

2025 System Strategic Plan 2019 Review of Metrics

Process Outline

At its January 31, 2019 meeting, the Strategic Planning Committee began a review of the Board's 2025 Strategic Plan metrics associated with the Plan's goals to determine whether the metrics need to be adjusted based on progress-to-date, new Board priorities, or external circumstances. At this meeting, the Committee reviewed the Strategic Plan's Teaching and Learning metrics. The Committee considered revisions for five metrics: four-year graduation rates, six-year graduation rates, total bachelor's degrees awarded, graduate degrees awarded, and bachelor's degrees awarded to African-American and Hispanic Students. Appendix A includes the revised goals for these metrics that the Committee discussed in January. Also, the Committee discussed including two new metrics: graduation rates for Pell Grant students and graduation rates for Florida College System AA Transfers. The Committee agreed to a goal for graduation rates for Pell students (see Appendix A), but requested more information about graduation rates for AA transfers.

At its March 27, 2019 meeting, the Strategic Planning Committee reviewed the Strategic Plan's Research, Scholarship, and Innovation metrics and Community and Business Engagement metrics. The Committee considered revisions for total research expenditures, percent of research expenditures from external sources, number of licenses/options executed annually, and number of start-up companies. The Committee requested additional information on research expenditures and percent of research expenditures from external sources, but revised goals for the other research metrics (see Appendix A). For the Community and Business Engagement metrics, the committee considered revising the percentage of baccalaureate graduates continuing their education or employed full-time to align it with metric one in the Performance-Based Funding model. The Committee also discussed including a new metric: median wages for bachelor's graduates employed full-time. The Committee requested additional information on these two metrics related to employment.

At its June 13, 2019 meeting, the Innovation and Online Committee recommended revising the goal: percent of State University System courses bearing a "high-quality" rating in the Florida Virtual Campus online catalog. The Strategic Planning Committee will consider this revision at its August 2019 meeting. The revised goal is included in Appendix A.

If the Strategic Planning Committee approves final changes to metrics in August 2019, the Committee can review and consider approving a revised 2025 System Strategic Plan at the Board's October 2019 meeting.

There are three groups of metrics that the Strategic Planning Committee will consider at its August 2019 meeting:

- **Existing Metrics Still Under Consideration:** This group includes metrics that the Committee requested more information or did not recommend a revised goal. This group also includes three metrics that Strategic Planning Committee has not yet considered: percent of State University System courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog; percent of undergraduates engaged in research; and percent of baccalaureate degrees awarded without excess hours.
- **Metrics Needing Technical Revisions:** Board staff identified two metrics not previously reviewed that require the Board to make technical revisions to accurately reflect the methodology and data used.
- **Metrics to Be Added:** This includes two metrics that the Committee previously discussed but wanted to reconsider at a later meeting.

Appendix A provides a complete list of metrics, the status of each one, and proposed new goals if the Committee made a recommendation during one of the previous meetings.

Existing Metrics Still Under Consideration

PERFORMANCE METRICS	CURRENT GOAL	CURRENT ACTUAL	2025 TREND	PROPOSED GOAL	UPDATES
4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	90%			100%	Revised language recommended by Online and Innovation Committee June 2019
8) Percent of baccalaureate degrees awarded without excess hours --- CHANGE METHODOLOGY ---- Changes calculation to match 120% change by 2019 Legislature	80%	79%			The 2019 Legislature changed the methodology for calculating excess hours. The Board may wish to consider this change for the excess metric in the strategic plan.
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research	TBD	n/a	n/a	Question added to Senior Exit Survey	The Council for Academic Vice Presidents and Vice Presidents for Research recommended a question for all 12 SUS institutions to add to the senior exit survey.
23) Total R&D Expenditures	\$2.29B	\$2.32B	\$2.68B	\$3B	Goal proposed by Gov. Levine and Vice Presidents for Research in June 2019
24) Percent of R&D Expenditures funded from External Sources	71%	54%	*	\$1.75B	Goal proposed by Gov. Levine and Vice Presidents for Research in June 2019
29) Percentage of Baccalaureate Graduates Continuing Education or Employed ---- CHANGE TO ---- Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Enrolled	90% --- .	76% ---- 68%	79% ---- 71%	TBD	Discussed aligning goal with PBF goal in March 2019. More information was requested and is provided below.

Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog

The Innovation and Online Committee recommended a revision to this goal at its June 13, 2019 meeting and forwarded the recommendation to the Strategic Planning Committee for consideration. The Committee is recommending the goal change to 100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses be reviewed on no less than a 5-year cycle.

Percent of baccalaureate degrees awarded without excess hours

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This metric is based on the statutory requirement that mandates 110% of required hours as the threshold. However, the 2019 Legislature amended this provision, changing the excess hours surcharge threshold from 110 percent to 120 percent beginning with the summer 2019 term. The Committee may wish to consider revising this metric to align with the new legislative changes or keep the Strategic Plan goal as it is to continue encouraging institutions to reduce the number of excess hours that students accrue and to graduate students in a timely manner. If the Committee decides to amend the metric, it may wish to consider a revised benchmark. The percent of baccalaureate degrees awarded without excess hours using the 120 percent threshold is 91%, which exceeds the current benchmark of 80%.

Exhibit 1

Percent of baccalaureate degrees awarded without excess hours

Metric Language	110% Threshold		120% Threshold		%PT Δ
	2016-17	2017-18	2016-17	2017-18	
% of baccalaureate degrees awarded without excess hours	77%	79%	89%	91%	12

Source: Office of Data Analytics, Board of Governors, July 2019.

Percent of undergraduates engaged in research

In March 2019, the SUS Vice Presidents for Research began discussions of the best method for collecting data to measure the percentage of undergraduates engaged in research. In June, they made a recommendation to the Council for Academic Vice Presidents. The Council for Academic Vice Presidents made some modifications and is making a recommendation to the Strategic Planning Committee. Since this metric has not yet been measured system-wide, there is no recommended benchmark at this time. It is recommended that each SUS institution incorporate the following question to its senior exit survey:

As part of your education at (fill in SUS name), did you participate in any of the following: (Select all that apply.)

- Completed an honors thesis
- Worked on my own research topic with the guidance of a faculty member
- Worked on research with a faculty member (individually or jointly)
- Submitted an article or my own research for publication or exhibition
- Presented or exhibited research at a professional/academic conference (individually or jointly)
- Other (please describe)

It is recommended that each institution begin reporting this information to the Board office beginning with the 2020-21 academic year in fall 2021.

Research expenditures

At the March 2019 Strategic Planning Committee meeting, the system's total research expenditure goal was discussed for revision. In 2017-18, the system exceeded the 2025 goal of \$2.3 billion, with a total of \$2.32 billion in research expenditures. The Board has placed a heavy emphasis on research in recent years, with the creation of the Academic and Research Excellence Committee, the development of an R&D dashboard, and the annual R&D workshop in Washington D.C., among other activities.

In June 2019, Governor Levine, Chair of the Board's Academic and Research Excellence Committee, met with the Vice Presidents for Research across the State University System to discuss a new goal for research expenditures. Governor Levine reported to the Board in June that the Vice Presidents agreed on a \$3 billion goal for the year 2025. With the system's continued focus in this area and increased opportunity at the state and federal level, this goal is well within reach.

Research funded from external sources

At the March 2019 Strategic Planning Committee meeting, the percent of research from external sources was discussed for revision. This is a metric where the original goal was set as a percentage, and because of increased state investment in research and unpredictability of federal awards, the system is not on pace to achieve this goal.

Governor Levine, Chair of the Board's Academic and Research Excellence Committee, met with the Vice Presidents for Research across the State University System in June 2019 to discuss revisions to this metric. Governor Levine and the Vice Presidents agreed on a \$1.75 billion goal for the year 2025, rather than using a percentage. With the system's continued focus in this area and increased opportunity at the state and federal level, this goal is well within reach.

