**2018**
# Accountability Plan

# FLORIDA ATLANTIC 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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## 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 <u>three</u> 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 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2017-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 52.9 | 55.1 | 54.2 | 52.7 | 50.7 | . | . | . | . |
| APPROVED GOALS | . | . | . | 53 | 51 | 52 | 53 | 55 | . |
| PROPOSED GOALS | . | . | . | . | . | 51 | 51 | 52 | 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 42.0 | 43.8 | 45.2 | 45.6 | 46.7 | . | . | . | . |
| APPROVED GOALS | . | . | . | 46 | 47 | 48 | 49 | 50 | . |
| PROPOSED GOALS | . | . | . | . | . | 48 | 49 | 50 | 50 |

# 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 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2017 | 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 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 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 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 2015-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2022 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | Fall 2017 | Fall 2018 | Fall 2019 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 2021 |
|---|---|---|---|---|---|---|---|---|---|
| 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.

## 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' 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 | 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 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%) | 1,876 | 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 #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** | | | | | | |
| MS Data Science and Analytics | 30.601 | STEM | FIU, UCF, NCF, FGCU | No | 100 | FALL 2018 |
| | | | | | | |
| **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** | | | | | | |
| 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** | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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)*

# Performance Based Funding

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| **1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)** <br> 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** <br> 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** <br> Net Tuition & Fees <br> for Resident Undergraduates <br> 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** <br> *2nd Year Retention* <br> *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). <br> Source: State University Database System (SUDS). |
| **6. University Access Rate** <br> *Percent of Undergraduates* <br> *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. <br> Source: State University Database System (SUDS). |

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| **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

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| **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

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| **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.<br>Source: New College of Florida. |
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| 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.<br>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.).<br>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.<br>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.<br>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). |
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| 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. |

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| **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 <u>not</u> 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

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| **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 <u>same</u> 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). |

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| **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

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| **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. |