



STATE UNIVERSITY SYSTEM
OF FLORIDA
Board of Governors



LEGISLATIVE SUMMARY
2019 SESSION






STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

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TO: Members, Board of Governors

FROM: Marshall M. Criser III, Chancellor 

DATE: August 13, 2019

SUBJECT: Final 2019 Legislative Session Summary Document

This document provides an executive summary of legislation, operating and fixed capital outlay budgets passed by the Legislature and signed by the Governor during the 2019 Legislative Session.

The following are highlights with further detail included in this document:

- House Bill 7071 reconstitutes the Higher Education Coordinating Council (HECC) as the Florida Talent Development Council. The new council is charged with developing a coordinated, data-driven, statewide approach to meeting Florida's needs for a 21st century workforce that employers and educators use as part of Florida's talent supply system. The legislation also creates the "Strengthening Alignment between Industry and Learning (SAIL) to 60" initiative and establishes a statewide attainment goal to increase the percentage of working-age adults who hold a high-value postsecondary certificate, degree, or training experience to 60 percent by the year 2030.
- House Bill 595 provides certain protections from arrest, prosecution, or other penalties for a person acting in good faith who seeks medical assistance for an individual or themselves for a suspected alcohol or drug-related overdose.
- Senate Bill 190 includes numerous higher education initiatives, including a requirement for the Board of Governors to develop and deliver a training program annually for members of each state university's board of trustees; a requirement for the Board to develop a points-based prioritization method to rank capital projects; directives to strengthen Florida's "2+2" articulation programs; revises academic terms for eligibility for Bright Future Scholarships and the inclusion of the Florida Gold Seal CAPE Scholarship; adds additional

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certification requirements for the university chief financial officers; and amends the threshold for determining excess student credit hour surcharges.

- New mandates regarding Education & General (E&G) carryforward funds are added to section 1011.45, F.S., including a requirement for each university to maintain a minimum carryforward reserve balance of 7% of its state operating budget (previously 5%) and to develop a spending plan for any carryforward fund balance in excess of the 7% reserve requirement.
- Provides a total of \$5.1 billion in appropriated operating funds, which represents an increase of \$59.6 million (1.2%) over the previous year's base funding.
 - Includes \$560 million for the performance-based funding model, of which \$12.7 is new recurring funding.
 - Universities received a base budget cut of \$35.3M.
 - Includes \$21.9M for National Ranking Enhancement (UF/FSU)
- Provides \$82.3 million for university facility projects, \$44 million for capital improvement trust fund projects, and \$23 million for special capital projects.
- Maintains 65 positions and provides \$10.14 million for Board General Office operations.

If you have questions or need additional information, please let me know.

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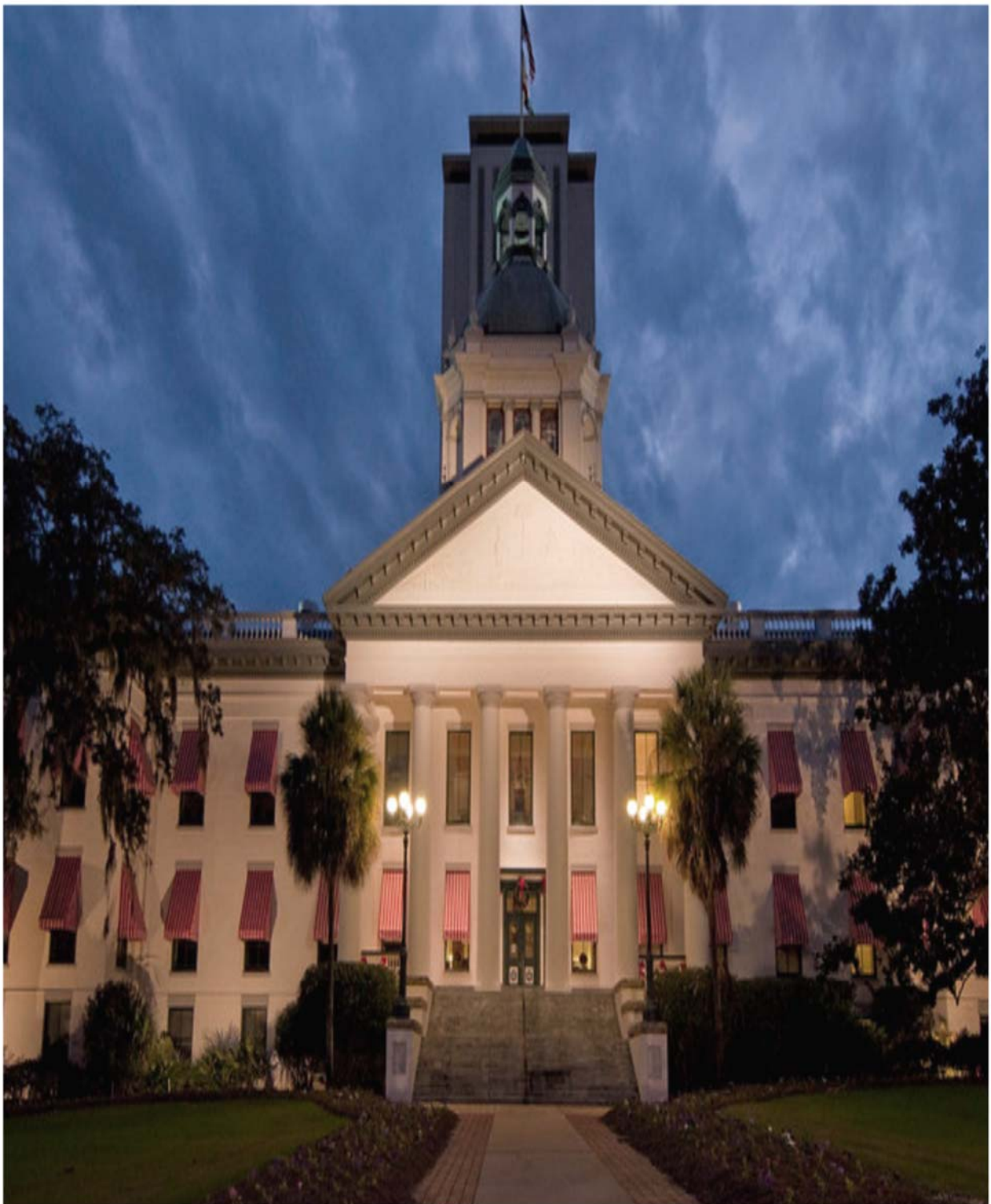
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LEGISLATION

Required Legislative Action 2019 Session

	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
1	SB	182	Medical Use of Marijuana	Redefining the term "marijuana delivery device" to provide an exception to the requirement that such devices must be purchased from a medical marijuana treatment center for devices that are intended for the medical use of marijuana by smoking; redefining the term "medical use" to include the possession, use, or administration of marijuana in a form for smoking; restricting the smoking of marijuana in enclosed indoor workplaces; requiring a qualified physician to submit specified documentation to the Board of Medicine and the Board of Osteopathic Medicine upon determining that smoking is an appropriate route of administration for a qualified patient, other than a patient diagnosed with a terminal condition, etc. APPROPRIATION: \$2,596,664.00	3/18/2019	Signed by Governor 3/18/19	Requires the Board of Governors designate a state university to house the Consortium for Medical Marijuana Clinical Outcomes Research.
2	SB	7016	State-Administered Retirement Programs	Revising required employer retirement contribution rates for each membership class and subclass of the Florida Retirement System, etc.	7/1/2019	Signed by Governor 4/15/19	The bill establishes the contribution rates paid by employers participating in the Florida Retirement System (FRS) beginning July 1, 2019. These rates are intended to fund the full normal cost and the amortization of the unfunded actuarial liabilities of the FRS. With these modifications to employer contribution rates, the FRS Trust Fund will receive roughly \$123.3 million more in revenue on an annual basis beginning July 1, 2019. The public employers that will incur these additional costs are state agencies, state universities and colleges, school districts, counties, and certain municipalities and other governmental entities.
3	SB	7014	Government Accountability	Specifying that the Governor, the Commissioner of Education, or the designee of the Governor or of the commissioner, may notify the Legislative Auditing Committee of an entity's failure to comply with certain auditing and financial reporting requirements; specifying that any person who willfully fails or refuses to provide access to an employee, officer, or agent of an entity under audit is subject to a penalty; revising the definition of the term "financial audit"; requiring each school district, Florida College System institution, and state university to establish and maintain certain internal controls, etc.	7/1/2019	Signed by Governor 4/26/19	Requires each agency, the judicial branch, the Justice Administrative Commission, state attorneys, public defenders, criminal conflict and civil regional counsel, capital collateral regional counsel, the Guardian Ad Litem program, local governmental entities, charter schools, school districts, Florida College System institutions, and state universities to establish and maintain internal controls designed to prevent and detect fraud, waste, and abuse. Requires the Florida College System and Florida State University System to comply with employee background screenings requirements.
4	SB	7098	Death Benefits	Amending provisions relating to death benefits for law enforcement, correctional, and correctional probation officers and for firefighters, respectively; revising the payment amounts of death benefits; establishing a death benefit for emergency medical technicians and paramedics to conform to s. 31, Art. X of the State Constitution; specifying eligibility and payment amounts for such death benefits, etc.	7/1/2019	Signed by Governor 5/10/19	1. Requires the state to waive certain educational expenses that the child or spouse of a deceased first responder incurs. First responders is defined as a law enforcement, correctional, or correctional probation officer, a firefighter, or an EMT who is killed after July 1, 2019. 2. The amount waived by the state must be in an amount equal to the cost of tuition and matriculation and registration fees for a total of 120 credit hours. The child or the spouse may attend a state career center, a FCS institution, or a state university on either a full-time or part-time basis. The benefits provided to a child under this subsection must continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the first responder's death occurs and may continue until the 10th anniversary of that death. 3. Requires the Board adopt a regulation to implement. 4. Extends the same benefits to the spouse or child of an active duty service member who dies.
5	SB	168	Federal Immigration Enforcement	Prohibiting sanctuary policies; requiring state entities, local governmental entities, and law enforcement agencies to use best efforts to support the enforcement of federal immigration law; authorizing a law enforcement agency to transport an alien unlawfully present in the United States under certain circumstances; prohibiting discrimination on specified grounds, etc.	7/1/2019	Signed by Governor 6/14/19	Prohibits a state entity, local governmental entity, or law enforcement agency from having a sanctuary policy, which is a law, policy, practice, procedure, or custom that restricts a law enforcement agency's ability to communicate or exchange information with a federal immigration agency on immigration enforcement matters or from complying with immigration detainers (law enforcement agency definition includes "state university").