Percentage of bachelor's graduates employed or continuing education

At its March 2019 meeting, the Strategic Planning Committee discussed the percentage of bachelor's graduates employed or continuing education metric. The metric is intended to better inform students as to how previous graduating classes fared when entering the workforce and is similar to metric one in the performance-based funding model.

Performance on this metric is currently 14% below the 2025 goal of 90%. Employment data used in calculating the metric is from a voluntary national data exchange, which includes information from 44 states, the D.C. area, and Puerto Rico. However, Alabama, California, Hawaii, Massachusetts, and New York do not participate. The data exchange excludes graduates who are temporarily employed, self-employed, and those employed by the military, the federal government, and many non-profits.

The Committee discussed revising the goal to acknowledge data caveats and whether the goal needed to align with the current metric in the performance-based funding model, which is the percent of bachelor's graduates employed (earning \$25,000+) or enrolled. The Committee opted to wait until a later meeting before deciding on any changes to this metric.

In the last few years, Board staff has produced a series of reports that reviews the outcomes of baccalaureate graduates. Highlights from the most recent Baccalaureate Follow-Up Study (January 2018) include the following.

- At the time of the study, employment and/or educational outcomes were found for 84% of the graduates.
- Of the graduates who were found, the majority of graduates in the study worked one, five, and ten years after completing a baccalaureate degree at a state university system institution.

- In Year 1, just over 90% of graduates found worked after completing a baccalaureate degree.
- In Year 5, approximately 93% of graduates found worked.
- In Year 10, the percentage of graduates found working increased to 97%.
- Additionally, during the first year following graduation, just over 30% of graduates who were found pursued additional education.

Since the Committee met in March 2019, the Legislature modified Ch. 2019-103, Laws of Florida, to require the Board of Governors to match individual student information with information in the files of state and federal agencies that maintain educational and employment records. The Board must enter into an agreement with the Department of Economic Opportunity that allows access to the individual reemployment assistance wage records maintained by the department. This change will allow Board staff to continue to report on the 1, 5, and 10-year outcomes of baccalaureate graduates.

Metrics Requiring Technical Edits

PERFORMANCE METRICS	CURRENT GOAL	CURRENT ACTUAL	2025 TREND	PROPOSED GOAL	Proposed Edit to Metric Definition
6) Four-year Graduation Rates For FTIC full-time and part-time students	50%	51%	62%	65%	Remove part-time students
11) Bachelor’s Degrees Awarded to African-American & Hispanic Students PBF: FAU, FGCU, FIU	36,000 40%	41%	44%	46%	Move to a percentage goal only

Four-year Graduation Rate

At its January 2019 meeting, the Strategic Planning Committee discussed a new goal for the four-year graduation rate for the system of 65%. Upon staff review of this metric following the meeting, it was identified that part-time students were still included in the 2025 Strategic Plan but not in the actual graduation rate calculation for performance-based funding. Part-time students make up less than 1% of the FTIC students who begin in the fall semester and are not likely to graduate in four years. It is recommended that the Board consider revising this definition in the 2025 Strategic Plan to include only full-time FTIC students, as this is consistent with the definition used for performance-based funding.

Bachelor’s Degrees Awarded to African-American & Hispanic Students

At its January 2019 meeting, the Strategic Planning Committee discussed a new goal for the bachelor's degrees awarded to African-American & Hispanic Students of 46%. Upon staff review of this metric, it was identified that the 2025 Strategic Plan includes both a percentage and a number as goals. Having both values can cause some confusion as the number and percentage may not always align if the system grows at different rates over time. A percentage goal for this metric controls for any unexpected enrollment shifts over time and allows the system to have a strategic focus for this area. It is recommended that the Board consider revising this goal to only be a percentage benchmark.

