ms. Ayshka Rodriguez, a second-year electrical engineering master's student at UNF. Brooks Rehabilitation partners with UNF to provide therapeutic cars and other customized toys to children with disabilities as part of UNF's nationally recognized adaptive toy project.

Mr. Baer stated Brooks Rehabilitation is a post-acute care and rehabilitation hospital that has enjoyed a twenty-year relationship with UNF. Brooks Rehabilitation offers scholarships and internships to UNF students, has joint faculty appointments, and collaborates with the university on research. Each year, they have 50 to 60 UNF interns and hire many UNF graduates.

He explained the mission of the adaptive toy project is to develop innovative technologies to help children with disabilities to engage and play in a way that they wouldn't otherwise have the opportunity to do. Physical therapy and engineering students at UNF interact with physical therapists and pediatric physical therapy residents at Brooks in developing these adaptive technologies. They also work jointly on research questions such as the impact of early mobility on learning.

Caddi Mayfield introduced Timothy, who is wheelchair bound due to a progressive neurological disorder. Because of the adaptive toy car they developed for him, Timothy is now able to more fully interact with his brothers and explore his environment. Timothy's family invited the team working on his car to become part of their lives to better understand the challenges of a child with limited mobility. Ms. Mayfield explained the physical therapy students start with the child's physical needs to make the car functional for them. The engineering students then look at tools to modify the car to make it run properly.

Ayshka Rodriguez introduced Willie, who has cerebral palsy and a severe visual impairment that left him legally blind. The objective was to design a car that would allow Willie to regain some visual processing skills. The car was outfitted with a sensor that could follow a line of black tape on the ground. Willie only needed to push a button for the car to follow the line and give him a level of independence he didn't have before. By working in interdisciplinary teams, Ms. Rodriguez said the project helps

students appreciate how different disciplines contribute to society and the importance of public service. The project also enhances students' soft skills related to communication and teamwork.

President Delaney stressed that the benefits derived by the children and their families as a result of this project can't be overstated, as evidenced by the smiles on the children's faces when they are presented with these cars. He thanked Brooks Rehabilitation for their long and supportive relationship with UNF.

6. Public Comment

Chair Lautenbach asked Ms. Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

7. Confirmation of Reappointment of the President for the University of South Florida

Chair Lautenbach called on Ms. Vikki Shirley to read a statement from Mr. Brian Lamb, Chair of the University of South Florida Board of Trustees, who was called away from the meeting due to a family emergency. In the statement, Chair Lamb indicated he was honored to present President Genshaft's contract for renewal. Since 2000, President Genshaft has led the University of South Florida, which continues to experience transformational performance, including the recent recognition of becoming a preeminent institution. The contract was unanimously approved by the University of South Florida Board of Trustees and Chair Lamb requested the Board of Governors' continued support for President Genshaft.

Mr. Tripp moved to confirm the reappointment of Dr. Judy Genshaft as the president of the University of South Florida. Mr. Kitson seconded the motion, and the members concurred unanimously. President Genshaft thanked the Board for the privilege and opportunity to continue to serve the University of South Florida.

8. Confirmation of Appointment of the President for the University of Central Florida

Chair Lautenbach called on Mr. Marcos Marchena, the Chair of the University of Central Florida Board of Trustees, to present Dr. Dale Whittaker for confirmation as the next president of the university.

Chair Marchena thanked the Board members for their efforts and thanked Mr. Kitson for his service on the search committee. Before commenting on the search process, Mr. Marchena thanked Dr. Hitt for his more than 25 years of dedicated service to their

students, the region, and the state. Mr. Marchena described the search process as transparent and inclusive. The university retained Parker Executive Search as their search consultant and Parker reached out to over 600 potential applicants. They held four listening sessions on campus to invite comment on the attributes of the next president and received over 1400 responses to an online survey. In February, the search committee invited eight semi-finalists to interview with the committee. After two days of interviews, the search committee advanced four finalists to the board of trustees. Each finalist participated in two-day campus visits where each gave a public presentation in an open forum and met with students, faculty, and business and community leaders. They engaged in sessions on diversity and inclusion, research and entrepreneurship, the arts, and more. On March 9, 2018, the Board interviewed the four finalists which included two sitting presidents. They spent two hours discussing who would be the best fit for UCF.

Chair Marchena explained why they selected Dr. Dale Whittaker. Dr. Whittaker had more than 25 years of experience prior to his arrival at UCF in 2014, having served in many faculty and leadership positions at Purdue and Texas A&M University. He is a professor of agricultural and biological engineering and holds a master's degree and doctorate in Agricultural Engineering from Purdue and a bachelor's degree in the same field from Texas A&M. He was hired as provost in 2014 and promoted to executive vice president in 2015. As provost, Dr. Whittaker led efforts to recruit and hire hundreds of new faculty and develop the UCF Downtown campus. He also led UCF's strategic planning process in which the board set ambitious goals for UCF to achieve in the next twenty years. He understands the Board of Governors' goals and how universities can transform lives through learning, discovery, and partnerships. During his interview, Dr. Whittaker proved he is keenly aware of the different roles of provost and president and that he is ready to excel in the presidential role if confirmed.

Dr. Whittaker thanked Chair Marchena, the Board of Governors, the UCF Board of Trustees, and his wife, Mary. He characterized UCF as an institution of excellence and the nation's greatest producer of talent. Dr. Whittaker explained his vision and goals for UCF, noting he had the privilege to walk beside Dr. John Hitt for the last four years. He views state universities as having an obligation to fuel Florida's future based on talent, ideas, and innovation. As the only public research and graduate institution in the fastest growing region in Florida, UCF has the opportunity to drive innovation for the 21st century. He believes the future is tied to their excellence and he is committed to ensuring that excellence continues to increase in academics, in diversity, in research, and in partnerships that result in community and economic impact. He also believes that access is critical, but access to mediocrity doesn't help students, their families or the economy, so UCF's successes have been a result of a constant focus on excellence.

In collaboration with this Board and the UCF Board of Trustees, UCF can continue to be a national model for higher education. First, UCF will be a talent engine focused on

meeting Florida's growing need for talent and world-class education. Second, he will focus on delivering value and doing the best job to achieve quality and excellence with the stakeholders and the family's dollar. He will grow their partnerships to accelerate the ideas that come from the university's faculty and students. He explained quality talent means two things: graduating students with degrees that will drive prosperity and graduating students who are creative and critical thinkers and who are well-prepared for both existing and future jobs.

A key strategic plan goal of UCF is to become one of the most educated regions in Florida. Educated communities are healthier and more prosperous and it depends on partnerships with their K-12 and college partners. He championed the creation of a new partnership with Osceola and Orange county schools and Valencia College that identifies talent on the spectrum from kindergarten through Ph.D. This project has been funded by Helios Foundation at a level of over $6 million.

UCF has seen steady progress in student success efforts. The six and four year graduation rates have improved as the median wage for their graduates has increased. At the same time, they've kept their cost down. UCF has the lowest cost per degree in the country at a research university. As President, he is committed to being a good steward of the taxpayer's dollar and ensuring that new investments have an impact. UCF has performed well on performance funding and their new investments have made a difference. They have added 320 tenured and tenure-track faculty lines. Their student-to-faculty ratio is the lowest it has been in a decade and research awards are at their highest. Dr. Whittaker also emphasized the digital learning success that UCF's students have enjoyed.

He wants UCF to become Florida's 21st century preeminent university. Two years ago, UCF was designated as an emerging preeminent university and it is increasingly meeting more metrics on the path to preeminence. The university is expanding unique partnerships such as in the planetary sciences. UCF was recently awarded $20 million from the National Science Foundation to operate and manage the Arecibo radio telescope in Puerto Rico. This partnership underscores their growing connection to Latin America, its students, and companies, and the value of intercultural exchange.

He wants to accelerate their partnerships with industry which are critical to their students, academics, and their state impact. Today, over one thousand Siemens Orlando employees are UCF graduates. Siemens has funded over 100 research projects with UCF which equates to over $10 million in collaborative research and development. UCF's new downtown campus anchors an innovation district that will create jobs and prepare talent for a new economy and for smart cities.

UCF has had 26 years of success to build on and he doesn't want to slow it down. As President, UCF will double down on their strengths, change what needs to be changed,

and continue to focus on excellence. He thanked Mr. Kitson for serving on the search committee and thanked Chair Marchena for his leadership on the search.

Mr. Tripp moved to confirm the appointment of Dr. Dale Whittaker as the president of the University of Central Florida and Mr. Kitson seconded the motion. Mr. Tripp asked Dr. Whittaker what he would do to address mental health issues and security on campus. Dr. Whittaker said they are committed to their students and families to ensure their physical and psychological safety, and also the safety of their identities. He explained they have shifted over a million dollars in the last two years and set a priority to increasing their mental health counseling and creating more preventative wellness and mindfulness measures that are making an impact. He praised the UCF police force for the remarkable things they've done to confront danger and engage students. He gave a commitment to continuing to get better, to look for areas where they can improve, and to invest in those areas.

Mr. Levine noted the difficulty in following a strong president like Dr. Hitt and cautioned against comparing Dr. Whittaker to Dr. Hitt. He urged everyone to give Dr. Whittaker the latitude to be his own leader and establish his own culture. Mr. Kitson thanked Chair Walsh for his leadership on the search committee and thanked Dr. Hitt for an incredible 26 years. He commented on Dr. Whittaker's universal support from the board of trustees, the faculty, and the students and agrees there are great opportunities ahead for UCF. Chair Lautenbach called for a vote and the members concurred unanimously.

9. Confirmation of Appointment of the President for the University of North Florida

Chair Lautenbach called on Mr. Kevin Hyde, the Chair of the University of North Florida Board of Trustees, to present Dr. David Szymanski for confirmation as the next president of the university.

Chair Hyde said he was excited to present Dr. David Szymanski for confirmation. He thanked Ms. Link for her service on the search committee. When this process began, Chair Hyde reached out to Anthony Barbar and Ed Burr for their advice on the presidential search process. Recognizing they had not searched for a president for over 15 years, they took a step back and focused on their vision for the university. The board of trustees met last June to discuss how to improve upon the excellent foundation President Delaney has built. They came up with pillars focused on accountability, stewardship, leadership, fundraising, and the role of the university in economic development within the Jacksonville region. Based on these pillars, they devised a job description under the leadership of Trustee Paul McElroy.