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	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
6	SB	366	Infectious Disease Elimination Programs	Citing this act as the "Infectious Disease Elimination Act (IDEA)"; providing that a county commission may authorize a sterile needle and syringe exchange program; requiring the development of an oversight and accountability system for certain purposes; providing for immunity from civil liability, under certain circumstances, etc.	7/1/2019	Signed by Governor 6/26/19	Before a county commission can establish an exchange program, the county commission must: 1. Authorize the program under a county ordinance; 2. Execute a letter of agreement with the Department of Health (DOH) in which the county commission agrees to operate the program in accordance with the IDEA's statutory requirements; 3. Enlist the local county health department (CHD) to provide ongoing advice, consultation, and recommendations for program operations; and 4. Contract with one of the following entities to operate the county program: o A hospital licensed under chapter 395; o A health care clinic licensed under part X of chapter 400; o A medical school in Florida accredited by the Liaison Committee on Medical Education or the Commission on Osteopathic College Accreditation; o A licensed addictions receiving facility as defined in s. 397.311(26)(1), F.S., or o A 501(c)(3) HIV/AIDS service organization.
7	HB	547	Stanley G. Tate Florida Prepaid College Program	Authorizes transfer of fees associated with dormitory residency to approved qualified nonprofit organizations; prohibits transferred fees from exceeding specified amount; revises membership of a certain direct-support organization's board of directors.	7/1/2019	Signed by Governor 6/7/19	No action required
8	HB	595	Alcohol or Drug Overdose Prosecutions	Prohibits arrest or penalty under specified provisions of person seeking medical assistance for individual experiencing alcohol-related or drug-related overdose or for himself or herself; prohibits this protection from being grounds for suppression of evidence in other prosecutions.	7/1/2019	Signed by Governor 6/7/19	No action required
9	SB	620	Military-friendly Initiatives	Specifying additional military installations that may exchange certain information with local governments regarding compatibility of land development; providing that an easement for certain military lands continues after a tax sale or deed execution; directing the Department of Highway Safety and Motor Vehicles to develop a Blue Angels license plate; requiring a student whose parent is transferred or pending transfer to a military installation within a school district to be considered a resident of the district and provided preferential treatment in the controlled open enrollment process under certain circumstances, etc.	7/1/2019	Signed by Governor 6/26/19	Enables an active duty member or a family member residing in the state to qualify for in-state tuition at the time of acceptance for admission at a public postsecondary institution, even if the active duty member is subsequently transferred.
10	HB	741	Anti-Semitism	Defines "anti-Semitism"; prohibits discrimination in Florida K-20 public education system based on religion; requires public K-20 educational institutions to consider anti-Semitism under certain instances of discrimination.	5/31/2019	Signed by Governor 5/31/19	
11	SB	1020	State Hemp Program	Creating the state hemp program within the Department of Agriculture and Consumer Services; providing requirements for program licensure; directing the Commissioner of Agriculture, in consultation with and with final approval from the Administration Commission, to submit a specified plan within a specified timeframe to the United States Secretary of Agriculture; revising the schools at which the department is required to authorize and oversee the development of industrial hemp pilot projects, etc.	7/1/2019	Signed by Governor 6/25/19	Allows industrial hemp pilot projects at any state university that has an established agriculture, engineering or pharmacy program.
12	SB	1080	Hazing	Expanding the crime of hazing, a third degree felony, to include when a person solicits others to commit or is actively involved in the planning of hazing; expanding the crime of hazing, a first degree misdemeanor, to include when a person solicits others to commit or is actively involved in the planning of hazing; providing that a person may not be prosecuted if certain conditions are met, etc.	10/1/2019	Signed by Governor 6/25/19	1. Revise our regulation to include permanent injury and amnesty. 2. Universities will need to revise their regulations.
13	SB	1552	Florida Red Tide Mitigation and Technology Development Initiative	Establishing the Florida Red Tide Mitigation and Technology Development Initiative; requiring the initiative to submit an annual report by a specified date to the Governor, the Legislature, the Secretary of Environmental Protection, and the executive director of the Fish and Wildlife Conservation Commission; establishing the Initiative Technology Advisory Council, etc.	7/1/2019	Signed by Governor 6/20/19	No impact
14	HB	7001	OGSR/State University DSO Research Funding	Removes scheduled repeal of exemption relating to exemption from public meeting requirements for portions of certain state university DSO meetings at which proposal seeking research funding or plan for initiating or supporting research is discussed.	10/1/2019	Signed by Governor 5/14/19	No action required

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	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
15	SB	7018	OGRS/Public Research Facility/Animal Research	Amending a provision which provides an exemption from public records requirements for the personal identifying information of a person employed by, under contract with, or volunteering for a public research facility that conducts or is engaged in activities related to animal research; removing the scheduled repeal of the exemption, etc.	10/1/2019	Signed by Governor 5/14/19	No action required.
16	HB	7099	Child Welfare	Revises provisions relating to extended foster care & licensure of family foster homes & certain child-caring & child-placing agencies; revises certain court requirements relating to proceedings for dependent children; authorizes psychiatric nurses to prescribe psychotropic medications to certain children; revises membership of Children & Youth Cabinet; directs department to establish direct support organization; provides responsibilities, requirements, membership, & term limits of such organization; provides for repeal of organization by specified date; revises eligibility for & termination of certain funding and exemptions.	7/1/2019	Signed by Governor 6/25/19	No impact
17	SB	2500	Appropriations		7/1/2019	Signed by Governor w/vetoes 6/21/19	1. Requires the Board, in consultation with the state universities, to develop recommendations for future implementation of separate and distinct performance-based funding models with benchmarks and metrics for (1) preeminent universities, (2) emerging preeminent universities, (3) regional universities and (4) mission-specific universities. The model should recognize each university's continuous improvement and achievement of institutional and national excellence. 2. Requires the Board to submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2019. The implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.
18	SB	2502	Implementing the GAA		7/1/2019	Signed by Governor 6/21/19	No action required
19	SB	190	Higher Education	Requiring the Auditor General to verify the accuracy of unexpended amounts in specified funds certified by university and Florida College System institution chief financial officers; requiring the Board of Governors to develop and annually deliver a training program for members of state university boards of trustees; clarifying that the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee are branch campuses; prohibiting a Florida College System institution direct-support organization from giving, directly or indirectly, any gift to a political committee, etc.	7/1/2019	Signed by Governor 6/18/19	Requires Auditor General to annually conduct financial audits of all state universities and Florida College System institutions and verify the accuracy of the amounts certified by each state university and Florida College System institution chief financial officer pursuant to ss. 1011.45 and 1011.84.
							Trustee Training 1. Requires the Board develop and annually deliver a training program for trustees which addresses the role of university boards of trustees in governing institutional resources and protecting the public interest. 2. Requires each trustee participate within 1 year of his or her appointment and reappointment to a university board. 3. Spells out training requirements, including fiduciary obligations internal process controls, oversight of planning and construction, etc.
							Data Verification 1. Requires the Board to define the data components and methodology used to implement PBF and Preeminence. 2. Requires each university to conduct an annual audit to verify that the data submitted complies with the data definitions established by the Board and submit the audits to the Board office of the Inspector General as part of the annual certification process required by the Board.
							Employment Information Match 1. Requires the Board match certain student information with specified educational and employment records. 2. Requires the Board enter into an agreement with DEO that allows access to reemployment assistance wage data reports, and protects privacy.

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	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
							PECO changes 1. Requires the Board submit a prioritized list of projects. 2. Requires the Board to develop a points-based prioritization method. 3. Requires the Board continually maintain a list of all PECO projects for which state funds were previously appropriated which have not been included. The list shall include an estimate of the amount of state funding needed for the completion of each project. 4. Requires the Board to review its space need calculation methodology developed pursuant to s. 1013.31 to incorporate improvements, efficiencies, or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate appropriations committees by October 31, 2019, and every 3 years thereafter.
							UF PaCE Program Allows students in this program be eligible for Bright Futures for the fall semester term to be used for off-campus or online coursework, if the Bright Futures funding is provided by the Legislature for three terms for that academic year for other eligible students.
							2+2 Targeted Pathways 1. Establishes the "2+2" targeted pathway program to improve student retention and on-time graduation, by the 2019-2020 academic year. 2. The agreement must provide students who graduate with an associate in arts degree and who meet specified requirements guaranteed access to the state university and a degree program at that university, in accordance with the terms of the "2+2" targeted pathway articulation agreement. 3. Outlines student requirements 4. Outlines university requirements: a. Establish a 4-year, on-time graduation plan for a baccalaureate degree program, including, but not limited to, a plan for students to complete associate in arts degree programs, general education courses, common prerequisite courses, and elective courses. b. Advise students enrolled in the program about the university's transfer and degree program requirements; and c. To assist the state universities and FCS institutions with implementing the "2+2" targeted pathway programs effectively, the State Board of Education and the Board of Governors shall collaborate to eliminate barriers in executing "2+2" targeted pathway articulation agreements.
							Board Oversight Enforcement 1. Requires the Chancellor of the System report to the Board of Governors any findings by the Auditor General that a university is acting without statutory authority or contrary to general law. 2. Requires the Board of Governors require the university board of trustees to document compliance with such law
							Excess Hours 1. Requires each university calculate an excess hour threshold for each student based on the number of credit hours required for the degree. 2. For any student who changes degree programs, the excess hour threshold must be adjusted only if the number of credit hours required to complete the new degree program exceeds that of the original degree program. 3. For the 2012-2013 academic year through the 2019 spring term and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate for each credit hour in excess of 110 percent. For the 2019 summer term and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate for each credit hour in excess of 120 percent.
							Bright Futures An institution that receives funds from the program for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

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	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
							Carry-forward Funds 1. Requires each university maintain a minimum carry forward balance of at least 7 percent of its state operating budget. If a university fails to maintain a 7 percent balance in state operating funds, the university shall submit a plan to the Board to attain the minimum percent balance of state operating funds within the next fiscal year. 2. Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for approval and publishing by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend, if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter. 3. Annually, by September 30, the CFO of each university shall certify the unexpended amount of funds appropriated to the university from the General Revenue Fund, Educational Enhancement Trust Fund, and the Education/General Student and Other Fees Trust Fund as of June 30 of the previous fiscal year.
20	HB	7071	Workforce Education	Revises provisions relating to preapprenticeship & apprenticeship programs, secondary & postsecondary workforce education, high school graduation requirements, & postsecondary education provisions, & school grades; creates SAIL to 60 Initiative; renames Higher Education Coordinating Council as Florida Talent Development Council & revises councils membership & duties; & creates FLAG program.	7/1/2019	Signed by Governor 6/24/19	Reverse Transfer 1. Requires that the statewide articulation agreement between the State Board of Education and the Board of Governors provide for a reverse transfer agreement for FCS associate in arts degree seeking students who transfer to a state university after earning more than 30 credit hours from an FCS institution but before earning an AA degree. 2. Requires universities identify each student who has completed requirements for the AA degree and, upon consent of the student, transfer credits earned at the state university back to the FCS institution so that the AA degree may be awarded by the FCS institution.
							Requires the Commissioner of Education conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors , the Florida College System, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review shall identify career and technical education offerings that are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high level wages.
							SAIL to 60 Initiative 1. Establishes the "Strengthening Alignment between Industry and Learning (SAIL) to 60" Initiative to increase to 60 percent the percentage of working-age adults who hold a high value postsecondary certificate, degree, or training experience by the year 2030. 2. The Chancellor (& Chancellor from FCS) shall consult with the Complete Florida Degree Initiative to identify barriers to the program expansion and develop recommendations to increase the number of participating institutions and students. Recommendations include methods to reach students who are within 12 credits of completing their first associate or baccalaureate who have separated from their institution for more than a semester. Recommendations to the Board of Governors and SBOE no later than Oct. 1, 2019.
							Florida Talent Development Council 1. Reconstitutes the Higher Education Coordinating Council as the Florida Talent Development Council for the purpose of developing a coordinated, data-driven, statewide approach to meeting Florida's need for a 21st century workforce, which utilizes the Florida's talent supply system. 3. The bill also moves the administrative support for the council from the DOE to the Department of Economic Opportunity, revises the council's membership. 4. The bill also requires the council to develop a strategic plan to accomplish the goal of 60 percent of working age adults with a high value postsecondary credential by 2030, to be submitted to the Governor, the President of the Senate, the Speaker of the House, the Board and SBE by December 31, 2019. Outlines specific elements that must be in the plan.

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	HB/ SB	#	Title	Description	Effective Date	Bill Status	Actions required
							Last Mile Scholarship Program 1. Subject to legislative appropriation, to annually award the cost of in-state tuition and required fees for Florida resident students who are in good standing at FCS institutions and state universities and who are within 12 or fewer credit hours of completing their first associate or baccalaureate degree. 2. Any student who has earned college credit from a regionally accredited postsecondary institution within a period of 8 academic years before the year in which the student submits an application pursuant to subsection (2) is eligible to participate in the program. The award amount may not exceed the difference between the full cost of attendance and the total of the student's financial aid, excluding loans. 3. The DOE shall create a simple, web-based application for any student to identify his or her intent to enroll and complete his or her associate or baccalaureate degree within three academic terms at one or more FCS institutions or state universities or through an online competency-based program delivered by a regionally accredited, not-for-profit university. 4. The department shall refer the student to the intended college or colleges for continued processing of eligibility, feasibility of reverse-transfer, award status, and enrollment. The participating FCS institution or state university must determine each referred student's eligibility and report that information to the department on behalf of the student in a format prescribed by the department. 5. Once each student has successfully passed the course or courses for each term enrolled during the program period, the department shall disburse the funds to the participating institution or university. 6. The SBE and the Board shall adopt rules and regulations, respectively, to implement this section including, but not limited
							USF Consolidation 1. Requires that the Board of Governors use its 2019 Accountability Plan in determining a state university's preeminence designations and in distributing awards from the 2019-2020 fiscal year appropriation. 2. Prohibits the Board, if specified requirements are met, from using the consolidated performance data from the USF branch campuses in determining USF's status as a preeminent state research university until July 1, 2022.