New Metrics to Consider

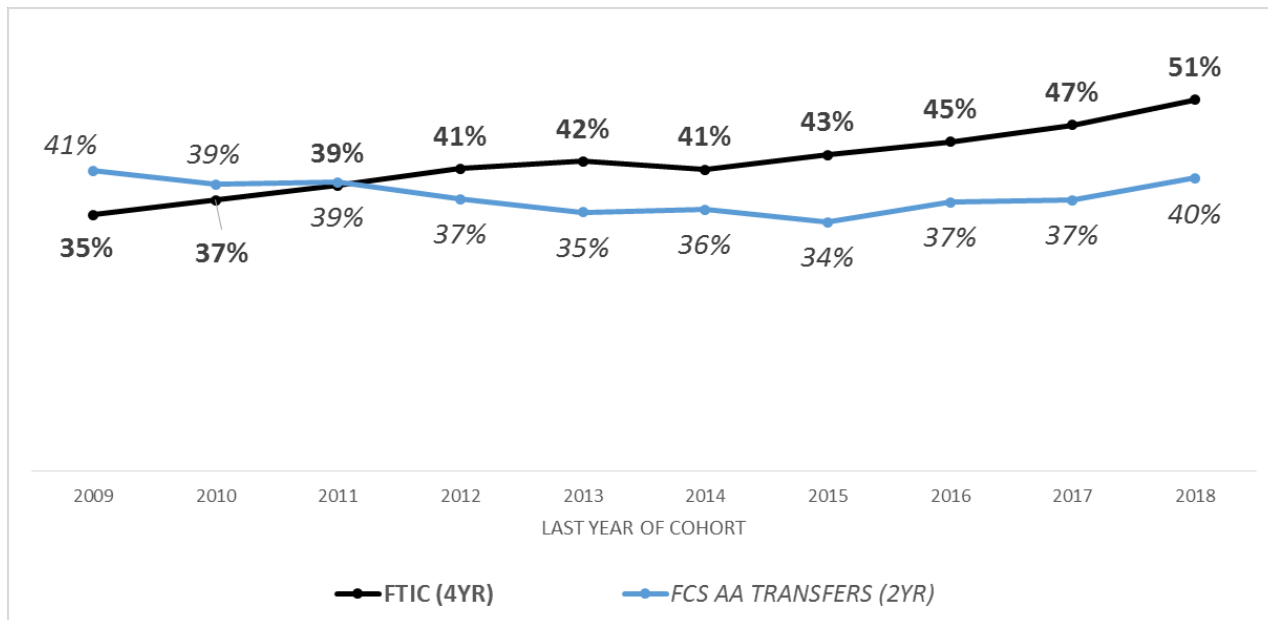
PERFORMANCE METRICS	CURRENT GOAL	CURRENT ACTUAL	2025 TREND	PROPOSED GOAL
FCS AA Transfer Grad Rate (2-yr)	.	40%	----	TBD
Median Wages of Bachelor's Graduates Employed Full-time	.	\$38,100	\$43,200	TBD

Florida College System Associate of Arts (AA) Transfer Student Graduation Rate

At its January 2019 meeting, the Strategic Planning Committee discussed including a metric on Florida College System AA Transfer Graduation Rate. Information presented to the Committee in January showed that while the four-year graduation rate for FTIC students has increased for the system, the two-year graduation rate for AA-transfer students has declined over this period. The Committee requested additional information on this topic.

In July 2019, Board staff calculated a two-year graduation rate for the 2016-18 AA-transfer cohort (this information was not available in January). The graduation rate for this cohort is 40% for the system, representing just a 3% increase from the 2010-12 cohort. In comparison, four-year graduation rates for FTIC students have increased by nearly ten percentage points since the 2010-14 cohort.

Exhibit 2 Graduation Rates of FTIC Students and AA Transfers



Source: Office of Data Analytics, Board of Governors, July 2019.