The board retained Parker Executive Search, which identified candidates and created a process that allowed the entire university and Jacksonville community to have the opportunity for input. Like UCF, they had a similar number of people respond to their online survey and worked with very engaged university, business, and philanthropic communities to come together even before they identified the first candidate. Over 75 persons applied and that pool was narrowed to four finalists, each of whom spent numerous days on campus with the university community and other critical stakeholders. Ultimately the board of trustees selected Dr. David Szymanski. Upon meeting and spending time with Dr. Szymanski, Chair Hyde recognized in Dr. Szymanski the attributes of a leader who could take the university to the next level.

Chair Hyde explained that Dr. Szymanski comes to UNF with a varied academic experience. He received his bachelor's from the University of North Carolina at Asheville, a master's degree in Business from Vanderbilt, and a doctorate from the University of Wisconsin. He spent the bulk of his career at Texas A&M University before going to Cincinnati where he now serves as the Dean of the Business School. Critically important to their search was finding a person who can work well with both the academic and business communities so they looked for some private sector experience as well. Dr. Szymanski has served on the board of directors of four companies, two of which are Fortune 500 companies, and he currently serves on the board of directors of Office Depot.

The board also wanted to ensure that his vision comported with their vision and the goals of this Board. After meeting with Dr. Szymanski, both collectively and individually, and having him meet with local business leaders, they became convinced that Dr. Szymanski is the person who should be the next leader of UNF. They have asked him to build on the excellent foundation that currently exists and they are confident he will do that. Chair Hyde asked the Board to confirm Dr. David Szymanski as the next president of the University of North Florida.

Dr. Szymanski stated it is an honor and privilege to appear before the Board and thanked the Board of Governors and the Chancellor for their support. He thanked Chair Hyde and Ms. Link for their service and complimented President Delaney on building an excellent foundation that is poised to go to the next level. He indicated the university is at an important flexion point that he looks forward to building upon. Dr. Szymanski cited the partnership with Brooks Rehabilitation as the type of partnership he wants to foster for UNF. The opportunity to create further bridges with the business community in Jacksonville is unique to UNF and unparalleled in academia. He is committed to excellence, innovation, teambuilding, and creating the holistic student of the future.

One thing that differentiates UNF is the passion he saw in the faculty, students, and staff. He noted President Delaney has been a great partner in helping him with the

transition and he looks forward to working with him in the future and to creating new opportunities for UNF's faculty and staff, and the state. He said it is an honor to become part of a university system that is the best in the country and that will continue to be the best. He emphasized his desire for UNF to do their part to continue to help the university system excel.

Ms. Link moved to confirm the appointment of Dr. David Szymanski as the president of the University of North Florida. Ms. Jordan seconded the motion, and the members concurred unanimously.

10. Recognition of President John A. Delaney, University of North Florida

Chair Lautenbach thanked President Delaney for his fifteen years of dedicated service to the University of North Florida. Over the last fifteen years, UNF has made great strides under his leadership in terms of student success, degree production, community engagement, and enhancing the university's reputation and endowment.

The Florida House of Representatives adopted a resolution commending President Delaney on his many achievements and Chair Lautenbach welcomed Representative Clay Yarborough to join the Board in honoring President Delaney's distinguished service. Representative Yarborough said it is an honor and he welcomed members to District 12. He explained the House of Representatives adopted the resolution by publication during session and, as an alumni of UNF, he wanted to present it to President Delaney. Representative Yarborough then read House Resolution 8061 and presented a framed copy of the resolution to President Delaney.

President Delaney expressed appreciation for the sentiments captured in the resolution. By the time his tenure ends, he indicated UNF will have tripled its endowment, doubled its square footage, enjoyed a three-quarters percent of a letter grade improvement for incoming freshman and a 150 point increase on the SAT, and experienced one of the largest increases in the graduation rate in the country. He is proud of how much the university has achieved but recognizes it is time for someone else to take over. President Delaney believes the board of trustees selected a winner in Dr. Szymanski who will take the university to the next level. He thanked the Board for its friendship and commented on the friendship of his staff who are like family. He also thanked the Board for taking the time to recognize his accomplishments.

11. Drugs, Alcohol and Mental Health Task Force Report

Chair Lautenbach called on Dr. Valverde for the Drugs, Alcohol and Mental Health Task Force Report. Dr. Valverde said the newly created Drugs, Alcohol, and Mental Health Task Force held a workshop on Tuesday with members of the Board's Academic and Student Affairs Committee, university provosts, and university vice presidents of

student affairs. The Task Force reviewed a draft two-year work plan and discussed the roles and responsibilities of counselors and academic advisors. It also received an overview of drug use among college students nationally and within the State University System.

12. Innovation and Online Committee Report

Chair Lautenbach recognized Mr. Morton for the Innovation and Online Committee report. Mr. Morton reported the committee has one action item for full Board approval. The committee also heard presentations from the institutions regarding their game plans for distance education, explaining their strengths, challenges, opportunities, and collaborations.

A. SUS 2017 Annual Report for Online Education

Mr. Morton described the following highlights from the report: Florida continues to be a leader in the provision of distance learning courses, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses; sixty-nine percent of undergraduates took at least one distance learning course in 2016-2017; and students who supplemented their classroom courses with distance learning graduated faster than those who did not take any distance learning courses. Mr. Morton moved approval of the State University System 2017 Annual Report for Online Education. Mr. Tripp seconded the motion, and the members concurred unanimously.

13. Academic and Student Affairs Committee Report

Chair Lautenbach recognized Mr. Tripp to report on the Academic and Student Affairs Committee.

A. Approval of Board of Governors Regulation 8.006 Civic Literacy

Mr. Tripp reported on a technical change to Regulation 8.006 that corrects the title of one of the assessments and includes a component for supplemental questions. He stated some concerns have been expressed by a few college system faculty and as a result the Chancellor, the Chancellor of the Florida College System, and the Commissioner met with their senior staffs to address the concerns and have developed a plan that will result in greater coordination in delivering the exam and any supplemental questions. Mr. Tripp moved approval of the creation of Board of Governors Regulation 8.006 Civic Literacy with the technical change. Mr. Kitson seconded the motion, and the members concurred unanimously. Mr. Levine asked if he could receive a copy of the curriculum for the courses that meet the civic literacy requirements.

B. Limited Access Status Request for Bachelor of Science in Professional Communication CIP 09.0900, Florida State University

Mr. Tripp moved approval of limited access status for the Bachelor of Science in Professional Communication, CIP code 09.0900 at Florida State University. Mr. Kitson seconded the motion, and the members concurred unanimously.

C. Limited Access Status Request for Bachelor of Science in Retail Merchandising/Product Development CIP 19.0901, Florida State University

Ms. Link moved approval of limited access status for the Bachelor of Science in Retail Merchandising/Product Development, CIP code 19.0901 at Florida State University. Ms. Jordan seconded the motion, and the members concurred unanimously.

D. Limited Access Status Request for Bachelor of Science in Neuroscience CIP 25.1501, Florida State University

Ms. Link moved approval of limited access status for the Bachelor of Science in Neuroscience, CIP code 25.1501 at Florida State University. Dr. Tyson seconded the motion, and the members concurred unanimously.

E. Termination Request for Ph.D. in Engineering Sciences CIP 14.0101, the University of South Florida

Ms. Link moved approval to terminate the Ph.D. in Engineering Sciences, CIP code 14.0101 at the University of South Florida. Ms. Jordan seconded the motion, and the members concurred unanimously.

14. Academic and Research Excellence Committee Report

Chair Lautenbach called on Mr. Levine to report on the Academic and Research Excellence Committee. Mr. Levine reported the newly created Academic and Research Excellence Committee took up one item for approval. The new committee has been tasked with developing system-level initiatives to enhance the national prominence of all twelve institutions and will develop strategies for promoting academic programs of distinction; increasing research and research opportunities; and hiring and retaining world-class faculty and scholars.

A. Committee Two-Year Work Plan

Mr. Levine moved approval of the Academic and Research Excellence Committee Two-year Work Plan. Ms. Link seconded the motion, and the members concurred unanimously. In addition, Mr. Levine reported he met with the president of the Florida Council of 100 to discuss proposals and recommendations from the Council. Mr. Levine invited the president of the Council to speak to the Board at the June meeting.

15. Two + Two Articulation Committee Report

Chair Lautenbach called on Ms. Link for the Two + Two Committee report. Ms. Link reported the committee received an update on the work of the 2+2 workgroup. The workgroup has identified critical content for students, advisors, and parents and completed an initial assessment of existing web-based resources. The workgroup is also working with staff at Florida Virtual Campus on substantial revisions to the Common Prerequisite Manual that is part of the Florida Shines website. The committee also reviewed an updated list of 2+2 enhancement programs that shows all of the Florida colleges have partnered with at least one state university to create enhancement programs for prospective transfer students. The committee agreed to invite representatives from the Florida College System to the June meeting and discussed potential areas of focus for improving existing partnerships.

16. Budget and Finance Committee Report

Chair Lautenbach recognized Mr. Kitson for the Budget and Finance Committee Report. Mr. Kitson stated there were several action items for the Board to consider.

A. Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2018-2019 Operating Budgets

Mr. Kitson moved approval of the 2018-2019 operating budgets for certain auxiliary facilities. Ms. Jordan seconded the motion, and the members concurred unanimously.

B. Public Notice of Intent to Amend Board of Governors Regulation 3.007 State University System Management Information System

Mr. Kitson moved approval of Public Notice of Intent to Amend Board of Governors Regulation 3.007 State University System Management Information System. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. Public Notice of Intent to Amend Board of Governors Regulation 3.0075 Security of Data and Related Information Technology

Mr. Kitson moved approval of Public Notice of Intent to Amend Board of Governors Regulation 3.0075 Security of Data and Related Information Technology. Mr. Tripp seconded the motion, and the members concurred unanimously.