OPERATING BUDGET

State University System of Florida
Education and General
2019-2020 Executive Summary, Universities and Special Units
Post-Veto Appropriations - June 21, 2019

	Board Request	Governor's Recommendation	House Bill 5001	Senate Bill 2500	Final Conference
1 2018-2019 Total Appropriation					
2 State Support	\$2,546,984,740	\$2,546,984,740	\$2,546,984,740	\$2,546,984,740	\$2,546,984,740
3 Performance Based Funding - State Investment	\$265,000,000	\$265,000,000	\$265,000,000	\$265,000,000	\$265,000,000
4 Performance Based Funding - Institutional Investment	\$295,000,000	\$295,000,000	\$295,000,000	\$295,000,000	\$295,000,000
5 Tuition Support	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
6 2018-2019 Total Base Budget	\$5,064,471,666	\$5,064,471,666	\$5,064,471,666	\$5,064,471,666	\$5,064,471,666
7 2019-2020 Start-up Budget					
8 2018-2019 Non-Recurring Issues	(\$27,102,461)	(\$27,102,461)	(\$27,102,461)	(\$27,102,461)	(\$27,102,461)
9 Performance Based Funding - Non-Recurring State Investment	(\$12,670,000)	(\$12,670,000)	(\$12,670,000)	(\$12,670,000)	(\$12,670,000)
10 2018-2019 Health Insurance Premiums Adjustment	\$16,325,993	\$16,325,993	\$16,325,993	\$16,325,993	\$16,325,993
11 2018-2019 Casualty Insurance Premium Adjustment	\$447,216	\$447,216	\$447,216	\$447,216	\$447,216
12 2018-19 Reduction Due to Basic Life Insurance Contract Savings	(\$414,575)	(\$414,575)	(\$414,575)	(\$414,575)	(\$414,575)
13 2018-2019 Health Insurance Premiums - Annualization	\$11,661,424	\$11,661,424	\$11,661,424	\$11,661,424	\$11,661,424
14 2019-2020 Start-Up Budget	\$5,052,719,263	\$5,052,719,263	\$5,052,719,263	\$5,052,719,263	\$5,052,719,263
15					
16 2019-2020 Budget Issues:					
17 Technical Adjustments					
18 Florida Retirement System Contribution Adjustment	\$0	\$0	\$0	\$4,064,013	\$0
19 Performance and Preeminent Funding Initiatives					
20 Performance Based Funding - State Investment	\$75,000,000	\$30,000,000	\$0	(\$22,330,000)	\$0
21 Performance Based Funding - Restoration of Nonrecurring State		\$12,670,000	\$12,666,667	\$0	\$12,670,000
22 Preeminent University Funding	\$0	\$0	(\$20,000,000)	\$0	\$0
23 Preeminence and Emerging Preeminence	\$0	\$0	\$0	\$80,000,000	\$0
24 System Initiatives					
25 Plant Operations, and Maintenance for New Facilities	\$26,461,630	\$0	\$0	\$0	\$0
26 State Fire Marshal Inspections	\$2,276,318	\$0	\$0	\$0	\$0
27 Programs of Excellence (Year 1 of 2)	\$30,000,000	\$0	\$0	\$0	\$0
28 Professional/Graduate Degree Excellence Program	\$0	\$0	(\$5,000,002)	\$0	\$0
29 World Class Scholars	\$20,000,000	\$0	(\$10,000,008)	\$0	\$0
30 Reduction in University Base Operational Funding	\$0	\$0	(\$100,000,000)	\$0	(\$35,334,417)
31 University Initiatives					
32 FAU100	\$16,300,000	\$0	\$0	\$0	\$12,000,000
33 FAU - Max Planck Scientific Fellowship Program (HB 2885)	\$0	\$0	\$750,000	\$0	\$750,000
34 FGCU - Operational Support	\$12,385,000	\$0	\$0	\$0	\$10,000,000
35 FGCU - Red Tide Initiative (HB 3191)	\$0	\$0	\$100,000	\$0	\$0
36 FGCU - Academic and Career Attainment Funding (BASE VETO)		\$0			(\$500,000)
37 FIU - Targeted STEM Initiatives (SF 1449)	\$0	\$0	\$0	\$200,000	\$2,500,000
38 FIU - Operational Support	\$0	\$0	\$0	\$0	\$15,000,000
39 FIU - Washington Center Scholarships (SF 1032)	\$0	\$0	\$0	\$50,000	\$0
40 FPU - Graduate Program Growth (SF 1172) (NEW ITEM VETO)	\$0	\$0	\$0	\$650,000	\$500,000
41 FPU - Enhanced Graduation Pathways (SF 1170)	\$0	\$0	\$0	\$500,000	\$0
42 FPU - Advanced Mobility Research (SF 1168)	\$0	\$0	\$0	\$500,000	\$500,000
43 FSU - Florida Campus Compact (SF 1540) (NEW ITEM VETO)	\$0	\$0	\$0	\$514,926	\$514,926
44 FSU - Tallahassee Veterans Legal Collaborative (HB 4981)	\$0	\$0	\$200,000	\$0	\$0
45 FSU/UF National Ranking Enhancement	\$0	\$0	\$0	\$0	\$21,880,229
46 FSU - College of Law Scholarships/Faculty (BASE VETO)		\$0			(\$846,763)
47 NCF - Third Year Plan for Growth	\$1,640,000	\$0	\$0	\$1,640,000	\$1,640,000
48 UCF - Florida Downtown Presence (BASE VETO)		\$0			(\$1,693,525)
49 UF - Center for Artificial Intelligence (HB 9047/SF 1899)	\$0	\$0	\$50,000	\$200,000	\$0
50 UF - Center for Rare Disease Research Initiative	\$0	\$0	\$0	\$0	\$0
51 UF - Lastinger Center for Learning Algebra Nation (HB 2881/SF 1426)	\$0	\$0	\$50,000	\$400,000	\$0
52 UF - Lastinger Center Developmentally Appropriate Emergency Response Training (SF 2184) (NEW ITEM VETO)	\$0	\$0	\$0	\$100,000	\$2,000,000
53 UF - Lastinger Center Winning Reading Boost (BASE VETO)		\$0			(\$200,000)
54 UF-IFAS - STEM, Workforce and Student 4H Programs (SF 1156) (NEW ITEM VETO)	\$0	\$0	\$0	\$100,000	\$750,000
55 UF-IFAS - Tropical Aquaculture Laboratory (House Bill 9109)	\$0	\$0	\$50,000	\$0	\$0
56 UF-IFAS - Operational Enhancement (Senate Bill 2500 Amendment)	\$0	\$0	\$0	\$295,885	\$0
57 UF-IFAS Workload Initiative	\$3,874,528	\$0	\$0	\$3,874,528	\$1,000,000
58 UF-IFAS - Center for Landscape Ecology (BASE VETO)		\$0			(\$1,000,000)
59 UF-HSC - Center for Translational Research in Neurodegenerative Disease (HB 4253/SF 1542)	\$0	\$0	\$50,000	\$200,000	\$2,000,000

State University System of Florida
Education and General
2019-2020 Executive Summary, Universities and Special Units
Post-Veto Appropriations - June 21, 2019

	Board Request	Governor's Recommendation	House Bill 5001	Senate Bill 2500	Final Conference
60 UF-HSC - Program to Cure Dystonia and Other Involuntary Muscle Disorders (SF 1880)	\$0	\$0	\$0	\$500,000	\$300,000
61 UF-HSC - Advanced Training of Pediatric Child Abuse Specialists (SF 1472)	\$0	\$0	\$0	\$30,000	\$0
62 UNF - Support Our Students	\$10,794,840	\$0	\$0	\$0	\$10,000,000
63 UNF - Jax Bridges Competitive Small Business Initiative (HB 3973/SF 2453)	\$0	\$0	\$350,000	\$350,000	\$350,000
64 USF St. Petersburg - Citizen Scholar Partnership (HB 9137)	\$0	\$0	\$100,000	\$0	\$300,000
65 USF St. Petersburg - STEM-Based Workforce Development (SF 2037)	\$0	\$0	\$0	\$50,000	\$0
66 USF St. Petersburg - Joint Institute for Gulf of Mexico Studies (SF 1895) (NEW ITEM VETO)	\$0	\$0	\$0	\$47,103	\$200,000
67 USF Sarasota/Manatee - Operational Support	\$0	\$0	\$0	\$0	\$5,000,000
68 USF St. Petersburg - Operational Support	\$0	\$0	\$0	\$0	\$3,500,000
69 USF - MC - Quality Medical School Education Asset Inventory Management System Initiative (AIMS) (BASE VETO)		\$0			(\$1,715,360)
70 UWF - Cybersecurity Support	\$0	\$0	\$0	\$0	\$1,500,000
71 FAMU-FSU College of Engineering	\$6,394,000	\$0	\$0	\$0	\$0
72 Incremental Growth for 2019-2020	\$198,732,316	\$42,670,000	-\$120,633,343	\$71,936,455	\$59,600,164
74 Total 2019-2020 Budget	\$5,251,451,579	\$5,095,389,263	\$4,932,085,920	\$5,124,655,718	\$5,112,319,427
75 % Increase over 2019-2020 Beginning Base Budget (Line 14)	3.9%	0.8%	-2.4%	1.4%	1.2%
76 2018-2019 Beginning State Support (start-up items included)	\$3,095,232,337	\$3,095,232,337	\$3,095,232,337	\$3,095,232,337	\$3,095,232,337
77 Increase in State Support	\$198,732,316	\$42,670,000	(\$120,633,343)	\$71,936,455	\$59,600,164
78 Total State Support Needed for FY 2019-2020	\$3,293,964,653	\$3,137,902,337	\$2,974,598,994	\$3,167,168,792	\$3,154,832,501
79					
80 2018-2019 Beginning Student Tuition Support	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
81 Increase in Student Tuition Support	-	-	-	-	-
82 Total Tuition Support Needed for FY 2019-2020	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
83 Total Support for FY 2019-2020	\$5,251,451,579	\$5,095,389,263	\$4,932,085,920	\$5,124,655,718	\$5,112,319,427
84 Statewide Initiatives					
85 Moffitt Cancer Center (pass-through)	\$8,500,000	\$0	\$0	\$0	\$0
86 Institute of Human and Machine Cognition (pass-through)	\$6,739,184	\$0	\$0	\$0	\$1,000,000
87 Incremental Growth for 2019-2020	\$15,239,184	\$0	\$0	\$0	\$1,000,000
88 Total Support w/Statewide Initiatives for FY 2019-2020	\$5,266,690,763	\$5,095,389,263	\$4,932,085,920	\$5,124,655,718	\$5,113,319,427

The conference budget for FY 2019-20 includes \$12.6M to restore 2018-19 nonrecurring performance funding, bringing the total State investment to \$265M. The institutional investment is \$295M, which creates a total performance based funding allocation for 2019-20 of \$560M.