In Fall 2018, AA transfer students made up approximately 25% of all undergraduate students (compared to 52% of students who are FTIC) in the State University System, yet there is not a metric in the 2025 Strategic Plan to support this population. The following section provides additional detail on this student population and factors that may influence graduation.

AA transfer students have different characteristics than FTIC students. First, AA transfer students tend to be older - 78% of these students are 22 or older, compared to 16% of FTIC students. AA transfer students are more likely to attend part-time, with 22% attending part-time, compared to 2% of FTIC students. As a result, AA transfer students take fewer hours per semester than FTIC students – an average of 10.6 hours for AA transfers compared to 12.9 hours for FTIC. Finally, FTIC students tend to have slightly higher GPA's than AA transfer students - 3.18 for FTIC compared to 2.95 for AA transfer.

In terms of the types of degrees awarded, business is the most awarded bachelor's degree program for both FTIC and AA transfer students – for both 19% of all bachelor's degrees awarded are in business. FTIC students are somewhat more likely than AA transfer students to earn bachelor's degrees in biology/biomedical science and engineering, while AA transfer students are somewhat more likely to earn degrees in education, psychology, and public administration/social services. Exhibit 3 below provides a detailed comparison of the types of degrees awarded to AA transfer students and FTIC students.

Exhibit 3**Bachelor's Degrees Awarded by Discipline for AA Transfers and FTIC Graduates**

DEGREE DISCIPLINE (2-DIGIT CIP)	TOTAL			FCS AA TRANSFER			FTIC		
	#	%	RANK	#	%	RANK	#	%	RANK
Business, Management, Marketing and Related Sprt Svcs (52)	12,910	19%	1	4,487	19%	1	5,753	19%	1
Health Professions and Related Programs (51)	8,061	12%	2	2,653	11%	2	2,993	10%	3
Social Sciences (45)	5,799	9%	3	1,906	8%	4	2,832	9%	4
Psychology (42)	5,353	8%	4	2,251	10%	3	2,259	7%	6
Biology and Biomedical Sciences (26)	4,964	7%	5	1,108	5%	8	3,167	10%	2
Engineering (14)	4,458	7%	6	1,235	5%	7	2,462	8%	5
Communication, Journalism and Related Programs (09)	3,999	6%	7	1,344	6%	6	2,036	7%	7
Education (13)	2,823	4%	8	1,391	6%	5	1,011	3%	9
Security and Protective Services (43)	2,415	4%	9	1,102	5%	9	903	3%	12
Multi/Interdisciplinary Studies (30)	2,344	3%	10	934	4%	10	951	3%	11
Other	13,866	21%		4,873	21%		6,441	21%	
Grand Total	66,992	100%		23,284	100%		30,808	100%	

Source: Office of Data Analytics, Board of Governors, July 2019.

When comparing the cohorts used to calculate graduation rates for AA-transfers and FTIC students, there are a variety of factors that may influence the lower graduation rates for AA transfer students.¹ These include the following.