D. Public Notice of Intent to Repeal Board of Governors Regulation 3.0076 State University System Data Requests

Mr. Kitson moved approval of Public Notice of Intent to Repeal Board of Governors Regulation 3.0076 State University System Data Requests. Mr. Tripp seconded the motion, and the members concurred unanimously.

E. Performance-Based Funding Model

Mr. Kitson explained Senate Bill 4 requires the Board to use a four-year graduation rate and that the new benchmarks are based on the Board's strategic plan goal of 50%. Mr. Kitson moved approval of the new benchmarks as presented for the four-year graduation rate. Mr. Tripp seconded the motion, and the members concurred unanimously.

Senate Bill 4 also requires an amendment to the benchmarks for the access metric related to Pell Grant recipients. Mr. Kitson moved to adopt the new benchmarks as presented. Mr. Tyson seconded the motion, and the members concurred unanimously.

17. Facilities Committee Report

Chair Lautenbach recognized Dr. Valverde for the Facilities Committee report. Dr. Valverde stated the committee had one action item for approval.

A. Florida State University Educational Plant Survey Validation

Dr. Valverde moved approval of the Florida State University Educational Plant Survey for the period of July 1, 2018 through June 30, 2023. Mr. Tripp seconded the motion, and the members concurred unanimously.

18. Audit and Compliance Committee Report

Chair Lautenbach called on Ms. Link for the Audit and Compliance Committee report. Ms. Link said the committee received a report summarizing the university performance-based funding audits and certifications and that it received a request from the university auditors to consider not requiring them to do the audits every year. The committee will work with Mr. Maleszewski to develop a recommendation to present at the June meeting. The committee also received an update regarding Florida A&M

University's athletic cash deficit. Finally, Mr. Maleszewski will update the committee on the universities' implementation of a centralized compliance program at the June meeting.

19. Legislative Affairs Committee Report

Chair Lautenbach stated the committee heard a report on the outcome of the 2018 legislative session from a budget and policy perspective. With the passage of Senate Bill 4, there are a number of action items the Board will be taking up through various substantive committees.

20. Nomination and Governance Committee Report

A. Appointment of University Trustee

Chair Lautenbach moved approval of the appointment of Dr. Adrienne Perry to the Florida Polytechnic University Board of Trustees, subject to confirmation by the Florida Senate and attending an orientation session and annual Trustee Summits. The appointment term runs from March 29, 2018 to July 15, 2020. Mr. Tripp seconded the motion, and the members concurred unanimously.

21. Concluding Remarks and Adjournment

Chair Lautenbach said the next meeting will be held on June 26-28, 2018, at the University of Central Florida and if necessary, a telephone conference of the Board will be held on May 8, 2018.

Having no further business, the meeting was adjourned at 10:56 a.m. on March 29, 2018.

_____
Ned C. Lautenbach, Chair

_____
Vikki Shirley,
Corporate Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall M. Criser III

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Confirmation of Reappointment of the President for Florida International University

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Mark Rosenberg as the president of Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On June __, 2018, the Board of Trustees of Florida International University approved an amendment to Dr. Rosenberg's employment contract, unanimously reappointing Dr. Rosenberg to serve as the president of Florida International University. The reappointment extends the term of Dr. Rosenberg's contract through August 3, 2020. Chair Claudia Puig is requesting confirmation of Dr. Rosenberg's reappointment by the Board of Governors.

Highlights of Dr. Rosenberg's leadership of Florida International University are included in the Board materials.

Supporting Documentation Included: 1. Letter from the Florida International University Board of Trustees Chair
2. Leadership Highlights/Contract Terms

Facilitators/Presenters: Ned Lautenbach, Chair, Board of Governors
Claudia Puig, Chair, Florida International University Board of Trustees

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Board of Trustees

June 12, 2018

Ned C. Lautenbach
Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Dear Chair Lautenbach:

At its June 6, 2018 meeting, the Florida International University (FIU) Board of Trustees unanimously approved the attached "President's Employment Agreement Term Sheet," which extends Dr. Rosenberg's contractual term for a one year period commencing on August 3, 2019 through and including August 3, 2020 on the terms and conditions described therein. In support of our decision, I am very happy to provide this summary of accomplishments for Dr. Mark B. Rosenberg, who has served as the President of Florida International University (FIU) since August 2009.

We have identified many of Dr. Rosenberg's accomplishments below. Since returning from Tallahassee as Chancellor of the Board of Governors, Dr. Rosenberg has consistently provided superior leadership of our FIU. We are particularly pleased that Dr. Rosenberg has put students first at FIU—and we have seen notable improvements in graduation rates and persistence. Under Dr. Rosenberg's leadership, funded research has nearly doubled, private fundraising has grown by 150%, distance learning programs are some of the most popular and subscribed to in the state, FIU has deepened its profile and leadership both nationally and locally, and the University has been named by *Forbes* two years in a row as the second best large employer in the State of Florida. We were also thrilled that the *Chronicle of Higher Education* named FIU as one of the Great Colleges to Work For ® in the US—and the only university last year to be ranked in each of 12 recognition categories.

Modesto A. Maidique Campus, PC 548, Miami, Florida 33199 • (305) 348-6495 • Fax: (305) 348-6426

Equal Opportunity/Equal Access Employer and Institution

When he became President, our Board told Mark that we expected him to have a high leadership profile locally and nationally. He has found a way to get this done. Locally, he is the first academic leader ever to be named as Chair of the Greater Miami Chamber of Commerce (GMCC). During his term as the GMCC's senior leader, he led a successful search for a new chamber president, he raised the most money ever for their major honors celebration (Sand in My Shoes), and he raised GMCC's profile on key community issues—particularly transportation. He also founded and led for four years the Beacon Council's Academic Leaders Council (ALC), which is a community economic development initiative bringing together county education institutions and the private sector to promote seven job creating sectors of the local economy. During this period, the ALC created the highly-recognized Talent Development Network, a foundation-funded effort to promote internships for local students studying at Miami-Dade County Public Schools or with public and private institutions of higher education. This network - managed and developed by FIU—is a major effort to stop the brain-drain of talent from Miami-Dade County and to provide local industry with much needed talent to stay competitive.

Nationally, Dr. Rosenberg was recently named to serve on the Presidential Task Force on Apprenticeship Expansion, representing the Association of Public and Land-Grant Universities (APLU), where he sits on the top-level board of directors. He is also the Chair of the Coalition of Urban Serving Universities within APLU—the nation's leading urban public institutions group, where he has played a key role in developing programs to promote student success. He also serves APLU as Chair of the Council on Access, Diversity and Excellence.

Parallel to his leadership in APLU, Dr. Rosenberg has served for nearly five years on three major initiatives of the Board on Science Education of the National Academies of Engineering, Science and Medicine. He was a member of the national two-year assessment on Barriers and Opportunities for 2-Year and 4-Year STEM Degrees, he chaired a two-year national study on Indicators for Monitoring Undergraduate STEM Education—recently published by the National Academies - and is now co-chair of the Roundtable on Systemic Change in Undergraduate STEM Education. This latter initiative is a "think-tank" bringing together the nation's top scientists to brainstorm the changing nature of higher education and its impact on STEM education.

This high level of activity at the national level aligns with our national leadership profile on STEM minority education and our reputation for urban innovation and partnership. We note that this profile has engendered a remarkable situation in which FIU has been visited by ten U.S. Cabinet Secretaries since March 2017, as well as the Vice President of the United States. We are seen as innovators—in part because of the strong partnerships that we have built with Miami-Dade County Public Schools (to promote dual enrollment and summer bridge programs), with Florida Power and Light (offering internships at a campus-based call center and leading edge solar research), with Royal Caribbean Cruises (for internships and Master's classes), with Ultimate Software (scores of internships and student hires) and Infinity Insurance (non-credit sales training for graduating students).

Our disaster response capability has also been in the national spotlight as a consequence of our efforts to help the homeless and sick during and following Hurricanes Irma and Maria.

Below, we identify other noteworthy initiatives and accomplishments during Dr. Rosenberg's presidency:

Student Success

- Received SACS Reaccreditation for 10 years in 2011 with no reservations or issues. The accompanying Quality Enhancement Plan (QEP) - Global Learning for Global Citizenship - has made an important impact on FIU (as of Spring 2018 over 100,000 students have taken a Global Learning Course and 846 faculty have participated in Global Learning Faculty Development) and the program won the Institute of International Education Heiskell Award in 2016
- Created and implemented two strategic plans: *2010 Worlds Ahead* Strategic Plan (and achieved all goals in that plan by 2015) and FIU*BeyondPossible*2020 Strategic Plan (now completing)
- Increased Bachelor's degrees awarded 53% to 10,118; graduate degrees increased 41% to 3,732; research doctorates increased 75% to 200; full-time faculty increased 40% to 1,676
- Increased second-year retention from 75% (2009-10 FT FTICs) to 86% (2016-17 FT FTICs)
- Nearly doubled four-year graduation rate from 19% for 2006-07 FT FTICs (tracking year = 2009-10) to 33% for 2013-14 FT FTICs (tracking year = 2016-17)