**State University System of Florida
Education and General
FY 2019-2020 Non-Recurring Initiatives
Final Conference Allocations**

	Initiative	Non-Recurring
1	FAU - Max Planck Scientific Fellowship Program (HB 2885)	\$750,000
2	FIU - Targeted STEM Initiatives (SF 1449)	\$2,500,000
3	FPU - Advanced Mobility Research (SF 1168)	\$500,000
4	UF-HSC - Center for Translational Research in Neurodegenerative Disease (HB 4253/SF 1542)	\$2,000,000
5	UF-HSC - Program to Cure Dystonia and Other Involuntary Muscle Disorders (SF 1880)	\$300,000
6	UNF - Jax Bridges Competitive Small Business Initiative (HB 3973/SF 2453)	\$350,000
7	USF St. Petersburg - Citizen Scholar Partnership (HB 9137)	\$300,000
8	UWF - Cybersecurity Support	\$1,500,000
9	IHMC - Institute for Human and Machine Cognition	\$1,000,000
10	Total	\$9,200,000

State University System of Florida
Education and General
FY 2019-2020 Appropriation - Vetoed Items

	University Initiative	Veto Amount
1	University Base Initiatives - Vetoed by Governor	
2	FGCU - Academic and Career Attainment Funding (University Base Veto)	\$500,000
3	FSU - College of Law Scholarships/Faculty (University Base Veto)	\$846,763
4	UCF - Florida Downtown Presence (University Base Veto)	\$1,693,525
5	UF - Lastinger Center Winning Reading Boost (University Base Veto)	\$200,000
6	UF-IFAS - Center for Landscape Ecology (University Base Veto)	\$1,000,000
7	USF - MC - Quality Medical School Education Asset Inventory Management System Initiative (AIMS) (University Base Veto)	\$1,715,360
8	Total Base Vetoes :	\$5,955,648
1	Conference Line Items - Vetoed by Governor	
9	FPU - Graduate Program Growth	\$500,000
10	FSU - Florida Campus Compact	\$514,926
11	UF - Lastinger Center Developmentally Appropriate Emergency Response Training	\$2,000,000
12	USF - St. Petersburg Joint Institute for Gulf of Mexico Studies	\$200,000
13	IFAS - (Institute of Food and Agriculture Science) - STEM, Workforce & 4-H Programs	\$750,000
14	Total Line Item Vetoes :	\$3,964,926
15	Grand Total Vetoes :	\$9,920,574

**State University System of Florida
Funded Enrollment Plan
2019-2020**

	<u>UF</u>	<u>FSU</u>	<u>FAMU</u>	<u>USF</u>	<u>FAU</u>	<u>UWF</u>	<u>UCF</u>	<u>FIU</u>	<u>UNF</u>	<u>FGCU</u>	<u>NCF</u>	<u>FPU</u>	<u>UNIV</u>	<u>UF HSC</u>	<u>USF HSC</u>	<u>FSU MS</u>	<u>UCF MS</u>	<u>FIU MS</u>	<u>FAU MS</u>	<u>TOTAL</u>
2019-2020 Funded Enrollment Plan																				
Lower	10,504	9,948	4,150	9,661	5,245	2,036	10,758	8,435	3,473	2,404	170	953	67,737	0	103	0	0	0	0	67,840
Upper	14,493	11,357	3,307	13,167	8,299	3,446	16,481	12,592	5,472	2,427	486	267	91,794	0	584	0	0	0	0	92,378
Grad I	3,316	2,946	773	3,491	1,691	656	2,899	2,800	827	532	22	51	20,004	0	807	0	0	0	0	20,811
Grad II	5,313	2,446	636	842	281	77	702	1,259	173	10	0	0	11,739	0	18	0	0	0	0	11,757
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Total	33,626	26,697	8,866	27,161	15,516	6,215	30,840	25,086	9,945	5,373	678	1,271	191,274	0	1,512	0	0	0	0	192,786
Medical Professional Headcount																				
Medicine														536	480	480	514	480	283	2,773
Vet Med														332	0	0	0	0	0	332
Grad III Dentistry														321	0	0	0	0	0	321
Resident Pharmacy														0	400	0	0	0	0	400
Clinical Professional														635	386	0	0	0	0	1,021
														-----	-----	-----	-----	-----	-----	-----
Total Headcount														1,824	1,266	480	514	480	283	4,847
														-----	-----	-----	-----	-----	-----	-----
													<u>191,274</u>	<u>1,824</u>	<u>2,778</u>	<u>480</u>	<u>514</u>	<u>480</u>	<u>283</u>	<u>197,633</u>



Board General Office Budget

**Florida Board of Governors
2019-2020 Board Office Budget
May 1, 2019**

		Board Request	Governor Rec	House Bill 5001	Senate Bill 2500	Final Conference
1	Salary & Benefits-GR	\$6,078,233	\$6,078,233	\$6,078,233	\$6,078,233	\$6,078,233
2	Salary & Benefits-Trust Fund	\$794,554	\$794,554	\$794,554	\$794,554	\$794,554
3	Total	\$6,872,787	\$6,872,787	\$6,872,787	\$6,872,787	\$6,872,787
4						
5	Other Personal Services-GR	\$51,310	\$51,310	\$51,310	\$51,310	\$51,310
6	Other Personal Services-Trust Fund	\$20,785	\$20,785	\$20,785	\$20,785	\$20,785
7	Total	\$72,095	\$72,095	\$72,095	\$72,095	\$72,095
8						
9	Expenses-GR	\$736,982	\$736,982	\$736,982	\$736,982	\$736,982
10	Expenses-Trust Fund	\$156,799	\$156,799	\$156,799	\$156,799	\$156,799
11	Total	\$893,781	\$893,781	\$893,781	\$893,781	\$893,781
12						
13	Operating Capital Outlay-GR	\$11,782	\$11,782	\$11,782	\$11,782	\$11,782
14	Operating Capital Outlay-Trust Fund	\$5,950	\$5,950	\$5,950	\$5,950	\$5,950
15	Total	\$17,732	\$17,732	\$17,732	\$17,732	\$17,732
16						
17	Contracted Services-GR	\$240,127	\$240,127	\$240,127	\$240,127	\$240,127
18	Contracted Services-Trust Fund	\$73,000	\$73,000	\$73,000	\$73,000	\$73,000
19	<i>IT Augmentation/security/cloud services - GR</i>	\$543,976	\$355,455	\$0	\$0	\$543,796
21	Total	\$857,103	\$668,582	\$313,127	\$313,127	\$856,923
22						
23	<u>Pass-through Initiatives</u>					
24	Take Stock in Children - GR	\$0	\$0	\$325,000	\$0	\$850,000
25	Washington Intern Study Experience - GR	\$0	\$0	\$300,000	\$0	\$275,000
26						
27	Tnsfr to DMS for HR Services-GR	\$17,110	\$17,110	\$17,110	\$17,110	\$17,110
28	Tnsfr to DMS for HR Services-Trust Fund	\$4,249	\$4,249	\$4,249	\$4,249	\$4,249
29	Total	\$21,398	\$21,359	\$21,359	\$21,359	\$21,359
30						
31	Tnsfr to DMS for Risk Mgmt Insurance-GR	\$11,960	\$11,960	\$11,960	\$11,960	\$11,960
34						
35	NW** Regional Data Center-GR	\$269,527	\$269,527	\$269,527	\$269,527	\$269,527
36						
37	Total Board Office Budget-GR	\$7,961,007	\$7,772,486	\$8,042,031	\$7,417,031	\$9,085,827
38	Total Board Office Budget-Trust Fund	\$1,055,337	\$1,055,337	\$1,055,337	\$1,055,337	\$1,055,337
39	Total	\$9,016,344	\$8,827,823	\$9,097,368	\$8,472,368	\$10,141,164
40						
41	<i>Authorized Positions</i>	65	65	65	65	65

*GR - General Revenue

**NW - Northwest



FIXED CAPITAL OUTLAY

STATE UNIVERSITY SYSTEM OF FLORIDA
Board of Governor's
2019-2020 Fixed Capital Outlay Budget Comparison
as of June 20, 2019

University	Project Name	Prior State Funding	Board 2019-20 PECO Request	Governor's Budget	House Budget	Senate Budget	Approved Budget with Vetoes
UF	Data Science and Information Technology Building	\$ 50,000,000	\$ 3,119,320	\$ -	\$ -	\$ 25,000,000	\$ 25,000,000
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	\$ 16,274,101	\$ 2,021,563	\$ -	\$ -	\$ 10,000,000	\$ -
FAMU	Student Affairs Building (CASS)	\$ 16,155,000	\$ 3,899,150	\$ -	\$ -	\$ 24,845,000	\$ 24,845,000
USF	Morsani College of Medicine and Heart Health Institute	\$ 97,893,118	\$ 11,428,410	\$ 14,655,000	\$ -	\$ 5,000,000	\$ 12,400,000
	Sarasota/Manatee Academic STEM Facility	\$ -	\$ -	\$ -	\$ -	\$ 2,515,438	\$ -
	Sarasota/Manatee College of Hospitality & Tourism renovation	\$ -	\$ -	\$ -	\$ -	\$ 2,800,000	\$ -
FAU	Jupiter STEM/Life Sciences Bldg.	\$ 12,881,247	\$ 14,129,549	\$ -	\$ -	\$ -	\$ 11,000,000
FIU	Engineering Building Phase I & II	\$ 30,641,537	\$ 3,119,320	\$ -	\$ -	\$ -	\$ -
UNF	<i>Roy Lassiter Hall Renovations - Vetoed \$2,000,000</i>	\$ -	\$ -	\$ -	\$ -	\$ 5,000,000	<i>VETO</i>
FGCU	School of Integrated Watershed and Coastal Studies	\$ 30,553,504	\$ 3,899,150	\$ -	\$ -	\$ 2,500,000	\$ 9,000,000
NCF	Multi-Purpose Building	\$ -	\$ 4,678,981	\$ -	\$ -	\$ -	\$ -
FPU	Applied Research Center	\$ 7,000,000	\$ 4,338,526	\$ -	\$ -	\$ -	\$ -
Total SUS	Total SUS (Named Projects)		\$ 50,633,970	\$ 14,655,000	\$ -	\$ 77,660,438	\$ 82,245,000
Total All Projects	Maintenance, Repair, Renovation & Remodeling (MRR&R)	\$ 47,182,459	\$ 40,539,139	\$ 48,441,198	\$ -	\$ 35,000,000	\$ -
	Requests from CITF	\$ 40,000,000	\$ 44,000,000	\$ 44,000,000	\$ 44,000,000	\$ 44,000,000	\$ 44,000,000
	Total SUS (Named Projects)	\$ 122,600,800	\$ 50,633,970	\$ 14,655,000	\$ -	\$ 77,660,438	\$ 82,245,000
	UF PK Yonge Lab School - Secondary School Facility	\$ -	\$ 10,000,000	\$ -	\$ 13,562,360	\$ -	\$ 11,500,000
	FAU's Henderson Lab School - K-8 Replacement Facility	\$ -	\$ 10,000,000	\$ -	\$ 13,562,361	\$ 5,000,000	\$ 11,500,000
Total		\$ 209,783,259	\$ 155,173,109	\$ 107,096,198	\$ 71,124,721	\$ 161,660,438	\$ 149,245,000