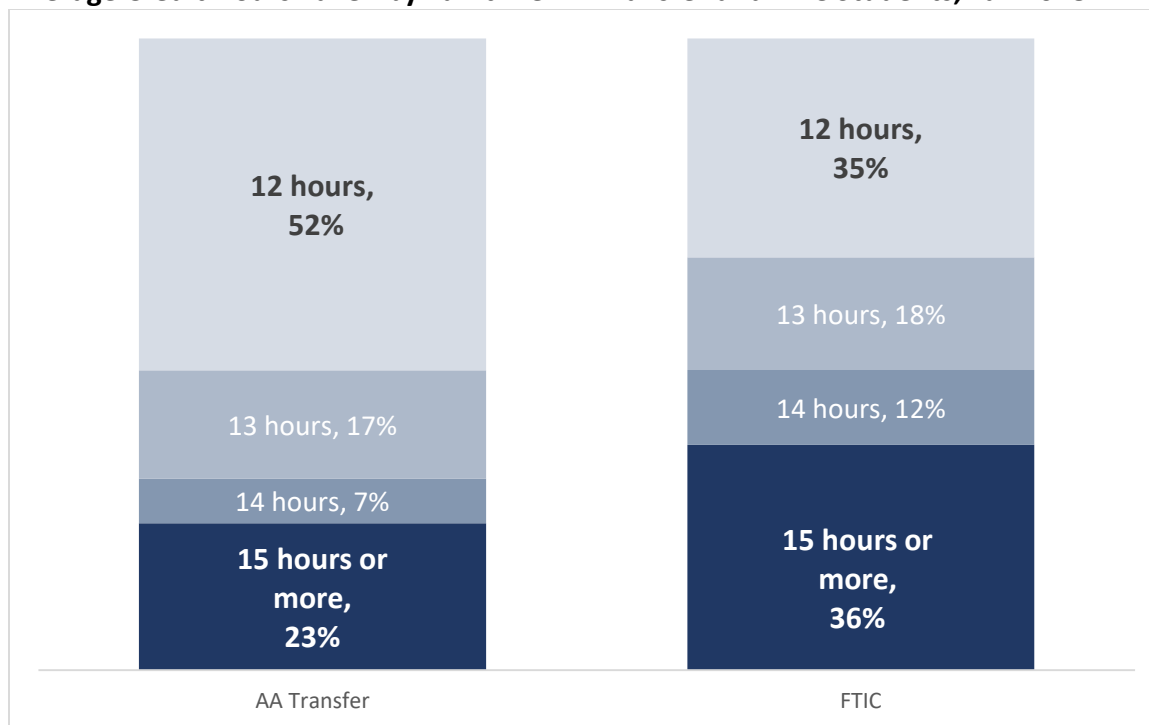
- 13% of AA transfer students that start full-time switch to part-time status the following term, resulting in lower success outcomes and longer time to degree. In contrast, 2% of FTIC students start full-time and switch to part-time.
- 13% of AA transfer students who begin full-time, leave after two semesters, this factor, coupled with the students switching to part-time status, influence the two-year graduation rates for this cohort. This rate is consistent with the percentage of FTIC students who leave after the first year.

¹ The Board uses students who begin in full-time in the fall semester to calculate four-year graduation rates and used an identical methodology to calculate the two-year graduation rates for AA transfers. Students only have to be enrolled full-time that first semester to be included in the calculation.

- AA transfer students who do enroll full-time, take fewer hours per term than FTIC students. Many SUS institutions have emphasized taking 15 hours to encourage students to finish in four years. However, fewer AA transfer students are taking 15 hours per semester. Exhibit 4 compares how many credit hours full-time AA transfer students take compared to full-time FTIC students. As of Fall 2018, more than half of the full-time AA transfer students were only taking 12 hours.

Exhibit 4

Average Credit Hours Taken by Full-time AA Transfer and FTIC Students, Fall 2018



Source: Office of Data Analytics, Board of Governors, July 2019.

- Finally, AA-transfer students are less likely to change their major than FTIC students. For AA-transfers who graduated in 2018, 21% changed their major, compared to 28% of FTIC students.

As a result of the declining or flat trend of FCS AA transfer two-year graduation rates, the Board may wish to consider adding this as a metric to the 2025 Strategic Plan.

Median wages

At its March 2019 meeting, the Strategic Planning Committee discussed including a metric on the median wages of bachelor's graduates employed full-time. The committee agreed to include this metric but did not identify a goal for it. Based on staff review, the 2025 trend for this metric will be \$43,200.² This trend is based on readily available data, but since employers determine wages, it can be difficult to predict.

² The projected median wage for 2025 is a conservative estimate based on a \$700 increase per year until 2025. On average wages have increased by \$900 per year, with slower increases in the last few years. Any changes to minimum wage policy may also have an effect on this projection.