- Increased six-year graduation rate from 45% for the 2003-04 FTIC Cohort (tracking year = 2009-10) to 55% for the 2011-12 FTIC Cohort (tracking year = 2017-18) by:
    - increasing the number of professional advisors;
    - creating semester-by-semester degree plans for all majors;
    - requiring selection of a major or broad area exploratory major on admission;
    - providing projected employment rate and average salary for Florida and national jobs in areas of major;
    - using predictive analytics to determine success in different majors based on success in critical early courses;
    - engaging in aggressive advising into a major in which the student would be successful
- Personalized Success Pathways have allowed FIU to simultaneously grow enrollment, while achieving the highest incoming Freshman profile in its history (4.1 GPA/1257 SAT)
- Increased College Algebra pass rate from 39% in Fall 2011 to 69% in Fall 2017
- For the last 8 semesters, the student-athlete population at Florida International University earned a GPA of 3.0 or higher, while posting the highest GPA in department history at 3.28. In all, 16 of 18 teams earned a GPA of 3.0 or higher with 301 student athletes meeting the 3.0 mark, while 103 earned Deans List honors. All teams at FIU finished above the required multi-year score of 930 with 15 teams recording scores of 960 or better.
- Awarded over $600,000 completion grants to 635 students since 2014. Approximately 91% of these students have graduated or are still enrolled and making progress towards their degree. FIU's completion grant program is nationally recognized and our success in this area has garnered philanthropic interest, as demonstrated by the Braman Family Foundation's $500,000 donation for 2017-18 and their commitment to donate an additional $500,000 for 2018-19
- Admitted the first class of students to the Herbert Wertheim College of Medicine in the Fall 2009; achieved LCME accreditation in record time, and graduated five classes of physicians to residencies
- The FIU College of Law has consistently led the state in bar passage rate and in employment since 2014
- FIU now offers 88 fully online degree programs to both graduate and undergraduate students
- Expanded enrollments in online campus and overseas with online enrollments growing from 85 fully online students in 2009 to 4,653 fully online students in Fall 2017
- Ranked number two nationally in online Quality Matters certified courses
- Fully reorganized student advising system and have added 100 new advising positions since 2009

- Piloted the College Life Coaching program in summer 2015 and has since served 779 students. The primary goal of coaching is to help students improve in the areas of study skills, time management, engagement, and other critical student success areas. The program serves incoming freshmen, freshmen on warning or probation, students referred from their advisors, and students receiving completion grants. Data shows that students who participate in coaching are nearly 100% satisfied with the program and have significant increases in the outcomes measured and preliminary data indicates that freshmen students who participate in coaching are more likely to be retained with above a 2.0 GPA into their second year
- Significantly improved student access to health and wellness staff and facilities
    - Online Counseling resources were made available, including apps and self-help tools
    - The Student Health Services clinics and pharmacy were remodeled
- Added 11 new full-time student mental health counselors since 2009
- Joined the #ItsOnUs Campaign, and in Fall 2017 made sexual assault training mandatory (Haven) for all new incoming students
- Launched the Bias Incident Report (Maxient)
- Opened the Student Food Pantry in October 2014, and expanded in April 2018
- Dramatically expanded student internship possibilities and on-campus internship and employment
- Launched FIU@DC (440 First St, NW in Washington, D.C.), which has enhanced Federal student internship possibilities (now about 70 students annually have internships in Washington) and deepened DC-centric research advocacy, resulting in multiple large federal grants and increasing the profile of FIU's research preeminence
- Developed and implemented a transparent academic finance model that includes a tuition reallocation component to incentivize colleges to grow enrollment in high employment strategic areas and that puts a portion of each college's base budget at risk each year with allocations based on meeting critical performance indicators such as graduation and employment rates
- Initiated the Communication Protocol for Accountability and Strategic Support (ComPASS) process as a means to elevate the university's performance relative to the State's Performance Funding Model. ComPASS serves as a process of shared accountability between academic and administrative leadership to monitor the immediate instructional, curricular, and operational needs of the university. The process has led to enhanced data management to drive decision making, greater alignment across colleges, and improved performance on the metrics
- Achieved a Nationwide rank of 36 on the Social Mobility Index (SMI) (first in State of Florida)
- Ranked among the Top 100 Universities under 50 years by the Times (London) Higher Education

- Undergraduate Model United Nations student organization consistently ranked in top five nationally
- Consistently led State University System in fundraising for the First Generation Matching Grant program
- Received highest national awards for both graduate and undergraduate programs in 2013:
    - Undergraduate – APLU MVP (Most Visible Progress) award for improving 6-yr graduation rates;
    - Graduate – Council of Graduate Schools Award for Innovation in Promoting Success in Graduate Education

Engagement

- Recognized as a Carnegie Engaged University
- 2014 & 2017 Engaged Campus of the Year (Florida Campus Compact)
- Created interdisciplinary partnership with Royal Caribbean Cruise Lines, which resulted in an on-campus production and rehearsal studio on our Biscayne Bay campus and unlocked the opportunity for 20 paid internships for students per semester and an accelerated pipeline for employment.
- Launched 3 University-Assisted Community Partnership School Initiatives supported by philanthropy "Education Effect" interdisciplinary programming to support student achievement and collegiate success in traditionally underrepresented public schools.
    - Miami Northwestern HS — JP Morgan Chase - $1M (2011)
    - Booker T. Washington HS — Lennar Foundation - $1M (2014)
    - Jesse J. McCrary ES - Rose Ellen Greene - $2M (2016)

Research/Economic Development

- Met criteria for Carnegie Research University-Very High Research Activity (R-1) status.
- Increased Research & Development funding by 75% to $177M
- Qualified as a Board of Governors Emerging Preeminent Research University in 2018
- Developed and implemented two rounds of a detailed selection process identifying FIU's Preeminent programs, which have received targeted investments including prioritization for advancement, governmental advocacy, marketing, cluster hiring, and a dedicated seminar series to showcase preeminent programs in multiple cities both in and outside of Florida
- Have consistently increased research expenditure output
- Grown patent production to over 40 per year from less than two annually on average between 2009-2015

Fundraising

- Initiated a capital campaign in 2009 to raise $750M, and have raised $439.5M to date (59% of goal)
- Increased annual philanthropic revenue to a five-year average of $50M+. FY2016-17 was the largest fundraising and cash year in our history, and, this year, we are on track to exceed that. This year, we expect to raise in excess of $50M for FIU priorities
- More than doubled (123%) endowments from $95.2M in FY2009-10 to $212.4M as of April 2018
- Unlocked more than $5M in state matching funds for student scholarships
- Raised $93.5M for Student Success over the past two years
- Raised $37.7M in Faculty Support and $16.1M for Preeminent Programs over the past two years
- Created the Ignite faculty and staff giving campaign in 2012, which has raised over $14.3M to date and had a 68% participation rate in FY 2017-18, putting FIU in the top quartile for college and universities nationwide and outpacing reported participation rates at other SUS schools
- Increased corporate giving to $11M in FY 2017-18 making FIU one of the highest among reporting SUS schools

Other

- Completed major leadership development through selection and development of new talent including new Deans in Engineering, Business, Law, Hospitality, Journalism, Undergraduate Education, University College, Education, Honors, Public Health, and University Graduate School; new Directors of all 3 FIU museums (Frost Art, JMOF, Wolfsonian); and new VPs of Enrollment and Management Services and Analysis and Information Management
- Completion or groundbreaking of major construction projects including (1) the Wall of Wind (2) Academic Health Center 3 (3) the School of International and Public Affairs (4) Academic Health Center 4 (5) Parkview Housing (6) Academic Health Center 5 (7) Stocker Astro-Science Center (8) MANGO (9) FIU-RCL Facility (10) Ambulatory Care Center (11) Student Academic Success Center (12) Bayview Housing

Florida law, namely, Section 1001.706(6)(a), Florida Statutes, entrusts to the Board of Governors confirmation of the reappointment of a university president by the university's board of trustees. Accordingly, on behalf of the FIU Board of Trustees, I respectfully request that the Board of Governors confirm Dr. Rosenberg's reappointment for a one year period commencing on August 3, 2019 through and including August 3, 2020 on the terms and conditions described in the approved Employment Agreement Term Sheet.

Please do not hesitate to reach out to me should you have any questions or wish to discuss this matter.

Sincerely,



Claudia Puig, Chair
Florida International University Board of Trustees

cc: Dr. Mark B. Rosenberg

Florida International University
One Year Extension to Employment Agreement
For President Mark B. Rosenberg
Current Term: 2014-2019
Proposed Extension Term: 2019-2020[1]

Description	Proposed Terms
Term of Contract	One year extension of the term, from August 3, 2019 to August 3, 2020 ("Term").
Compensation:	
Annual Base Salary	Unchanged. Base salary is fixed at $502,578.63 since October 2013 and includes opportunity for potential increases determined in discretion of Board (no automatic increases).
Annual Incentive Bonus	Unchanged. Up to $100,000 per academic year; special criteria for bonus consideration (separate from regular annual performance evaluation goals). President Rosenberg must remain in position at time of award except for any award for the final year of the Term which shall be paid no later than June 15, 2021 (following consideration by the BOT of the Accountability Plan under the new Board of Governors timeline and process).
Benefits/Expenses:	
Annual Retirement Supplement	Unchanged. Payment of $80,000 annually as a retirement supplement, no later than each December 31, provided that President Rosenberg continues in employment as President in good standing as of December 15 immediately prior to the time scheduled for each annual payment.
All Other Monetary Benefits During Term	Unchanged. Includes car allowance, club membership initiation fee, premiums for long-term care insurance or other insurance, physical exams, relocation expenses.
Retention Bonus	Unchanged. President Rosenberg will receive payment of the $100,000 retention bonus in current contract on August 3, 2019 (expiration of original term), provided that President Rosenberg is employed as President in good standing on that date. No retention bonus in this extension term (i.e., 2019-2020).
Provisions Upon Expiration of Term as President:	
One-Year Research Leave Upon Expiration of Term at President Pay Level; Providing for	The current contract provides for a one-year research leave at the then-current annual President salary level at the expiration of the original term (i.e., August 3, 2019). Under the extension contract, this one-year research will be considered earned as of August 3, 2019, even if the contract terminates prior to the end of the Term