Reversions

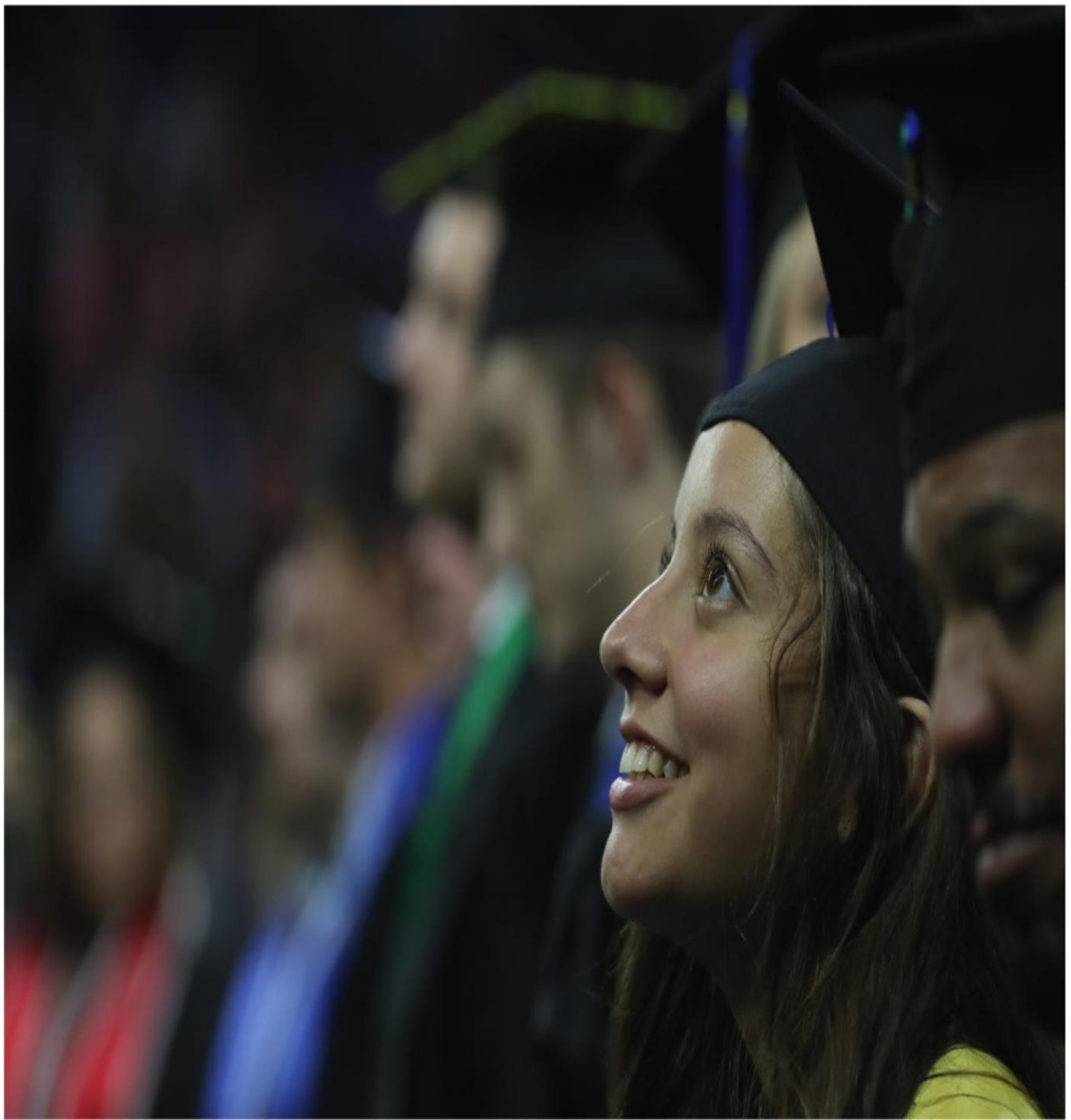
\$5,927,338 in PECO is reverted from the UF Music Building Renovation and reappropriated for the UF New Music Building

\$4,233,813 in PECO is reverted from FSU STEM Teaching Lab and reappropriated to the FSU Interdisciplinary Research Commercialization Building (IRCB).

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

2019-20 CAPITAL IMPROVEMENT FEE PROJECT LIST

University	CITF Project Selection	GAA Pro rata Amount	Project Amount
University of Florida			
	Rebuild of the Institute of Black Culture (IBC), and the Institute of Hispanic/Latino Culture (La Casita)		1,030,000
	Peabody Hall Dean of Students Renovations		3,985,500
	Maguire Field Synthetic Turf Installation		1,200,000
	J. W. Reitz Union Ground Floor Roof Repair		280,000
	Maguire Storage/Restrooms Expansion and ADA Upgrade		235,000
	Flavet Field Fencing		225,000
	Lake Wauburg North Waterfront ADA Pathways		130,000
	J. W. Reitz Union South Terrace Renovation		79,608
	University Press Building Renovation		14,750
		\$7,179,858	\$7,179,858
University of Florida Online			
	UF-Online Improvements		884,028
		\$884,028	\$884,028
Florida State University			
	Oglesby Student Union Replacement		3,869,074
		\$3,869,074	\$3,869,074
Florida A&M University			
	Student Amphitheater		1,299,172
		\$1,299,172	\$1,299,172
University of South Florida			
	USF Wellness Center Complex Phase I		4,561,040
	USF Health Student Resource Center Phase 1		904,553
	USFSP Coquina Hall Student Space Modification Phase II		624,575
	USFSM Co-Curricular and Wellness Support Facilities Phase VII		286,972
		\$6,377,141	\$6,377,140
Florida Polytechnic University			
	Advanced Research Center Enhancements		208,433
		\$208,433	\$208,433
Florida Atlantic University			
	Student Union Expansion/Renovation (BT685)		3,211,593
		\$3,211,593	\$3,211,593
University of West Florida			
	Recplex Restroom and Storage Facility		300,000
	University Park Center Canopies		90,000
	University Commons Phase 2 Renovation and Renewal Projects		806,466
		\$1,196,466	\$1,196,466
University of Central Florida			
	John C. Hitt Library Renovation Phase II		9,337,817
		\$9,337,817	\$9,337,817
Florida International University			
	Graham University Center Expansion - MMC		6,319,109
		\$6,319,109	\$6,319,109
University of North Florida			
	Student Recreational Venues		2,080,550
		\$2,080,550	\$2,080,550
Florida Gulf Coast University			
	Student Health and Life Fitness Center - Phase 1 (Prev. Student Recreation Center)		1,906,348
		\$1,906,348	\$1,906,348
New College of Florida			
	Caples Boat Pavilion life safety improvement, minor renovations Hamilton Center and Four Winds		130,411
		\$130,411	\$130,411
University CITF Projects Total		\$44,000,000	\$43,999,999



PERFORMANCE FUNDING

Board of Governors

Performance Funding Model Overview

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:

Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class - for NCF only
4. Four Year Graduation Rate (Full-time FTIC)	9. Board of Governors Choice - Percent of Bachelor's Degrees without Excess Hours
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board Choice Metric - All universities should be working to improve the percentage of degrees awarded without excess credit hours.

Board of Trustees Choice Metric - Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

How will the funding component of the model work?

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an amount of the base state funding reallocated.

Board of Governors

Performance Funding Model Overview

State Investment versus Institutional Base Funding:

The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. These “institutional base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any state investment funding appropriated would be allocated as follows:

Institutional Base Funding Allocation

1. A prorated amount will be deducted from each university’s base recurring state appropriation.
2. On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the institutional investment.
3. Any institution that fails to meet the minimum threshold of 51-points for the institutional investment must submit an improvement plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance. As of July 1, 2016, an institution is limited to only one improvement plan.

State Investment Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has ten benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives ten points. The higher point value for Excellence or Improvement on each metric are counted in the university’s total score.
2. The state investment will be allocated based on points earned, with a maximum of 100 points possible.
3. On a 100-point scale, institutions with the top 3 scores are eligible for their proportional amount of the state’s investment. In the case of a tie for the top 3 scores, the tie will go to the benefit of the institutions.
4. All SUS institutions with a score the same or higher as the previous year, are eligible for their proportional amount of the state’s investment.
5. Any institution with a score less than the previous year but the previous year’s score was higher or the same than the year before, are eligible for their proportional amount of the state’s investment.
6. Any institution with a score the same or lower than the previous year’s score for two consecutive years must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance metrics in order to be eligible for their proportional amount of the state’s investment. The baseline scores begin with the June, 2018 results.
7. Beginning with the Fiscal Year 2021-22 appropriation, any institution with a score lower than 70 points must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance metrics in order to be eligible for 50 percent of their proportional amount of the state’s investment.

**2019 Performance-Based Funding Model
Final Metric Score Sheet**

Scores in black are based on Excellence.

Scores in orange are based on Improvement.

Metric	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1	6	7	8	7	7	1	7	9	8	8	10
2	6	9	8	9	9	4	9	10	9	8	8
3	10	10	10	10	10	10	10	10	10	10	10
4	1	10	10	10	10	10	6	10	7	10	10
5	2	3	0	8	10	0	8	10	0	7	10
6	7	9	10	8	7	9	10	10	10	10	10
7	10	10	7	10	6	7	9	6	7	9	9
8.a	8	10	10	8	9		10	10	7	10	7
8.b						6					
9	10	8	8	7	10	10	9	10	10	10	10
10.a	10										
10.b		10	10	10							
10.c					10						
10.d						10					
10.e							10				
10.f								10			
10.g									10		
10.h										10	
10.i											10
Total Score	70	86	81	87	88	67	88	95	78	92	94

Metric 1 - Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation

Metric 2 - Median Average Wages of Undergraduates Employed 1 Yr after Graduation

Metric 3 - Net Tuition & Fees per 120 Credit Hours

Metric 4 - Four Year Graduation Rates (Full-time FTIC)

Metric 5 - Academic Progress Rate (2nd Year Retention with GPA above 2.0)

Metric 6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 7 - University Access Rate (Percent of Undergraduates with a Pell Grant)

Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 8b - Freshmen in Top 10% of Graduating High School Class

Metric 9 - Board of Governors' Choice (Percentage of Bachelor's Degrees Awarded Without Excess Hours)

Metric 10 - Board of Trustees' Choice (see detailed sheets)

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 Yr after Graduation)	Excellence	63.9%	68.2%	69.2%	68.2%	66.0%	53.0%	67.4%	71.3%	69.9%	70.4%	69.2%
	Improvement	-2.8%	-0.8%	0.5%	0.3%	-0.6%	-1.2%	-0.5%	0.4%	0.6%	0.1%	5.2%
Excellence Score		6	7	8	7	7	1	7	9	8	8	8
Improvement Score		0	0	1	0	0	0	0	0	1	0	10
Higher Score		6	7	8	7	7	1	7	9	8	8	10
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	Excellence	\$ 31,600	\$ 38,200	\$ 38,000	\$ 38,800	\$ 37,500	\$ 25,900	\$ 38,600	\$ 42,200	\$ 38,600	\$ 38,000	\$ 36,800
	Improvement	-4.2%	-4.0%	0.0%	-1.3%	4.5%	-3.0%	-0.3%	0.2%	1.6%	1.9%	2.2%
Excellence Score		6	9	8	9	8	4	9	10	9	8	8
Improvement Score		0	0	0	0	9	0	0	0	3	3	4
Higher Score		6	9	8	9	9	4	9	10	9	8	8
3. Net Tuition & Fees per 120 Credit Hours	Excellence	\$ 7,640	\$ 12,230	\$ 15,350	\$ 11,930	\$ 8,680	\$ (1,030)	\$ 12,070	\$ 2,140	\$ 12,970	\$ 7,130	\$ 9,920
	Improvement	-19.0%	-16.0%	-13.0%	-24.0%	-37.0%	-117.0%	-22.0%	-79.0%	-21.0%	-41.0%	-23.0%
Excellence Score		10	6	3	7	10	10	6	10	6	10	9
Improvement Score		10	10	10	10	10	10	10	10	10	10	10
Higher Score		10	10	10	10	10	10	10	10	10	10	10
4. Four Year Graduation Rate (Full-Time FTIC)	Excellence	22.5%	33.9%	28.8%	38.9%	71.5%	55.7%	45.7%	67.1%	38.5%	58.6%	31.3%
	Improvement	0.9%	6.4%	5.9%	5.1%	3.1%	2.1%	2.0%	0.4%	3.8%	1.2%	6.1%
Excellence Score		0	0	0	1	10	10	6	10	0	10	0
Improvement Score		1	10	10	10	6	4	4	0	7	2	10
Higher Score		1	10	10	10	10	10	6	10	7	10	10
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	Excellence	71.3%	80.4%	72.4%	88.0%	91.4%	75.9%	88.7%	95.2%	78.6%	86.6%	79.8%
	Improvement	1.3%	1.8%	-2.9%	1.5%	-0.4%	-2.9%	1.1%	0.5%	0.4%	0.4%	5.2%
Excellence Score		0	2	0	8	10	0	8	10	0	7	1
Improvement Score		2	3	0	3	0	0	2	1	0	0	10
Higher Score		2	3	0	8	10	0	8	10	0	7	10