Appendix A: Revised 2025 Strategic Plan Goals

Teaching and Learning

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
EXCELLENCE			
1) National Rankings for Universities <small>PBF: NCF</small>	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	No revision
2) Freshman in Top 10% of Graduating High School Class <small>PBF: NCF</small>	50%	50%	No revision
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks	No revision



PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
EXCELLENCE			
<p>4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog ---Change to---</p> <p>4) New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.</p>	n/a	90%	<p>100% Recommended by Online and Innovation Committee June 2019</p>
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0	No revision
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	50%	<p>65% Recommended by Strategic Planning Committee January 2019 Consider technical revision at August Meeting</p>
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70%	<p>80% Recommended by Strategic Planning Committee January 2019</p>

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
EXCELLENCE			
8) Percent of Bachelor’s Degrees Without Excess Hours <small>PBF: ALL (except FSU, UF)</small>	80%	80%	To be considered for revision at August Meeting
9) Bachelor’s Degrees Awarded Annually <small>PBF: UCF</small>	90,000	90,000	78,500 Recommended by Strategic Planning Committee January 2019
10) Graduate Degrees Awarded Annually	40,000	35,000	27,400 Recommended by Strategic Planning Committee January 2019

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
PRODUCTIVITY (continued)			
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	31,500 (35%)	36,000 (40%)	46% Recommended by Strategic Planning Committee January 2019 Consider technical revision at August Meeting
12) Number of Adult (<i>Aged 25+</i>) Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	75,000 (21%)	No revision
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	No revision
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	n/a	All Institutions Above 30%	No revision
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	n/a	90%	No revision

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
STRATEGIC PRIORITIES			
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (before 2012-13 revision)	45,000 (50%) (after 2012-13 revision)	No revision
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	n/a	30,000 (35%) (after 2012-13 revision)	No revision
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	20,000 (50%) (before 2012-13 revision)	18,200 (60%) (after 2012-13 revision)	No revision
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	n/a	15,200 (50%) (after 2012-13 revision)	No revision
 XX) Four-year graduation rate for Pell Students	n/a	n/a	54% Recommended by Strategic Planning Committee January 2019
 XX) AA Transfer Two-year Graduation Rate	n/a	n/a	To be considered at Strategic Planning Committee August 2019


Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
EXCELLENCE			
20) Faculty Membership in National Academies	75 (based on 2009)	75 (based on 2011)	No revision
21) Faculty Awards PBF: FSU, UF	n/a	75 (based on 2011 data)	No revision
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	50%	TO BE DETERMINED Board staff will work to develop a standard definition for this metric across the System.	TBD

Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
PRODUCTIVITY			
23) Total R&D Expenditures PBF: UF	\$3.25B (based on 2009-10)	\$2.29B (based on 2012-13)	\$3.0B To be considered at Strategic Planning Committee August 2019
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	67% (based on 2008-09)	71% (based on 2011-12)	Replace with amount: \$1.75B To be considered at Strategic Planning Committee August 2019
STRATEGIC PRIORITIES			
25) Number of Patents Awarded Annually	n/a	410 (based on 2013)	No revision
26) Number of Licenses and Options Executed Annually	250 (based on 2008-09)	270 (based on 2011-12)	500 Recommended by Strategic Planning Committee March 2019
27) Number of Start-Up Companies Created	40	40	60 Recommended by Strategic Planning Committee March 2019

Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS		
	ORIGINAL 2011	REVISED 2014	REVISED 2019
EXCELLENCE			
28) Number of Universities with the Carnegie Foundation’s Community Engagement Classification	All	All	No revision
STRATEGIC PRIORITIES			
29) Percentage of Baccalaureate Graduates Continuing Education or Employed <small>PBF: ALL</small>	90%	90%	Changing language to include: \$25k or higher To be considered at Strategic Planning Committee August 2019
 XX) Median Wages of Bachelor’s Graduates Employed Full-time	n/a	n/a	Metric discussed at March 2019 meeting; Benchmark to be considered at Strategic Planning Committee August 2019