[1] Updated 6/1/18

Description	Proposed Terms
Benefits To Be Earned As of Expiration of Current Term (August 3, 2019), subject to conditions.	(August 3, 2020), as long as President Rosenberg has remained in good standing through to the effective date of termination. Otherwise, consistent with current contract.
Added Benefits During The Three Years Following Research Leave	Under the extension contract, the current $25,000 annual research stipend will increase to $30,000 and provide for President Rosenberg to receive the support of a .75 FTE staff assistant within the salary range of other FIU staff assistants. Otherwise unchanged. Current contract provides that if President Rosenberg returns to the faculty at the end of research leave and assumes and maintains his faculty duties under a 12-month faculty appointment, for the first three years of such appointment: (a) his annual base salary shall be at 75% of the last annual President base salary level and (b) he shall be eligible for a $25,000 annual research stipend. After three years, if President Rosenberg wishes to continue his faculty appointment, the Board Chair in consultation with the applicable Dean shall determine his salary and stipend following negotiation with President Rosenberg in an effort to seek mutual agreement.
Faculty Position Following Research Leave; Providing for Benefits To Be Earned As of Expiration of Current Term (August 3, 2019), subject to conditions; Adding Benefits	Under the extension contract, this faculty position will be considered earned as of August 3, 2019, even if the contract terminates prior to the end of the Term (August 3, 2020), as long as President Rosenberg has remained in good standing through to the effective date of termination. Also, President Rosenberg's existing obligation to teach two courses will be specified to be one course in the fall and one course in the spring, to be on subjects of his choice and it may be coupled with periodic lectures, mentoring and research related to his expertise in higher education management and Latin American affairs. President Rosenberg will be provided the title "University Professor" upon concluding his service as President. Finally, the current $25,000 annual research stipend will increase to $30,000. Otherwise unchanged. Under the current contract, following conclusion of full term as President on August 3, 2019, and before September 30, 2019: (a) the Board Chair in consultation with President Rosenberg and the applicable Dean shall determine what duties President Rosenberg will have if he returns as a faculty member at end of research leave; the expectation is that in light of his sustained long time contributions in several positions over the years, and his ability to contribute to fundraising and outreach, that his teaching load will be a two course teaching assignment (less than the regular teaching load) and that his service (including fundraising/outreach) and research activities will compensate for that reduction, and (b) President Rosenberg will confirm in writing to the Chair whether he will return to a faculty position at the end of research leave.

Description	Proposed Terms
Post-presidency Office Space with Computer, Phone and Current Furniture Specified	New term to be added to the contract specifying that President Rosenberg will be assigned Office 623B in the Green Library for use during his research sabbatical and duration of his tenure at FIU, so long as he remains in good standing with the University, as determined by the Board Chair, and subject to events of force majeure, renovations to the office or building and other similar causes that require the office space to be temporarily or permanently unavailable. If the office space becomes temporarily or permanently unavailable, reasonably similar alternative office space will be provided in the same or nearby building on the same campus.
Annual Physical Exam Expenses	New term to be added to the contract providing for President Rosenberg to receive up to $5,000 per year as a reimbursement for uninsured costs of a comprehensive annual physical exam upon completion of the Term and upon completion of the one-year research leave. This benefit is currently provided annually during the Term.
President Emeritus Title	Upon termination of his service as President, President Rosenberg shall be entitled to receive the title of President Emeritus. The Board will consider a resolution to grant President Emeritus status upon termination of the Term or reasonably soon thereafter.
Other:	
Severance Pay	Unchanged from current contracts with FIU and FIU Foundation.
Future Extensions	President Rosenberg and Chair to meet by June 30, 2019 to discuss interest in extension; if extended, a formal agreement to be finalized by October 1, 2019. This is consistent with current contract.
Adjustment to Evaluation Cycle	The timetable for the annual evaluation process will be adjusted to account for Board of Governors' changes in work plan and accountability report processes. Otherwise unchanged.
Approval Process and Execution of Amended Contract	Agreement on all terms is conditioned upon obtaining FIU Board approval of terms, FIU Foundation approval of its funding obligation, and approval of the extension by the Board of Governors, and upon mutual execution of a contract document with language carrying forward current contract provisions as amended per terms set forth in this Term Sheet.
President's Termination Notice Requirement for Termination Without Cause Lengthened	The notice period for any termination without cause by President Rosenberg is increased to at least 120 days prior to any termination from 30 days.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Confirmation of Reappointment of the President for New College of Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Donal O'Shea as the president of New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On June 9, 2018, the Board of Trustees of New College of Florida approved an amendment to Dr. O'Shea's employment contract, unanimously reappointing Dr. O'Shea to serve as the president of New College of Florida. The reappointment extends the term of Dr. O'Shea's contract through June 30, 2019. Chair Felice Schulaner is requesting confirmation of Dr. O'Shea's reappointment by the Board of Governors.

Highlights of Dr. O'Shea's leadership of New College of Florida are included in the Board materials.

Supporting Documentation Included:
1. Letter from the New College of Florida Board of Trustees Chair
2. Leadership Highlights/ Contract Terms

Facilitators/Presenters: Ned Lautenbach, Chair, Board of Governors
Felice Schulaner, Chair, New College of Florida Board of Trustees

New College
THE HONORS COLLEGE of Florida

Board of Trustees

June 11, 2018

Mr. Ned C. Lautenbach, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Re New College of Florida President, Dr. Donal O'Shea

Dear Chair Lautenbach:

Dr. Donal O'Shea has served as President of New College of Florida (the "College") since July 1, 2012. The Florida Board of Governors ratified his three earlier appointments as president. His third term of employment expires of June 30, 2018.

As far as performance and dedication as the College's president shown by Dr. O'Shea, it has been outstanding. At its meeting on Saturday, June 9, 2018, the College's Board of Trustees unanimously approved the attached "Fourth Amended Employment Agreement" (the "Agreement"), providing for his reappointment for a one-year period commencing on July 1, 2018 and ending on June 30, 2019, on the terms and conditions described therein.

Pursuant to Section 1001.706(6)(a), Florida Statutes, the effectiveness of the Agreement is subject to confirmation by the Board of Governors of President O'Shea's reappointment. Accordingly, on behalf of the College's Board of Trustees, I respectfully request that the Board of Governors confirm President O'Shea's reappointment. I also enclose a summary of the highlights of the year since his most recent reappointment on July 1, 2017.

Please do not hesitate to contact me or the Board Liaison, Suzanne Janney, if you have any questions or desire further information concerning this matter.

SIncerely,

Felice Schulaner, Chair, New College of Florida Board of Trustees
cc: Dr. Donal O'Shea

Encl.

5800 Bay Shore Road | Sarasota, Florida 34243-2109 | 941-487-4200 | Fax: 941-487-4201

New College of Florida
President Donal O'Shea's Leadership Highlights
July 1, 2017 to June 30, 2018

Planning for Growth

The first year of the *New College Plan for Growth* was approved by the Florida Board of Governors, assigned high priority in their legislative budget, and was funded by the Legislature with the requested appropriation of $5.4 million. President O'Shea and his staff directed an enormous amount of energy to planning for and implementing the first year action items in the Plan. The hiring of 15 new faculty members was by far the most stellar achievement of the year. Simply reaching consensus of the fields in which to hire required numerous deliberations with faculty groups by the Provost, and the actual searches all involved in-depth interviewing of approximately three candidates per search, adding up to hundreds of hours of faculty and administrative staff time. The 15 highly qualified faculty (See attachment) will add depth and breadth to our academic program, particularly in the areas of STEM and global competitiveness. Forty-two staff positions have been filled in the first year, including some that were made permanent as "backfill." By the end of the June, 2018, New College will have completed practically all of the 47 goals/tasks planned for 2017-18, as well as having made significant progress on 13 other tasks originally planned for 2018-19.

Strategic Planning

With the help of a BOT Committee on Strategic Planning and an internal committee, President O'Shea has combined the New College Plan for Growth with the strategic planning process for the institution. A Board of Trustees Ad Hoc Committee on Campus Housing is lending its business expertise to the College's efforts to build public private partnerships (P3) to construct student housing for an increased number of New College students in the near future. The College has issued a Request for Information (RFI) to get the process started. The 2018 Legislature was not able to identify the requested $6 million in planning funds for a new multi-purpose facility to support the growth plan. If planning funds are appropriated in FY 2018-19 and the remainder of the funds in 2020-21 (total all-in project costs are estimated at $47 million), the project will be well positioned to support the timing of the planned growth. To keep the project on schedule, President O'Shea has authorized the use of certain cash reserves on hand to begin the design process. Several significant charrettes and open planning meetings have taken place on campus already.

Connecting Liberal Arts & Employment

President O'Shea O'Shea met Governor Scott's *Ready, Set, Work Challenge* by offering focused career preparation through the Center for Engagement and Opportunity (CEO) to students in our largest majors, biology and psychology. He increased employment for recent graduates through a piloted, online *Career Success Seminar*, and had the College more accurately track employment outcomes for students using *The Outcomes Survey*. Most recent BOG data for the 2016 graduating class indicated that 54.2% of the graduates gained full-time employment (earning $25,000+ or enrolling in continuing education within one year of graduation) .This represents a 12.4% increase over the previous year. During the 2017-18 year, 122 students held internships for credit, and 49% of the 2018 graduates held

internships throughout their New College years, a 5% increase from the prior year. Though the CEO's many varied activities, students have been helped in the job-seeking process.

STEM & Master's in Data Science Program

New College has long excelled in the natural sciences and mathematics and currently holds the highest percentage in the SUS of bachelor's degrees awarded in STEM fields (41% for 2017 graduates). The new two-story, $9.7 M state-funded, 2,000 square foot addition to the Heiser Natural Science Complex was completed and opened for use in Fall 2017. It provides additional teaching laboratories for biology, chemistry and physics, and class, conference, office, administrative and student gathering spaces. It comfortably accommodates students at the current enrollment level, but can be built out to accommodate future growth. The Master's in Data Science program graduated its first cohort of students in May 2017, and the second in May 2018, with all graduates having 100% job placement rates and a median salary one year after graduation of $84,000. Funding from the program continues to benefit the undergraduate computer science program with 293 students enrolled in Fall 2017, a 32% increase from Fall 2016. Likewise, enrollment continues to grow in undergraduate statistics courses taught by Data Science faculty. As a result, they have developed an applied statistics minor that will ensure that New College students graduate with the computational and data analysis skills that Florida employers demand.

Hurricane Irma

Two days before it arrived on September 9, 2017, it appeared that New College would be devastated by a direct hit. The college closed, but about 170 students and 39 staff, including President O'Shea and Provost Feldman and some from student affairs, police, facilities and maintenance, sheltered on campus. We were lucky: about 50 trees were downed but our buildings did not sustain serious structural damage. Most of the campus was without power for a week following the storm. Classes were cancelled for seven days.