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis	Excellence	43.7%	49.3%	53.1%	46.3%	44.4%	48.0%	51.6%	57.6%	54.3%	61.5%	54.3%
	Improvement	1.1%	-1.5%	0.6%	-2.6%	0.9%	-3.2%	-0.3%	-1.2%	2.6%	0.1%	2.3%
Excellence Score		7	9	10	8	7	9	10	10	10	10	10
Improvement Score		2	0	1	0	1	0	0	0	5	0	4
Higher Score		7	9	10	8	7	9	10	10	10	10	10
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	Excellence	65.6%	42.9%	32.5%	52.0%	28.3%	33.3%	40.6%	28.6%	30.7%	41.7%	39.6%
	Improvement	2.8%	1.8%	1.9%	1.6%	0.3%	3.8%	1.2%	0.9%	0.5%	1.7%	0.4%
Excellence Score		10	10	7	10	6	7	9	6	7	9	9
Improvement Score		5	3	3	3	0	7	2	1	1	3	0
Higher Score		10	10	7	10	6	7	9	6	7	9	9
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	Excellence	55.2%	64.4%	64.2%	56.2%	59.3%		62.6%	70.6%	52.7%	73.3%	53.1%
	Improvement	-3.7%	1.9%	2.2%	-3.4%	2.4%		0.6%	-0.2%	-1.0%	-1.5%	1.9%
Excellence Score		8	10	10	8	9		10	10	7	10	7
Improvement Score		0	3	4	0	4		1	0	0	0	3
Higher Score		8	10	10	8	9		10	10	7	10	7
8b. Freshman in Top 10% of Graduating High School Class - for NCF only	Excellence						38.0%					
	Improvement						3.0%					
Excellence Score							5					
Improvement Score							6					
Higher Score							6					
9. Percentage of Bachelor's Degrees Awarded Without Excess Hours	Excellence	51.4%	77.1%	76.1%	74.7%	82.1%	82.9%	77.8%	83.6%	83.1%	80.7%	81.1%
	Improvement	9.8%	2.0%	0.4%	2.5%	0.4%	0.2%	1.4%	1.5%	2.8%	2.4%	0.9%
Excellence Score		0	8	8	7	10	10	9	10	10	10	10
Improvement Score		10	4	0	5	0	0	2	3	5	4	1
Higher Score		10	8	8	7	10	10	9	10	10	10	10

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
10a. Percent of R&D Expenditures Funded from External Sources	Excellence	83.7%										
	Improvement	0.3%										
Excellence Score		10										
Improvement Score		0										
Higher Score		10										
10b Bachelor's Degrees Awarded to Minorities	Excellence		47.9%	706	84.5%							
	Improvement		1.2%	16.1%	0.9%							
Excellence Score			10	10	10							
Improvement Score			2	10	1							
Higher Score			10	10	10							
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report	Excellence					145						
	Improvement					11.5%						
Excellence Score						10						
Improvement Score						10						
Higher Score						10						
10d. Percent of Undergraduate Seniors Participating in a Research Course	Excellence						100.0%					
	Improvement						0.0%					
Excellence Score							10					
Improvement Score							0					
Higher Score							10					
10e. Number of Bachelor Degrees Awarded Annually	Excellence							13,342				
	Improvement							2.1%				
Excellence Score								10				
Improvement Score								4				
Higher Score								10				

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PERFORMANCE BASED FUNDING

2019 METRIC DEFINITIONS

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 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. 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).

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

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

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).

PERFORMANCE BASED FUNDING 2019 METRIC DEFINITIONS

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).

PERFORMANCE BASED FUNDING 2019 METRIC DEFINITIONS

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.</p> <p>Source: Accountability Report (Table 6A), National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	<p>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.</p> <p>Source: Accountability Report (Table 4I), State University Database System (SUDS).</p>
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	<p>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.</p> <p>Source: US News and World Report's annual National University rankings.</p>
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.</p> <p>Source: New College of Florida.</p>
10e. Number of Bachelor Degrees Awarded Annually UCF	<p>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.</p> <p>Source: Accountability Report (Table 4G), State University Database System (SUDS).</p>
10f. Number of Licenses/Options Executed Annually UF	<p>This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions.</p> <p>Source: Accountability Report (Table 6A), University of Florida.</p>
10g. Percent of Undergraduate FTE in Online Courses UNF	<p>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.).</p> <p>Source: Accountability Report (Table 3C), State University Database System (SUDS).</p>
10h. Number of Postdoctoral Appointees USF	<p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.</p> <p>Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
10i. Percentage of Adult Undergraduates Enrolled UWF	<p>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 unclassified (not degree-seeking) students.</p> <p>Source: State University Database System (SUDS).</p>

Board of Governors' Performance Funding Model (10 Metrics) Questions and Answers

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

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Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

Guiding principles

1. Did the Board establish guiding principles in the development of the model?

- Early in the process the Board established 4 guiding principles that were the basis for the development of the model:
 - i. Use metrics that align with Strategic Plan goals;
 - ii. Reward Excellence and Improvement;
 - iii. Have a few clear, simple metrics; and
 - iv. Acknowledge the unique mission of the different institutions.

2. Universities have numerous metrics that are tracked and reported on in the annual accountability report. Why were only 10 chosen?

- One of the Board's guiding principles was to have a 'few clear, simple metrics'. This was a common theme when discussing models with systems around the country.
- With approximately 40 metrics included in the annual accountability report, 10 metrics were identified as follows:
 - i. 3 metrics were identified in the 2013 General Appropriations Act.
 - ii. 5 metrics were identified by the Board based on key Strategic Plan initiatives.
 - iii. 2 metrics were 'choice' metrics that were picked by the Board and local boards of trustees. These 2 metrics focused on areas of improvement or the specific mission of the university.

3. Why reward 'Excellence' or 'Improvement'?

- Due to numerous reasons (university age, student demographics, regional location, funding, etc.) university metrics vary. It was important to recognize those universities that have 'Excellence' metrics, but it was also important to recognize those universities who are making improvements from one year to another.

4. Current funding per full-time equivalent (FTE) student is well below the national average.

Why implement a performance model when many universities are funded so low?

- The amount of funding provided by the state and students through the appropriations process and tuition payments should not be an impediment to utilizing funds in a manner that ensures a university is performing at the highest levels. Students and parents expect the best no matter the funding levels. Waiting to implement performance funding until additional resources are provided would be a disservice to our students and other stakeholders

Operational topics

5. What is the maximum number of points available?

- Prior to 2016-17, each of the 10 metrics are weighted the same and the highest point value for each was 5 points. Thus the total number of points available was 50.
- Starting in 2016-17, each of the 10 metrics remain weighted the same and the highest point value for each metric is now 10 points. Thus the new total number of points available is 100.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

6. Will any of the metrics be weighted differently?

- At this time all 10 of the metrics have equal weight.

7. To be eligible for new funding a university must score in the top three, improve their score over the previous year, or not score below 70 points (starting in FY 2021-22). How were these minimum requirements determined?

- To make this model truly a performance funding model, then funds should be awarded to the highest performing institutions and institutions that continue to improve upon their scores. An institution should be held responsible if they are unable to score above 70 points.

8. If the model focuses on excellence and improvement, why are the bottom three institutions always kept out of the money, even if they obtain the minimum set score or higher?

- The bottom 3 requirement was removed from the Performance-Based Funding Regulation; beginning in FY 2019-20, there is no longer a bottom 3 requirement.

9. Why are UF and FSU included in the model if they're pre-eminent institutions?

- This is a system model that measures system performance. In order to determine the health of the SUS as a whole, our highest achieving universities must be a part of the model. They help set the standards for excellence—standards which we believe are also attainable by other universities. The “improvement” scores help provide incentives while institutions are on their way to excellence. For institutions that have already achieved high standards the model recognizes that in the Excellence scoring for those institutions.

10. Will the performance-based funding model drag down the pre-eminent institutions and New College, which is considered a top liberal arts college?

- See the response to #9 above. This is a system model based upon 4 guiding principles. One of those principles states that the model “Rewards excellence as well as improvement.” For example, UF is rated very highly nationally on its graduation rate and received an excellence rating in this metric. Other institutions, although not as high performing, can demonstrate year-over-year improvement.

11. How do we prevent the universities from “dumbing down” graduation rates?

- The model includes metrics that focuses upon both achievement and access. The “University Access Rate” metric has been deliberately included so that institutions that serve a higher percentage of undergraduates with a Pell grant are acknowledged for their commitment to students with financial need. The model balances the need for achievement, by including 4-year graduation rates and academic progress rates with the need for access, by including the university access rate metric.

12. Were the universities involved in the development of the performance model?

- The development of the performance funding model began in the fall of 2012. At each Board meeting there has been discussion and updates provided on the status of developing the model. Discussions have been held with universities through phone calls and face-to-face meetings. The final metric, the board of trustee choice metric, involved the universities as their own boards made the recommendation of the metric and benchmarks for Excellence and Improvement.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

13. How can the universities improve their performance on the metrics?

- Universities will need to be strategic in the investment of performance funds to focus on improving metrics. For example, a university could choose to invest in improving internship opportunities within the disciplines that perform the best on these post-graduation metrics, and other career center efforts. For other metrics, there are many initiatives the universities have and can undertake to improve graduation rates, retention rates, degrees awarded, etc.

14. What would happen if there was a tie, where two or more universities had the same total score?

- Prior to 2016-17, the Board's practice was to address all ties to the benefit, not the detriment, of the institutions in question. No matter where the tie took place in the score rankings, the practice was the same. For example, if two institutions had the same score and this score was the third best then both would be considered part of the "top 3." By the same practice if two universities tied for the score above the "bottom 3," both would be considered eligible for new funds.
- From 2016-17 until 2018-19, the following Tiebreaker Policy (approved at the November 2015 Board Meeting) was established to break all ties:
 - i. Compare the total of Excellence and Improvement scores
 - ii. Give advantage to higher points earned through Excellence
 - iii. Score metric by metric giving a point to the school with the higher score
 - iv. If tied after three levels of tiebreakers, the tie will go to the benefit of the institutions
- Beginning in 2019-20, all ties go to the benefit of the institution. The same as was applied prior to 2016-17.

15. Have any universities removed (+/-) from grades?

- No. Eleven of the 12 universities have consistently used (+/-) for undergraduates between fall 2011 and fall 2016. FAMU does not use (+/-).

16. Has growth in non-degree seeking students increased? Does this advantage any PBF metric?

- The number of High School Dual Enrolled students, who are classified as non-degree seeking, has increased. However, growth in dual enrollment, or non-degree seeking students, does not advantage institutions in PBF.

17. Are universities deferring FTIC admission to the Spring Cohorts for some students? Are they deferring FTIC admission to the Florida College System (FCS)?

- No, there has not been an increase in FTICs who apply to the fall term but are deferred to the spring term. The PBF model does reward increased selectivity for FTIC which is confirmed by the increase in the average HSGPA of each new entering FTIC cohort. The number of FCS transfer students admitted to the SUS, with or without a degree, has continued to increase but there hasn't been a significant percent change in the trend since PBF began.

18. Have Universities moved their drop/withdrawal date in order to change their FTIC cohort?

- Eleven of the 12 universities have confirmed they have not adjusted their drop dates since PBF has started. In the fall of 2014, New College of Florida extended their date by an additional week to be consistent with their final academic contract submission date,

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

because students are not technically enrolled at NCF until they've completed their academic contracts.

Data issues

19. How are the scores calculated for Improvement?

- Improvement is current year performance minus previous year performance. The result is generally a percentage change and is scored 1 point for 1% up to 5 points for 5%. A couple of boards of trustee choice metric have hard improvement numbers instead of percentage change. In the case of all metrics, except Cost per Undergraduate Degree, to earn points there should be positive improvement from the previous year to the current year.

20. How do current metrics deal with the military, working students, etc.?

- Students who leave school to serve in the armed forces, have been called up to active duty, who leave to serve with a foreign aid service of the Federal Government, who leave to serve on an official church mission, or who die or become permanently disabled are not included in the graduation rate metric. Among all 11 public universities in the SUS during 2011-12, only 16 full- or part-time students were called to active duty. Among all four categories of exclusions listed above in the 2005-11 six-year cohort of students, only 131 students fell into these categories—and they were excluded from the graduation rate calculations.
- In addition, only military students who are FTICs (first time in college) are included in the graduation rate. If they began their college career outside an SUS institution, they are excluded from the graduation rate calculation.
- Military students and working students are just as able to successfully persist and complete college as other groups of students. Although some military students may need longer to complete due to a variety of factors, many are mature, instrumentally motivated adults who know what they want and have a strong work ethic. It is misleading to say that because a student is working or is a veteran, she or he is less likely to persist and complete college.