Collaborations

Organizing and obtaining substantial grant funding from local foundations for sustainable collaboration among five nearby educational institutions (New College of Florida, Ringling School of Art & Design, FSU/Ringling, University of South Florida - Sarasota/Manatee, and State College of Florida) may stand as one of President O'Shea's signal achievements. Now known as the Cross Campus Alliance, they have a signed agreement to collaborate and have achieved a cross-registration process for students without any funds changing hands, shared job openings lists, faculty get-togethers, student get-togethers, and meeting of CFOs, HR directors, and others. Numerous bilateral collaborations have been developed by New College, including the long-standing Shared Services Agreement with USF-S/M for sharing the library, Campus Police, Campus Wellness Center, Bookstore, etc. New College already shares its Chiller Plant with FSU/Ringling. A newly-minted Articulation Agreement with State College of Florida guarantees automatic admission to New College for any graduate who earns a 3.0 GPA at SCF within the last two years and enables future medical students at New College to register for a human anatomy course at SCF. Agreement may be signed soon between New College and USF-S/M for a teaching program and with University of Florida for a joint UF-NCF engineering Master's program.

National Rankings
New College of Florida continues to do well in the national rankings, mentioned every year in the *Princeton Review* (January 2018, "Top Colleges That Pay You Back"), *U.S. News & World Report* ("2018 U.S. News Best Colleges," #6 Public Liberal Arts Colleges), *Fiske Guide to Colleges* (July 2017, "Best Buys": one of 20 public and 18 private colleges named to list), *Kiplinger's Personal Finance* (December 2017, "Kiplinger's Best 2018 College Values"), *Washington Monthly* (August 2017, "2017 College Rankings" #1 Public Liberal Arts College).

Public Service
President O'Shea currently serves as the president of the Florida Association of Colleges and Universities (FACU), He has served as past President of the Southern Universities Conference and is on their board. He also serves on the boards of both the Sarasota and Manatee County Chambers of Commerce, and of both the Sarasota and Manatee County Economic Development Corporations. He is a board member of the Council of Public Liberal Arts Colleges (COPLAC) and also of the Sarasota World Affairs Council.

Presidential Writing: Keeping New College in the Intellectual Spotlight
President O'Shea and the other CCA presidents and provosts share a rotating featured column in the local Herald Tribune and he contributes a monthly column to Sarasota Magazine. This and other public writing keeps New College in the Intellectual spotlight and in the public eye. A partial list of links to his articles is provided below.

SARASOTA MAGAZINE

Vive La Difference (June 9, 2018)
https://www.srqmagazine.com/srq-daily/2018-06-09/8517_vive-la-difference

What Do You Tell A Graduate? (May 12, 2018)
https://www.srqmagazine.com/srq-daily/2018-05-12/8336_What-Do-You-Tell-a-Graduate

April and Seniors (April 14, 2018)
https://www.srqmagazine.com/srq-daily/2018-04-14/8194_April-and-Seniors

The Charm and Utility of Medieval Studies (March 10, 2018)
https://www.srqmagazine.com/srq-daily/2018-03-10/7960_The-Charm-and-Utility-of-Medieval-Studies

The Origin of an Idea (Feb. 10, 2018)
https://www.srqmagazine.com/srq-daily/2018-02-10/7803_Ideas-Origin-Doesnt-Legislate-its-Validity

The Data Revolution (Jan. 13, 2018)
https://www.srqmagazine.com/srq-daily/2018-01-13/7635_The-Data-Revolution

Trigger Warnings (Dec. 9, 2017)
https://www.srqmagazine.com/srq-daily/2017-12-09/7456_Trigger-Warnings

The Energy of Youth (Nov. 11, 2017)
https://www.srqmagazine.com/srq-daily/2017-11-11/7293_The-20-Energy-of-Youth

Colleges, Hurricanes and Trauma (Oct. 14, 2017)
http://www.srqmagazine.com/srq-daily/2017-10-14/7088_Colleges–Hurricanes-and-Trauma

Science, New College and the Public Square (Sept. 9, 2017)
http://www.srqmagazine.com/srq-daily/2017-09-09/6895_Science–New-College-and-the-Public-Square

These United States of Science (August 12, 2017)
http://www.srqmagazine.com/srq-daily/2017-08-12/6762_These-United-States-of-Science

The Tyranny of GPAs **(**June 10, 2017)
https://www.srqmagazine.com/srq-daily/2017-06-10/6398_The-Tyranny-of-GPAs

The Janus-Faced Nature of Graduations (May 13, 2017)
https://www.srqmagazine.com/srq-daily/2017-05-13/6236_The-Janus-Faced-Nature-of-Graduation

Spring and Fellowships (April 8, 2017)
https://www.srqmagazine.com/srq-daily/2017-04-08/6036_April--Spring-and-Fellowships

SARASOTA HERALD-TRIBUNE

Donal O'Shea: Activism, free speech, and New College (March 1, 2018)
http://www.heraldtribune.com/news/20180301/activism-free-speech-and-new-college

Donal O'Shea: Universities' Role in an Innovation Economy (Dec. 7, 2017)
http://www.heraldtribune.com/news/20171207/donal-oshea-universities-role-in-innovation-economy

BRADENTON HERALD

Donal O'Shea: New Faculty Boosts Manatee-Sarasota's Intellectual Capital (Nov. 18, 2017)
http://www.bradenton.com/opinion/opn-columns-blogs/article185224618.html

INSIDE HIGHER ED

https://www.insidehighered.com/views/2017/06/27/unintended-consequences-too-many-requirements-essay

ATTACHMENT: Growth: Fifteen Faculty Positions Filled in 2017-18

STEM Fields

Chemistry

Rebecca Black, Ph.D., Inorganic Chemistry, University of Chicago (expected 2018)

Rebecca Black is a Ph.D. candidate in Inorganic Chemistry at The University of Chicago, where she has been a teaching assistant in inorganic chemistry classes

Psychology; Human Neuroscience

Kathleen Casto, Ph.D., Psychology, Neuroscience and Animal Behavior, Emory University

Kathleen is from the Social Psychoneuroendcrinology Lab in Eugene, Ore., as a postdoctoral fellow with the National Academy of Sciences, National Research Council in collaboration with the U.S. Army Natick Soldier Research, Development and Engineering Center to study the social neuroendocrinology of competitive and cooperative behavior and social status within and between groups and how these factors relate to group performance.

Biology and Environmental Studies

Erika Diaz-Almeyda, Ph.D., Qualitative Systems Biology, Pennsylvania State University

Erika is the FIRST Postdoctoral Fellow at Emory University. Her fields of expertise include gene expression, genomics, climate change biology and microbial symbiosis

Human Centered Computing

Tania Roy, M.S., Computer Science, Clemson University

Tania is currently a fifth-year Ph.D. student in the Human Centered Computing Division of the School of Computing at Clemson University. Her research interests are in Human entered Computing, Healthcare applications and well-being. She has also worked in research projects related to designing educational technologies, running studies with virtual reality simulations and affect transfer. Her dissertation research is in exploring the feasibility of using technology to detect digital dating abuse by using text messages as test corpus.

Coastal and Marine Sciences

Gerardo Toro-Farmer, Ph.D., Ocean Sciences from the University of Southern California

Gerardo Toro-Farmer joined the Continental Shelf Characterization, Assessment And Mapping Project team at the University of South Florida to provide advanced 3D geospatial analysis and modeling for the integration of biological and environmental data. He has been involved in multiple projects in the United States (California, Florida Keys and the Gulf of Mexico) and abroad (Bermuda, Panama, Colombia, Philippines). Gerardo's research experience includes studies of ecological processes in coral reef ecosystems, situ marine optics, and remote sensing and GIS techniques to answer ecologically relevant questions regarding organisms' distribution, ecosystems productivity and habitats characterization & connectivity.

Environmental Studies

Environmental Ethics; Philosophy and Environmental Studies

Nicolas Delon, Ph.D., Philosophy, Université Paris 1 Panthéon-Sorbonne

Nicolas Delon, a Law and Philosophy Fellow at The University of Chicago Law School, received a doctorate in Philosophy from Université Paris 1 Panthéon-Sorbonne in 2014. From 2014-2017 he was Assistant Professor/Faculty Fellow in Environmental Studies and Animal Studies at New York University. He's also Agrégé in philosophy and a graduate of Ecole Normale Supérieure. He works primarily in ethics, with a focus on animal and environmental ethics. His interests also include moral psychology, experimental philosophy, and social, political, legal philosophy

Environmental Economics

Mark Paul, Ph.D., Economics, University of Massachusetts Amherst

Mark is a Postdoctoral Associate at the Samuel DuBois Cook Center on Social Equity at Duke University and a Visiting Fellow at the Roosevelt Institute. Mark is an applied microeconomist working in the areas of inequality, environmental economics, and political economy. His research is focused on understanding the causes and consequences of inequality and assessing and designing remedies to address inequality. His work has appeared in places such as The Washington Post, The American Prospect, The Nation, The Atlantic, Vox, Jacobin, and Washington Monthly.

Global Competitiveness

International Political Economy; Political Science

Amanda Fidalgo, Ph.D., Political Science, Penn State University (expected 2018)

Amanda studies comparative politics, American politics, and political methodology. Her research is broadly focused on comparative political institutions and public opinion, and more specifically on federalism and state politics. Her dissertation explores the relationship between subnational authoritarianism (or the variation in state levels of democracy) and support for democracy in national federal democratic systems.

Migration; Geography and International Studies

Ilaria Giglioli, M.A., Geography, University of Toronto

Ilaria is a Ph.D. candidate in Geography at the University of California Berkeley (expected 2018). Her research seeks to address the relationship between the organization of space and the production of inequality. Her Ph.D. research focuses on the material and discursive production of the Southern Border of Europe. Alongside her Ph.D. research, she coordinated workshops and taught classes analyzing the processes that led to the current fortification of the U.S.-Mexico border and the fragmentation and militarization of the Palestinian Territories.

Religion and Islamic Studies

Nassima Neggaz, Assistant Professor of Religion and Islamic Studies

Nassima is the Jameel Lecturer in Islamic Studies at Cardiff University. Her research interests include Islamic Historiography, Sects and Identity Formation, Medieval Baghdad, Urban Landscape, Islamic Political Thought, Islamic Movements (medieval and modern), and Islamic Law.

Global English

Jessica Young, Ph.D., English Literature, University of Illinois (expected 2018)

Jessica's research interests include World Anglophone Literature, South Asian Literature, Postcolonial Studies, Critical Theory, Cultural Memory and Trauma Studies, Human Rights and Processes of Reconciliation, Genocide, Globalization, Digital Archives, September 11.

Arts & Humanities

Digital Media & Arts

Mark Dancigers, Ph.D., Music Composition, Princeton University

Mark Dancigers is a composer of chamber, orchestral, film, and solo instrumental works, and the electric guitarist for the new-chamber music group NOW Ensemble. He studied composition at Yale (B.A.), the Yale School of Music (M.M.), and Princeton University (PhD). He has previously been on the faculties of New College of Florida and Yale College, and is currently Assistant Professor at the University of Redlands

Theater and Performance Studies

Diego Villada, Ph.D., Theatre and Performance Studies, University of Pittsburgh (expected 2018)

A K. Leroy Irvis Fellow at the University of Pittsburgh, Diego taught performance, advanced physical acting, theatre and collaboration, dramatic literature, and theatre history. His production work centers on movement for the stage (as a director and fight choreographer) and his academic research focuses on Latin America and the Caribbean with focus on performances of intangible cultural heritage in Colombia and Brazil. Diego studies how performance is related to the construction, maintenance, and shifting of identities in the Americas from a hemispheric perspective.

Gender

Nicholas Clarkson, Ph.D., Gender Studies, with a minor in Cultural Studies, Indiana University

Nick is a Postdoctoral Associate in Transgender Studies Program in Gender, Sexuality, and Feminist Studies at Duke University. His dissertation was "States of Incoherence: Biopolitics and Transnormative Citizenship." He has also taught as a visiting instructor or assistant professor at Duke, Minnesota State University, Mankato, and Indiana University.

Caribbean/Latin American Studies and Music

Hugo Viera-Vargas, Ph.D., History, Indiana University

Dr. Viera-Vargas research focuses on the intersection of race and musical expressions in Puerto Rico. He is an associate research professor for the Department of Humanities, Universidad Metropolitana San Juan, Puerto Rico. His research and teaching interests include Afro-Caribbean musical expressions, Latin American and Caribbean History, Historical Thinking and Cultural Politics. He is also active as a percussionist.

President O'Shea's Proposed 2018-19 Contract
Summary of Recommended Substantive Changes to Proposed 4th Amended Employment Agreement

Contract Term:	July 1, 2018 through June 30, 2019
	The current contract expires on June 30, 2018. The new contract would be effective July 1, 2018 with no break in service.
	The proposed contract is for one year subject to evaluation by the NCF Board and reappointment by the NCF Board and ratification by the Board of Governors.
	No later than March 31 (changed from February 1) each year, the Board and Dr. O'Shea shall confirm in writing whether to renew the Agreement for one additional one-year term.
Compensation:	Salary increase from $295,000 to $305,000
	Deferred Compensation increased from $44,250 to $53,375 (from 15% to 17.5%) in conformance with contract provision.
	Should Dr. O'Shea and the Board agree to a one-year extension of the Agreement pursuant to subsection 1 (c) and he remains president until June 30, 2019, he will receive retention bonus of $25,000. The retention bonus shall be paid within 60 days of June 30, 2019.
	Consistent with Florida Statutes, the maximum amount of the President's annual compensation funded from state funds is capped at $200,000. Compensation beyond the cap is funded by non-state funds.
Periodic Review:	No later than March 1 (changed from February 1) of each year, Dr. O'Shea will report to the Board on the extent to which the goals and priorities adopted by the Board have been accomplished and provide appropriate commentary.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: 2018 University Accountability Plans

PROPOSED BOARD ACTION

Consider for approval 2018 University Accountability Plans, noting areas for further dialogue and deliberation. Approve University of Florida and Florida State University Preeminent State Research University Annual Status Updates. Approve University of Central Florida Emerging Preeminent State Research University Annual Status Update. Approve University of South Florida Preeminent State Research University designation.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of a University Work Plan and a University Accountability Report. Previously, Accountability Reports were considered in March and Work Plans in June of each year. On January 24, 2018 the Strategic Planning Committee determined that Work Plans and Accountability Reports would be merged into a single Accountability Plan to be reviewed once a year. The merger was made in order for Board members to examine the baseline retrospective data from the Accountability Reports alongside the prospective data contained in University Work Plans.

Each University Accountability Plan is intended to reflect the institution's distinctive mission and to focus on core strengths within the context of State University System goals and regional and statewide needs. The Accountability Plan outlines the university's strategic direction, top priorities, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The "Strategy" section of University Accountability Plans includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. Sections on metrics indicate how the universities have and are performing in key areas. The "Operations" section provides fiscal and other

information, including enrollment planning and intentions to implement new academic programs in 2018-19 as well as in out-years.

Universities made brief presentations on their Accountability Plans to the Strategic Planning Committee, after which the Committee considered for approval those portions of University Accountability Plans associated with the 2018-19 academic year, and reviewed out-year portions, noting any areas for further dialogue and deliberation. University Accountability Plans can be accessed at http://www.flbog.edu/board/accountability/2018 accountabilityplans.php.

In addition, the Committee considered for approval the University of Florida and Florida State University Preeminent State Research University Annual Status Updates, the University of Central Florida Emerging Preeminent State Research University Annual Status Update, and the University of South Florida's request to be designated as a Preeminent State Research University.

The Committee Chair will provide recommendations to the full Board of Governors for consideration.

Supporting Documentation Included:	In Strategic Planning Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Student Services Scorecard Report

PROPOSED BOARD ACTION

Consider approval of Student Services Scorecard Report

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: quality, access, and affordability. Quality Tactic 2.3.1 in the *Plan* directs state universities to use a scorecard or similar process to confirm that online students have access to services equivalent to those used by campus-based students. The Student Services Scorecard was developed for and used by SUS institutions offering online courses to measure the level of student support services available to their online students.

The results of the initial SUS survey using the Student Services Scorecard is being reported to the June 27th meeting of the Innovation and Online Committee. If approved by the Committee, the Student Services Scorecard Report will be forwarded to the full Board of Governors for approval.

Supporting Documentation Included: Student Services Scorecard Report included with the Innovation and Online Education Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan, Fiscal Year 2018-2019

PROPOSED BOARD ACTION

Discussion and approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2018-2019

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

BACKGROUND INFORMATION

The Chair of the Audit and Compliance Committee will report on the results of the Audit Committee meeting held June 27, 2018. The Audit Committee reviewed the OIGC Annual Work Plan and is presenting it to the Board of Governors with a recommendation for approval.

Supporting Documentation Included: Information located in the Audit and Compliance Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Amended Board of Governors Regulation 3.007 State University System (SUS) Management Information System

PROPOSED BOARD ACTION

Approve amended Regulation 3.007

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection systems since December 2007 when this regulation was created. The intent of this update is to better reflect current practice and does not seek to make substantive policy changes. A summary of the "strike all" changes includes:

1. The new language references the new Office of Data and Analytics (ODA) and removes references to the Information Resource Management unit.
2. The new language shifts the focus away from technical procedures to the responsibilities of the Institutional Data Administrators. These changes include language from Regulation 3.076 that enable us to repeal Regulation 3.076.
3. The new language is broader and refers to the Board's multiple information systems rather than only addressing collections for the database.
4. The new language empowers the ODA to require universities to resubmit data with errors. This effectively has been the practice, but has not technically been an approved power.

There were no public comments received.

Supporting Documentation Included: Regulation 3.007

3.007 State University System (SUS) Management Information Systems

(1) The Board of Governors shall maintain information systems for managing requests for information from the Board Office to the State University System institutions.

(2) Each university president shall appoint an Institutional Data Administrator to be responsible for managing university responses to the Board's information systems for official information requests – including routine annual requests and ad hoc special requests.

(a) Institutional Data Administrators shall take the necessary actions to ensure that the information provided is accurate and adheres to the criteria and definition standards included in the information request. The data submission process for the State University Database includes an electronic certification in which the Institutional Data Administrator certifies that the data represents the University for the term(s) being reported.

(b) Institutional Data Administrators are responsible for providing complete responses to information requests within the time period specified by the Board Office. Institutional Data Administrators will have an opportunity to provide feedback to the Board Office about the information criteria and definitions.

(c) When errors are identified the Institutional Data Administrator will ensure the necessary actions are taken to correct data errors. If errors are identified within a data submission to the State University Database that the Board has already accepted and it is after the submission's due date, then the Institutional Data Administrator shall email a resubmission request to the Office of Data and Analytics that includes a completed Data Resubmission Form. The schedule for resubmissions to fix errors will be specified by the Board Office.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 12-06-07; Amended _____.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Amended Board of Governors Regulation 3.0075 Security of Data Related Information Technology Resources

PROPOSED BOARD ACTION

Approve amended Regulation 3.0075

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection system since December 2007 when this regulation was created. Summary of the changes include:

1. Change references from Information Resource Management to Information Technology and Security (ITS) to reflect a recent reorganization.
2. Requires information security plans to be based on best practices from recognized national industry standards published by authoritative groups.

There were no public comments received.

Supporting Documentation Included: Regulation 3.0075

3.0075 Security of Data and Related Information Technology Resources.

(1) The president of each university shall be responsible for ensuring appropriate and auditable security controls are in place on his/her campus.

(2) Each university shall appoint an Information Security Manager (ISM). This appointment may be combined with other duties/positions and is responsible for administering the information security program/ policies/procedures of his/her respective institution. The name and contact information of the ISM shall be transmitted to the Board of Governors Assistant Vice Chancellor ~~Director~~ of Information Technology and Security (ITS)~~Resource Management (who acts as the ISM for the BOG)~~ each time the appointments given to an individual.