21. Why weren't regional differences taken into account when calculating the metrics?

- The employment data that the state collects as part of its unemployment insurance (UI) program, only includes the county for the company headquarters – not the county where the former student is employed. For example, a former student living in Duval county working for Publix would be assigned to Polk County - where Publix is headquartered.

22. Why not use expected graduation rates instead of actual graduation rates?

- One of the issues with calculating an expected graduation rate is that it is difficult to determine whether differences between estimates and actual data are due to university performance or model error. The performance funding model accounts for student differences at each university by awarding points equally for 'Excellence' and 'Improvement'.
- Actual graduation rates are a standard measure of performance used by IPEDS and other national reporting agencies.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

23. Why is the data based on one year and not 2, 3 or 5-year averages?

- The data used to drive the model is from the annual accountability report which focuses on yearly data. A yearly snap-shot also allows for comparison with other systems and/or states. For some metrics, historical data is not available and in other cases the metric definitions have been revised recently, thus the use of averages would not be appropriate.

24. Why wasn't the standard deviation used when setting benchmarks?

- This was considered for each metric but it was decided to set the benchmarks close to the data and therefore ensure that schools were rewarded for reasonable performance above, at, and just below the system average.

25. Will Florida Polytechnic University (FPU) be included in performance funding?

- FPU needs at least two years of data on enrolled students, possibly more in order to have performance to be evaluated. At that point there will be adequate data available in order to add FPU to the model.

26. For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, why was a different methodology used than what is in FETPIP's standard reports and why were recent graduates used instead of data on graduates three or more years post-graduation?¹

- SUS institutions produce graduates with a national scope, yet FETPIP's reports only include data for alumni who are found within Florida – missing about one-quarter of our bachelor's graduates. To get a more complete picture, Board staff have merged FETPIP's Florida data with the National Student Clearinghouse data to include enrollment outside of Florida.
- Board staff worked with FETPIP and the Department of Economic Opportunity (DEO) to add graduates employed out-of-state, graduates in the military, and graduates employed with the federal government. Florida has joined the national Wage and Record Information System (WRIS2) data system that provides data on whether graduates are employed across state lines.
- In contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data, Board staff recommends that each graduate be given a full year to find employment or re-enroll. A year for each graduate provides a better standard than the October-December fiscal quarter because of the variation among universities regarding when degrees are awarded (year-round or only in May). In addition, by allowing for a full year, students who are sitting for licensure exams (i.e., CPA exam) will have time to take their post-graduation exams and look for work.
- The decision was made to use data from one year out so students (and their parents) will know what their prospects are immediately after graduation. Board staff plans to study longer-term (three to five years) employment data and publish the information in the future.

¹ The Florida Education & Training Placement Information Program (FETPIP) is a data collection and consumer reporting system within the Florida Department of Education that was established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

27. For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, what is the impact for institutions that have graduates living and working overseas?

- Graduates who live and work abroad are not currently included in the data except for a few from New College. The small number of NCF graduates makes it necessary to account for every single graduate or their percentages are disproportionately affected.

28. For Median Average Wage of Full-time Employed Baccalaureate Graduates in Florida, One Year After Graduation metric, why was a different methodology used than what is in FETPIP's standard reports?

- Median wage, rather than the mean wage used in FETPIP's standard reports was recommended. Mean wages are potentially skewed by outliers. As an example, the State University System's median wage (of \$33,044) for 2010-11 baccalaureates is lower than the mean wage (of \$35,820) used in FETPIP's reports.
- Each graduate should be given a full year to find employment or re-enroll, which is in contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data. By allowing for a full year, students who are sitting for licensure exams such as the CPA exam will have time to take their post-graduation exams and look for work.

29. Why are only 42% of baccalaureates included in the Median Average Wage?

- Unemployment insurance wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number, or making less than minimum wage. This also does not include students who are continuing their education.

30. Why was the Cost per Degree Work Group report not utilized for the Cost per Undergraduate Degree metric?

- The Cost per Degree report completed by the Chancellor's Work Group in June of 2013 calculated the cost per degree to the student, state and institution based on state appropriations and tuition. While this report was considered, it was determined that actual expenditures from the SUS Expenditure Analysis, instead of appropriations, should be used.
- The cost per degree to the institution calculated in the Cost per Degree report and those calculated from the Expenditure Analysis for 2011-12 are very similar and the difference between the two for the SUS is only \$334.
- Please note: This metric was changed in November 2016 by the Board. Please see the questions concerning "Changes to Metric 3" for more details.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

31. Are institutions with a high number of Part-time students negatively impacted in the Six Year FTIC Graduation Rate metric that includes Full-time and Part-time students?

- For the System overall, the proportion of the FTIC cohort that start out as Part-time (less than 12 credit hours in the first term) is too small to impact the six-year graduation rate. Typically, Part-time students comprise only 2% of the FTIC cohort. When the last four cohorts are pooled, only one institution was impacted by Part-time students by more than 1% point – FIU's pooled six-year rate was lowered by 1.4% points due to their Part-time students.
- The Full-time/Part-time Indicator is an indicator based on the number of credit hours attempted (not earned) during a student's first fall term. A student entering in the fall and taking 12 or more credit hours will remain in the full-time category regardless of the number of credits taken in subsequent terms. The same applies to Part-time students, if they are classified Part-time their first fall term, they will always be classified Part-time, even if they take 12 or more credit hours in a later term.
- Please note: this metric is no longer included in the Performance Funding Model effective March 2018, see question #43.

Determining performance funding allocations

32. Are there guidelines on how the universities will spend their allocations?

- No restrictions or guidance has been provided on the expenditure of performance funds. Universities have discretion, but are encouraged to spend the funds on initiatives that enhance the student's experience and improve performance on the model's metrics.

33. Please give a detailed explanation for how "new funding" is allocated.

- Universities are scored on Excellence and Improvement on each of the ten metrics. The higher score for each metric is summed for a final score. The maximum score was 50 points prior to 2016-17. Starting in 2016-17 each metric is worth 10 points with a maximum score of 100 points.
- Prior to 2016-17, universities were required to earn at least 26 points to receive new funding. From in 2016-17 until 2018-19, the requirement was 51 points in order to be eligible for new funding.
- The new allocation methodology (approved November 2018) now requires the following:
 - i. Institutions with the top 3 scores are eligible for the state's investment. In the case of a tie for the top 3 scores, the tie will go to the benefit of the institutions.
 - ii. All institutions with a score the same or higher as the previous year, are eligible for their proportional amount of the state's investment.
 - iii. Any institution with a score less than the previous year but the previous year's score was higher or the same than the year before, is eligible for their proportional amount of the state's investment.
 - iv. Any institution with a score the same or lower than the previous year's score for two consecutive years shall submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

the institution's performance metrics in order to be eligible for their proportional amount of the state's investment. The baseline scores begin with the June, 2018 results.

- Eligible universities receive new funding proportional to their existing recurring base funds compared to the total system recurring base funds, excluding IFAS and medical schools.
- The three highest scoring universities are eligible for distribution of any new funds remaining based on final point total.

34. Please explain the impact on a university that scores below the point threshold in terms of the "base" funding at risk.

- Prior to 2016-17, if a university scores below 26 points and loses a portion of its base budget, the reduction is only for one year. The following year the base budget would be restored (answer provided by Florida Board of Governors Chair, Mori Hosseni, and Vice Chair, Tom Kuntz).
- Starting in 2016-17, the point threshold is now 51 points but the process remains the same.

35. Please explain the sources of funding that make up the "base" funding at risk and if only recurring funding included

- The base funding at risk includes both Lottery and General Revenue E&G funds. Only recurring funding is included.

36. How is the prorated share of base funding at risk for each institution calculated?

- The calculation uses the startup base for each institution for the year in question. For example, as the legislature prepared the 2016-17 budget, it calculated the beginning base for each institution before adding additional budget issues for 2016-17.

37. Are there any other funding sources included in the base such as E&G tuition and fees, Preeminence Program funding, for example?

- The legislature determines the base for PBF purposes. They made two adjustments to the base; 1) they deducted preeminence and emerging preeminence funding for UF, FSU, USF and UCF, and 2) they deducted the Florida Virtual Campus (FLVC) from the University of West Florida.

38. Is the state base for Florida Polytechnic University (General Revenue and Phosphate Trust Fund) included in the base funding calculations?

- No, funding for Florida Polytechnic University is not included.

39. Please describe how the base calculated for the institutions is used when distributing the state investment funding.

- The base, as determined by the legislature (with the adjustments for preeminence and emerging preeminence funding and funding for the Florida Virtual Campus) is used to calculate the institution's investment and to calculate the state's investment. The first distribution of the state investment is the percentage of the institution's share of the sum of recurring base dollars multiplied by the amount of state investment.

40. Please explain how the Top Three institutions receive extra funds during the distribution of the state investment.

- The Top Three institutions receive the bonus funding based on points earned compared to the total of points for those three institutions.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- For example; the school that finished first received 84 points, 2nd was 80 points and 3rd was 78 points. The total is 242. Thus the school that finished first will receive 34.7% (84/242) of the 'bonus' money, the school in second 33.1% (80/242) and the school in 3rd will receive 32.2% (78/242).

Improvement plans

41. Briefly explain how the Improvement Plan process works for institutions scoring below the threshold of 51 points.

- An eligible institution may submit an improvement plan to the Board of Governors for consideration at the June Board Meeting. The Chancellor will withhold the institutional investment funds starting July 1. If the improvement plan has been approved, there are two progress checkpoints in December and May. At each progress checkpoint, the Board of Governors can release up to 50% of the withheld funds.
- If an institution fails to make progress and the full amount of withheld funds are not restored, any remaining funds will be distributed to the institutions earning the most improvement points on the performance based funding metrics.
- Starting July 1, 2016 each of the institutions has the opportunity to use the Improvement Plan process one time in order to have institutional investment funds restored. Institutions that used the process during the 2014-15 Fiscal Year also have one opportunity.

42. If an institution scores below 51 points and has already been through the Improvement Plan process after July 1, 2016, what happens to that institution's institutional investment funds?

- The funds are redistributed based on points earned to the other universities that scored 51 points or more.
- The forfeited institutional investment funding would only be lost to the non-achieving institution for that fiscal year only. Funds will be restored to that institution's base budget at the beginning of the next fiscal year.

Student success plans

43. Briefly explain how the Student Success Plan process works for institutions with a score the same of lower than the previous year's score for two consecutive years.

- An eligible institution must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for their proportional amount of the state's investment.
- If the student success plan is approved by the Board, the institution can receive up to half of its state's investment at the time of approval.
- The Board will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor will withhold the remaining disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board.
- The monitoring report will be considered by the Board at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution may receive up to the remaining balance of its state's investment.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

44. Briefly explain how the Student Success Plan process works for institutions with a score lower than 70 points.

- Beginning with the Fiscal Year 2021-22 appropriation, any institution with a score lower than 70 points must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for half of their proportional amount of the state's investment.
- If the student success plan is approved by the Board, the institution will receive up to 25 percent of its state's investment at the time of approval.
- The Board will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor will withhold the remaining 25% of the disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board.
- The monitoring report will be considered by the Board at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution will receive up to the remaining balance of its state's investment.

New allocation methodology

In November 2018, the Board approved a new allocation methodology to be applied beginning in Fiscal Year 2019-20.

45. What happens to a school with a one-year score decline? For example, suppose an institution drops from 75 to 74 points (and suppose they are not in the top 3). Would the institution receive the state investment?

- Yes, the university would receive 100% of their state investment in this scenario.

46. What happens to an institution if their score doesn't increase, but it also does not decrease for two consecutive years?

- If a score stays the same for 1 year, the institution receives 100% of the state investment. If the score stays the same for 2 consecutive years, a student success plan is required for up to 100% of the state investment based on the Board's determination.

47. What happens to an institution whose score remains constant year-over-year. For example, if the institution were to score 75 for the three consecutive years, would they receive the state investment?

- If an institution's score stays the same or decreases for 2 consecutive years, the university will need to present and complete a student success plan in order to receive up to 100% of their state investment allocation. (This also applies if the two are combined. For example, if scores are 75, 74, 74= student success plan required.) The Board will be making the 2018 scores the baseline for the new allocation methodology. If an institution scores a 75 in 2018 and 2019, that will count as 1 year of the same score and they will receive 100% of their state allocation in 2019. The institution would have to score a 75 again (or a lower score) in 2020 for a student success plan to be required.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

48. Suppose an institution improves their score from 45 to 46 points. Since they scored less than 51 points, the school would not receive the institutional investment. Since the school's score increased, would the school receive the state investment?

- Although it is very unlikely, yes, for 2019-20 and 2020-21, the institution would be eligible for the state investment. However, starting with the 2021-22 appropriation, a school that scores below 70 would only be eligible for 50% of their state investment allocation. They would have to do a student success plan to receive those funds.

49. In November 2018, the Board made changes to Metric 10 (the Board of Trustees Choice), please explain the change and how it may impact the new allocation methodology.

- Boards of Trustees have presented the metric they have chosen to be measured on. The plan is to collect the data, and set the benchmarks based on the most recent data. The Board will not implement these metrics in the next cycle (2019 performance scores) but will wait until the 2020 scores. This will provide 2 years of data in order to measure improvement.
- Benchmarks will be set in 2019, which will make whatever the institution scores 7 points. The new metric 10 will not be applied to PBF scores until 2020. We will continue to use current metric 10 for 2019. We will begin counting the new metric 10 scores in 2020.

Changes to metrics 3, 4, and 7

In March 2018 the Legislature and Governor passed and signed into law Senate Bill 4 (Ch. 2018-4) which made changes to Metrics 4 and 7.

50. What impact did Senate Bill 4 have on Metric 4, 6-Year Graduation Rates for full-time and part-time FTIC students?

- The bill requires the Performance Funding Model to include a 4-year graduation rate metric. In March 2018 the Board of Governors changed the 6-year graduation rate metric to a 4-year graduation rate metric. The metric now includes only full-time FTIC students.

51. What impact did Senate Bill 4 have on the benchmarks for Metric 7, University Access Rates (percent of undergraduates with a Pell-grant)?

- The bill requires access rate benchmarks to be differentiated and scored to reflect the varying access rate levels among the state universities, and prohibits the use of bonus points. In March 2018, the Board of Governors changed the benchmarks as shown in the table below.
- Florida's population with family incomes less than \$40k for ages 18-24 is 42% based on a 3 year average of US Census data (76% of fall 2016 Pell-grant students match this criteria).
- The updated benchmark incentivizes institutions to be representative of the state's population of low income families and continues to reflect the Board's policy of encouraging the institutions not to decline in this metric

Points	10	9	8	7	6	5	4	3	2	1
2017-18 Benchmark	30%	28.8%	27.5%	26.3%	25%	23.8%	22.5%	21.3%	20%	18.8%
2018-19 Benchmark	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

In November 2016 the Board of Governors voted to change metric 3 from 'Average Cost per undergraduate Degree to the Institution' to 'Net Tuition & Fees per 120 Credit Hours'.

52. Why was a metric on student affordability considered?

- The Board of Governors is dedicated to the principle that a high-quality university education remain an accessible and affordable opportunity for Floridians. The Board spent over a year looking at student affordability and how to restrain student costs. Including a 'Net Tuition per Degree' metric within the performance funding model is considered one of the strongest actions the Board can take to restrain tuition and fee growth.
- Including an affordability metric within the performance funding model acts to reframe the narrative around university costs that has heretofore been dominated by sticker price, which ignores the billion dollars of financial aid awarded to undergraduates annually within the State University System. Shifting the focus from 'sticker price' to 'net tuition' may encourage qualified students to apply that would have otherwise deferred their postsecondary education due to concerns about costs. It may also encourage institutions to look at fee policies and ways to maximize institutional financial aid to students.
- Florida Statute 1001.92, and Board Regulation 5.001, requires an affordability metric as part of the performance funding model.

53. What actions can universities take to improve a 'Net Tuition per Degree' metric?

- There are several levers that a university can act on to impact a 'Net Tuition per Degree' metric:
 - i. Tuition and Fees – Although undergraduate tuition is set by the legislature, fees are established by the universities. The proposed 'Net Tuition' metric provides an incentive for universities to keep fees low.
 - ii. Total Credit Hours – The proposed 'Net Tuition' metric considers a university's mean total credit hours required to complete a degree in recognition that the amount of time, and credit hours, required to earn a degree is a key component of student cost. University advising and tracking can help students stay on course and complete their degree in a timely manner. Total credit hours impact the costs for books and supplies in addition to tuition and fees – see question 14 for more information about book costs.
 - iii. Financial Aid – The proposed 'Net Tuition' metric provides an incentive for universities to provide additional institutional financial aid. University leadership has discretion regarding funding levels for institutional aid provided to undergraduate students.

54. Compared to the previous metric, will the new metric give all of the universities the opportunity to earn Excellence and/or Improvement points?

- Yes, the proposed 'Net Tuition per Degree' metric enables all of the universities the opportunity to earn Excellence or Improvement points. Two institutions were unable to score points on the 'Average Cost' metric and no institutions were able to score Improvement points.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

55. Does the new metric include a faculty effort component?

- No. One of the primary concerns raised by the universities on the existing 'Average Cost' metric was the allocation of faculty effort and how that can be manipulated to drive costs to areas other than undergraduate education. The proposed metric is a relatively simple methodology that emphasizes cost to the undergraduate resident student.

56. Since the methodology for the new metric is based on a theoretical calculation, does it truly reflect the actual institutional performance for real students?

- The Board Office does not collect the amount of tuition and fees paid by each individual student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition and fees collected for each bachelor degree awarded.
- The new metric is based on a model, just like the 'Average Cost' metric, that makes various assumptions about student costs and represents an average cost per student at each university.

57. Does the new metric incentivize institutions to modify recruiting strategies of undergraduate students?

- A decision to alter recruitment policies based on one metric could have an adverse impact on another metric, which would negate the perceived advantages.
- The new metric could incentivize the universities to focus on the retention of students, specifically students with Bright Futures.

58. Should Florida Bright Futures Scholarships and Federal Pell Grants be excluded?

- No, excluding two key financial aid components for a metric that looks at student affordability would be short-sighted and would provide a misrepresentation of a student's net costs. Universities can influence this 'Net Tuition per Degree' via student recruitment efforts and institutionally-funded awards and waivers.
- If significant changes are made to Bright Futures or Pell Grants, then the Board of Governors will consider adjusting the benchmarks.

59. Does the new metric overlap with metrics for Access and Excess Hours?

- Many of the metrics complement each other. Thus, a focus on one particular metric could potentially impact another metric. The Board of Governors Choice Metric 9, as well as Board of Trustees Choice metric 10, will be reviewed and considered for future modification.

60. Pell Grants don't stop at 120 credit hours so why doesn't the methodology include all of the credits when calculating total gift aid?

- The new metric was designed to represent the cost of a degree for a student in a *standard* 120 hour program. The financial aid data is based on one academic year's awards and then multiplied by 120 to model the gift aid amount for a degree. This annual methodology is more responsive to university policy decisions than using the total awards from a particular graduating class.

61. Does the new metric provide an incentive to the university to reduce the amount of instructional activity as measured by student credit hours?

- Board staff will actively monitor the average term course load of students to ensure that universities maintain their focus on 'Finish in Four' policies.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

62. Why isn't student attrition considered in the new metric?

- All performance based funding metrics were designed to be clear and simple. The Board has resisted compound metrics or making metrics too complex.

63. Why can't the new 'Net Tuition per Degree' metric just be tuition collected divided by number of degrees?

- The Board Office does not collect the amount of tuition paid by each student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition collected for each bachelor degree awarded.

64. Should waivers be removed from the new metric until a later date?

- The new metric includes tuition waivers because waivers are an important component of how student financial aid is packaged. Not including the waivers would understate the amount of aid a student receives.
- Including waivers in the new metric ensures that they will be extensively reviewed to ensure accurate reporting.

65. How are the costs of textbooks calculated in the new metric?

- Textbook affordability is a concern of the Florida Legislature, the Governor, Board of Governors and students. The proposed 'Net Tuition per Degree' metric includes the national average cost of textbooks and supplies as reported annually by the College Board. Board staff chose to use national cost data because students purchase course materials from too many sources to accurately track on an individual level in a state database.
- The calculation of book costs, for the proposed 'Net Tuition per Degree' metric, is based on the costs for a 120 hour degree. The national average book cost is based on annual costs, so the average annual cost is multiplied by 4 to produce the book costs for a 120 hour degree. This new cumulative cost amount is divided by 120 to produce a 'per credit hour' cost amount. The 'per credit hour' costs are then added to tuition and fees and that subtotal is multiplied by the university's average total credit hours. This method recognizes that a student who takes more credit hours pays more for books.

66. Why didn't the Board choose a metric related to student loan debts or loan default rates?

- Board staff actively monitor the System's student debt/default data and these data are reported annually to, and approved by, the Board of Governors and each university's Boards of Trustees as part of the University Work Plans.
- The challenge of using student loan/default data as an accountability metric is that student loan debts are largely comprised of non-instructional costs that are part of a regular lifestyle (housing, food, transportation). In fact, tuition, fees and books only represent one-third of the total 2016-17 costs of attendance within the State University System of Florida. Although universities can offer, or even require, financial literacy programs and counselling services to students, it is a large conceptual jump to actually use this data to hold universities accountable for the non-instructional financial decisions that individual students choose to make about their personal lifestyle.
- It is also important to note that a possible unintended consequence of including student debt, or default rates, as a performance funding metric is that it *could* negatively impact student access, which is a key component of affordability, because it would provide an

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

incentive for universities to admit students who are less likely to incur debt and/or default.

- The proposed metric can address student affordability and the reduction of student debt by encouraging universities to keep fees stable, offer more student aid, and reduce the time to degree.

67. What percentage of the State University System undergraduate programs are 120-credit hour programs.

- 82 percent of programs require 120 credit hours.

68. Why are the triad fees (i.e. health, athletics, and Activity & Service) not excluded from the cost calculation?

- These fees are charged to the average undergraduate student and therefore are appropriate for the proposed metric's calculation. The inclusion of these fees ensures that university officials will make thoughtful decisions regarding any changes to these fees.

Florida Board of Governors
Performance-Based Funding Allocation, 2019-20
June 12, 2019

	2018 Scores	2019 Scores ¹	Allocation of State Investment	Allocation of Institutional Investment ²	Total Performance- Based Funding Allocation
FAMU	72	70	\$13,750,113	\$15,306,730	\$29,056,843
FAU	84	86	\$20,517,518	\$22,840,256	\$43,357,774
FGCU	75	81	\$10,895,127	\$12,128,538	\$23,023,665
FIU	90	87	\$30,459,667	\$33,907,930	\$64,367,597
FSU	86	88	\$42,084,561	\$46,848,851	\$88,933,412
NCF	75	67	\$3,945,308	\$4,391,947	\$8,337,255
UCF	77	88	\$36,760,351	\$40,921,901	\$77,682,252
UF	93	95	\$47,282,102	\$52,634,792	\$99,916,894
UNF	68	78	\$12,358,238	\$13,757,283	\$26,115,521
USF	86	92	\$36,504,867	\$40,637,494	\$77,142,361
UWF	86	94	\$10,442,148	\$11,624,278	\$22,066,426
Total			\$265,000,000	\$295,000,000	\$560,000,000

Notes:

¹ If a university's score decreases or stays the same for 2 consecutive years, the university may receive up to 100% of their allocation of the state investment only after presenting/completing a student success plan

² Each university contributed a portion of their institutional budget, for a total of \$295 million, to be allocated based on performance. Universities that scored 51 points or higher receive their full institutional funding restored.



Marshall M. Criser, Chancellor

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