(3) Each university shall develop and annually review and update an information security plan. Each plan may be customized to meet the specific conditions at each university but ~~should~~ shall be based upon best practices acquired from ~~resources such~~ recognized national industry standards published by authoritative groups such as: ~~Educause,~~ National Institute of Standards (NIST), Information Systems Audit and Control Association (ISACA), International Organization of Standards (ISO), Center for Internet Security (CIS), or other nationally recognized ~~sources of~~ information security ~~practices and procedures~~ organizations.

(4) Each information security plan must address the following:

(a) The creation of an information security risk management program which includes Risk/Self Assessment components.

(b) Compliance with applicable federal and state laws and regulations-as well as contractual obligations-related to privacy and security of data held by the institution.

(c) Clarifying roles and responsibilities for safeguarding and use of sensitive/ confidential data.

(d) Creation and maintenance of an inventory of ~~unknown~~ stores of sensitive/ confidential information and who has access to such information.

(e) Policies and procedures regarding access control and transmission of sensitive/confidential data with an emphasis on providing an auditable chain of custody and encryption.

(f) Distribution of clear and documented procedures for reporting and handling security violations and the consequences for violating security policies and procedures.

(g) Methods for ensuring that information regarding the applicable laws, regulations, guidelines and policies is distributed and readily available to computer users.

(h) Processes for verifying adherence to the information security plan associated policies and procedures.

(5) Each university must make its information security plan, IT audits, IT risk assessments and inventories of known stores of confidential data appropriately available to the ~~BOG~~ Board's Assistant Vice Chancellor~~Director~~ of ITS~~IRM~~ upon request.

(6) The items listed above (4a-h) represent a minimum standard for data protection and each university is encouraged to go beyond this minimum standard in its pursuit of data security and integrity.

Authority: Section 7(d), Art. IX, Fla. Const., History—New 12-06-07; Amended xx-xx-18 _____.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Repealed Board of Governors Regulation 3.0076 State University System (SUS) Data Requests

PROPOSED BOARD ACTION

Approve repeal of Regulation 3.0076

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This contents of this regulation are being included in Regulation 3.007.

There were no public comments received.

Supporting Documentation Included: Regulation 3.0076

~~3.0076 State University System (SUS) Data Requests~~

~~(1) Institutional Data Administrators must provide to the Board's IRM Office one response to each data request by the due date reflected in the Schedule of Data Requests.~~

~~(2) To ensure compliance, the Chancellor will notify the University President, in writing, if after 60 days past the due date, a response to a data request has not been received, or has been received but is incomplete or invalid.~~

~~Authority: Section 7(d), Art. IX, Fla. Const.; History – New 12-06-07.~~

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Performance-Based Funding Allocation

PROPOSED BOARD ACTION

The Board will consider the allocation of performance funds for the 2018-2019 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001 Performance-Based Funding

BACKGROUND INFORMATION

The 2018 General Appropriations Act includes $560 million for Performance-Based Incentives. This includes $265 million in state investments, plus $295 million in institutional investments to be distributed pursuant to the Board's performance-based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Plan.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: 2019-2020 Legislative Budget Request (LBR) Guidelines

PROPOSED BOARD ACTION

Consider approval of the 2019-2020 LBR Guidelines

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

I. **Operating LBR -** This is the primary change:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.

II. **Fixed Capital Outlay LBR –** These are the primary changes:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.
   b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Florida Gulf Coast University Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed Florida Gulf Coast University Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of Florida Gulf Coast University (FGCU), Board staff facilitated and coordinated the Survey Team and participated with university staff on the EPS to ensure that all the requirements of Section 1013.31, Florida Statutes, were satisfied. In addition to FGCU and Board staff, the team included staff from Florida Atlantic University and New College of Florida. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the FGCU Board of Trustees on April 10, 2018, and the agenda item is included.

The EPS covers the period July 1, 2018, through June 30, 2023, and is FGCU's first EPS completed using the Dynamic Capital Planning (DCP) model.

Table 1. Analysis of Space Needs and Enrollment

FGCU EPS Year	FTE	Space Inventory (Net Square Feet)	Recommendation Compared to Actual (Net Square Feet)	Space Analysis Summary
2013 Actual	11,706	581,688	812,857	2013 EPS Recommendation
2018 Estimated	12,782	587,111	5,423	Actual Net Space Added
2023 Projected	13,301	TBD	546,393	Current EPS Recommendation

The analysis in Table 1 above demonstrates that FGCU has shown the most space needed than any other university surveyed under the new dynamic capital planning model by an overall 48% unmet space need.

Summary of Survey Team Recommendations (Main Campus, unless noted):

New Construction:
3.1 Health Sciences Building (Clinical & Translational Health Research Institute)—77,100 Net Square Feet (NSF)

Continuing Survey Recommendations: This project was included in the 2013 EPS and has been partially funded through legislative appropriations. This is a recommendation for completing funding of this project.

6.1 School of Water Resources and Integrated Sciences Building—77,670 NSF

The complete Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Information located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: 2019-2020 Legislative Budget Request (LBR) Guidelines

PROPOSED BOARD ACTION

Consider approval of the 2019-2020 LBR Guidelines

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

I. **Operating LBR -** This is the primary change:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.

II. **Fixed Capital Outlay LBR –** These are the primary changes:
   a. Updates the timeline to reflect the start of the 2019 session in March 2019.
   b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: Information located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: 2018-2019 Capital Improvement Fee Trust Fund Allocation

PROPOSED BOARD ACTION

Approve the 2018-2019 university CITF project allocations

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2018 General Appropriations Act included funding of $40,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

> *Funds in Specific Appropriation 20 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 9, 2017. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2019-2020 LBR cycle.

Supporting Documentation Included: Information located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: A Resolution of the Board of Governors Authorizing the Issuance of Debt by the University of Florida University Athletic Association, Inc. to finance (i) construction of a new Baseball Stadium Complex and (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex and (iii) new maintenance building and yard on the main campus of the University of Florida

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of debt by the University of Florida University Athletic Association (the "UAA"), in an amount not to exceed $50,000,000 (the "Debt") for the purpose of financing the costs of (i) construction of a new Baseball Stadium Complex and (ii) renovation and expansion of the Katie Seashole Pressly Softball Stadium Complex and (iii) new maintenance building and yard on the University of Florida's (the "University") main campus ("the Project"). The Project will also be financed with a combination of $15 million in contributions from private donors and unrestricted UAA cash.

Staff of the Board of Governors, State University System of Florida and the Division of Bond Finance, State Board of Administration of Florida, have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the Debt Management Guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Florida Board of Governors' Debt Management Guidelines; Section 1010.62, Florida Statutes.

BACKGROUND INFORMATION

The University of Florida has submitted a proposal for financing the costs of construction, renovation and equipping of certain facilities on the main campus of the University of Florida. The Project will provide attractive facilities that will foster improved performance, increased efficiency, speedy rehabilitation and enhance overall student well-being. Construction of the Baseball Stadium Complex will improve overall

fan experience by creating a club lounge, premium seating, and additional ADA seating, increasing point-of-sale concessions, expanded restrooms and providing shade for afternoon games. The Project includes the renovation and expansion of the existing Katie Seashole Pressly Softball Stadium and a new maintenance building and yard. All portions of the Project will be located on the University's main campus. The total Project cost is expected to be approximately $65,000,000.

The Project is consistent with the University's Campus Master Plan.

The UAA, a direct support organization of the University of Florida, proposes to issue up to $50,000,000 debt via direct placement of a twenty year fixed rate note with a bank to finance the Project. The balance of the debt will be refinanced for the remaining 5 years. The total Debt will mature no later than twenty-five (25) years after issuance. There will not be a debt service reserve fund. Alternatively, depending on market conditions, the UAA may issue the debt using 25 year bonds.

The Debt is a general unsecured obligation of the UAA payable from available revenues excluding athletic fees described in Section 1009.24(12), Florida Statues and any capital gifts and donations. Operating revenues include ticket sales and conference revenues (primarily football and basketball), auxiliary sales, sponsorships and other miscellaneous sources. Non-operating revenues are derived primarily from investment earnings and athletic fees. The UAA is allowed to retain the sales tax on ticket sales which is included as non-operating revenue. Although athletic fees are not available to pay debt service, they are available to pay other expenses of the UAA (primarily Scholarships). Projections provided by the UAA indicate that sufficient pledged revenues will be generated to pay debt service on the Bonds and outstanding parity bonds.

The University Athletic Association Board of Directors, at a meeting on March 21, 2018, and the University of Florida Board of Trustees, at its March 22, 2018 meeting, approved the Project and the financing thereof.

The UAA is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes. It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines.

Staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

Supporting Documentation Included: Information located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Draft Task Force Two-Year Work Plan

PROPOSED BOARD ACTION

Consider for approval the Two-Year Work Plan for the Drugs, Alcohol and Mental Health Task Force

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the January 2018 meeting of the Board of Governors, Board Chair Lautenbach created a Drugs, Alcohol and Mental Health Task Force. The new Task Force has been tasked with using existing evidence to 1) document the most critical drug, alcohol, and mental health issues facing SUS students, 2) identify best practices, 3) develop system-wide recommendations for effectively addressing the most critical issues, and 4) identify resources needed to implement the system-wide recommendations.

At its meeting on June 27, 2018 the Committee reviewed a Two-year Work Plan. The Committee Chair will provide a recommendation to the full Board.

Supporting Documentation: Included in Drugs, Alcohol and Mental Health Task Force meeting materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: Draft 2+2 Articulation Committee 2018 Work Plan

PROPOSED BOARD ACTION

Consider for approval the 2018 Work Plan for the 2+2 Articulation Committee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its meeting on June 28, 2018 the Committee reviewed a Work Plan for 2018. The Committee Chair will provide a recommendation to the full Board.

Supporting Documentation: Included in 2+2 Articulation Committee meeting materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
June 28, 2018

SUBJECT: 2018 Legislative Champions

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chair Ned Lautenbach will recognize the 2018 State University System Legislative Session Champions by introducing each member and highlighting the legislation they championed. Governor Kishane Patel will then present an award to the Student Government Association.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach