

2021  
ACCOUNTABILITY PLAN  
FLORIDA  
AGRICULTURAL  
AND MECHANICAL  
UNIVERSITY

*UBOT Approved 4/15/2021*

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## INTRODUCTION

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

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



## STRATEGY

### Mission Statement

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the University community.

### Statement of Strategy

Florida Agricultural and Mechanical University (FAMU) aspires to be a Top 100 national public university.

We will pursue this ambitious goal by building on our current standing as a Top 125 national public university (#117), the nation's highest ranked public HBCU, and a national leader in the production of African American graduates at the baccalaureate, professional and graduate levels. These efforts will be guided by the six strategic priorities outlined in the University's 2017-2022 Strategic Plan (*FAMU Rising*): 1) Exceptional student experience; 2) Excellent and renowned faculty; 3) High-impact research, commercialization, outreach and extension services; 4) Transformative alumni, community and business engagement; 5) First-class business infrastructure; and 6) Outstanding customer experiences.

As we continue to manage the University through the COVID-19 pandemic, with plans to return to normal operations in the coming academic year, we remain focused on increasing student success outcomes and broadening FAMU's impact on local and regional communities. We will solidify FAMU's position as a "first-choice" destination for students, a major economic engine for Florida, a priority destination for agencies that invest in research, a model for impactful community engagement and service, and a trusted institution modeling transparency and accountability.

#### Specific areas of focus:

- Increasing retention rates, graduation rates and first-time licensure pass rates
- Increasing degree production for AA transfers and at the graduate level
- Enhancing technology infrastructure
- Increasing distance education capacity and academic program offerings
- Strengthening academic programs
- Recruiting, developing and retaining world-class faculty
- Expanding FAMU's role as a community partner, with a focus on health and safety



## STRATEGY (cont.)

### Strengths, Opportunities & Challenges

#### **Strengths**

FAMU continues to excel in meeting critical needs for Florida's citizens. The University is among the SUS leaders in providing access, opportunity and achievement for first-generation students and students from low-income backgrounds. In the past year the University's role as an impactful community partner and service provider has been highlighted via the success of the community COVID-19 testing site hosted on the campus. The University offers a diverse array of academic program offerings, is highly productive in generating externally funded research projects, has high degree production in STEM and health-related disciplines, and provides extension and outreach services to communities across the state as an 1890 land-grant institution.

#### **Opportunities**

Events in the past year have highlighted the need for the University to rapidly expand its distance education offerings. This will require increased investments to upgrade the campus technology infrastructure and expand faculty training and professional development. While we have made significant progress in increasing student success outcomes in recent years, we acknowledge that more progress is needed to achieve graduation rates and licensure pass rates that are on par with our SUS peer institutions. We will adopt more strategic and aggressive strategies to enhance student and faculty recruitment in the health professions and STEM programs.

#### **Challenges**

Several major construction projects have been initiated and/or completed in the past year to enhance the student experience. However, a significant need still remains to address mounting deferred maintenance costs and the renovation of aging academic facilities that support teaching and research in the STEM fields. A pressing need also exists for additional investments to promote and sustain faculty excellence via enhanced recruitment, professional development and retention initiatives.

## Three Key Initiatives & Investments

### **1. Increase Student Success Outcomes**

Student success is the top area of focus for the administration and Board of Trustees. We will leverage the momentum experienced by our recent increases in retention and graduation rates to catapult the University forward towards meeting and exceeding established goals. Areas of focus for increased investment will include student recruitment and retention, strengthening academic degree programs, expanding distance education infrastructure and program offerings, enhancing career development services, and upgrading academic facilities.

### **2. Support Faculty Excellence**

Recruiting, developing and retaining world-class faculty is critical for achieving FAMU's ambitious goals to increase student success and become a Top 100 public university. The University will continue to make investments to support new faculty hires in programs of strategic emphasis, provide competitive salaries to retain existing faculty, expand support for professional development, and upgrade facilities to support teaching and research activities.

### **3. Broadening FAMU's Role and Impact to Meet Florida's Community and Workforce Needs**

The University has been an effective partner with the State of Florida over the past year to provide community access to COVID-19 testing and vaccination services. We have also placed emphasis on increasing corporate and philanthropic partnerships in support of our academic and community outreach initiatives. These efforts will continue, and expand, as we work to help ensure Florida maintains a vibrant and robust economy.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

FAMU has seen significant increases in retention and graduation rates during the implementation of the Graduation Rate Improvement Plan over the past three years. During this time period, four-year graduation rates have increased from 22.5% to 34.6% and the Academic Progress Rate (APR) has increased from 71.3% to 82.2%. This tremendous success can be attributed to the coordinated effort taken by the Divisions of Academic and Student Affairs to break down traditional administrative silos to support the implementation of a campus-wide Student Success Framework.

#### Academic

**Strengthen and enhance academic and student support services:** The University made strategic investments to expand staffing levels in the areas of academic advisement, academic coaching, career counseling, and mental health counseling. The Offices of Freshmen Studies, Transfer Services and Transfer Student Success and Retention have been in operation for over a year. Measured gains in APR, transfer student enrollment, and graduation rates are reflective of the impact and effectiveness of these initiatives.

**Living Learning Communities (LLCs):** With increased funding, student participation increased from 298 to 386 in the past year, and the number of LLCs increased from 10 to 12. One new LLC is slated to be offered in Fall 2021.

**Peer Mentoring:** During the Fall 2020 semester, more than 40 peer mentors were employed by the Office of Freshmen Studies to provide support to students enrolled in the Student Life Skills (SLS 1101) course. The peer mentors held bi-weekly mentoring sessions, facilitated over 10 workshops, and provided coaching to mentees on academic success skills. The Office of Freshmen Studies piloted a new peer mentor matching software, which allowed mentors to record one-on-one session notes and provide analytics on the sessions' common themes.

**Early Warning System:** Due to the pandemic, the introduction of the early warning system was delayed until February 2021. Advisors received training on the new system in January 2021, and the system is currently being piloted by faculty during the spring semester.

**Course Redesign:** The Office of Freshmen Studies implemented a re-designed Student Life Skills (SLS 1101) course in Fall 2020. This course assists incoming students with developing effective academic skills and adjusting to the college environment. Since Fall 2020, over 70% of freshman students enrolled in the course had a semester GPA of 3.0 or higher, compared to 48% for freshmen who were not enrolled in the course.

#### Financial

**Academic Progression Grants:** During the current academic year, the University addressed students' financial needs by awarding 775 scholarships totaling \$1.5 million using funds from its Performance-Based Funding (PBF) allocation.

#### Policy

**Textbook Affordability:** FAMU established a partnership with Cengage to offer subscription-based access to course materials through Cengage Unlimited. The subscription provides FAMU students with access to thousands of eBooks, study guides and other materials for \$123.36 per calendar year—less than the cost of most hardcover textbooks. Since Fall 2020, 1,950 subscriptions have been sold to students, with an average estimated cost saving of nearly \$1,200 per student.

#### Curricular Incentives

**Office of Undergraduate Research:** Since the inception of the program two years ago, the Office of Undergraduate Research has sponsored over 125 on-campus and virtual research experiences for students.



## STRATEGY (cont.)

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

#### Student

- Papa Gueye, student in the College of Agriculture and Food Sciences, was one of 10 students selected to participate in the Scholars for Conservation Leadership Program, which provides career and leadership development opportunities for underrepresented minorities in the land conservation industry.
- Brianne Pate, graduate student in the School of Allied Health Sciences, was one of 15 scholars—out of an applicant pool of 350 students— accepted into the Florida Big Bend Area Health Education Center (AHEC) 2019 Scholars Program.
- Aiyana Ishmael, a senior broadcast journalism major in the School of Journalism and Graphic Communication, was one of three college journalists featured on NBC's "Meet the Press: College Roundtable."
- Brianna Collins, Jonathan Jones and Jonas LaBoo, graduate students in FAMU's School of Business and Industry, won awards sponsored by the Thurgood Marshall College Fund and Hennessy.
- Three College of Law students received appointments to the Southern Regional Black Law Student Association (SRBLSA).

#### Faculty

- Karam Soliman, Ph.D., professor in the College of Pharmacy and Pharmaceutical Science, Institute of Public Health (CoPPS, IPH), received a \$2.5M grant for breast cancer research from the National Institute on Minority Health and Health Disparities (NIMHD).
- Jennifer Taylor, Ph.D., associate professor in the College of Agriculture and Food Sciences (CAFS), was named the 2019 Woman of the Year in Agriculture.
- Eunsook Lee, R.Ph., Ph.D., a professor of molecular neuroscience and neurotoxicology in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health, secured a \$2.4 million federal research grant to further investigate the causes and treatment of neurological disorders such as Parkinson's disease.
- Henry Neal Williams, Ph.D., professor in School of the Environment, was elected as a Fellow for the American Association for the Advancement of Science (AAAS).

#### Program Achievements

- The School of Journalism and Graphic Communications won several first-place trophies at the Associated Collegiate Press/College Media Association (CMA) Fall National College Media Convention.
- The College of Education's Elementary Education program ranked number one across the state of Florida.
- The FAMU-FSU College of Engineering vaulted 51 spots to reach No. 69 among all doctoral granting undergraduate engineering schools in the U.S.; 37 spots to No. 40 among public universities, according to the latest U.S. News and World Report rankings.

#### Institutional Achievements

- FAMU ranked as a Top 125 national public university (#117), and the highest ranked public HBCU in the most recent US News and World Report rankings.
- FAMU received \$1.875 million from the Bill and Melinda Gates Foundation to operate its own COVID-19 testing lab and \$2 million in equipment and supplies from ThermoFisher to serve as a hub for other HBCUs in the state of Florida.
- FAMU was named as one of 12 members of the 2020 class of Excellence in Assessment (EIA) designees, a national program aimed at recognizing colleges and universities conducting comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success.
- FAMU hosts a COVID-19 community testing site in collaboration with local and state health agencies.



STRATEGY (cont.)

## Performance-Based Funding Goal Adjustments

Although there is a great degree of uncertainty with respect to how the COVID-19 pandemic will impact student success outcomes in the coming years, we recognize that attempts to modify our goals at this time in response to these potential impacts may be a bit premature. We remain committed to achieving our established PBF goals.





## PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	64.6	66.7	63.9	65.6	69.1	.	.	.	.	.
APPROVED GOALS	59.4	66.5	68.5	70.5	72.5	74	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	74	75	75	75	75

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	32,700	33,000	31,600	33,500	34,500	.	.	.	.	.
APPROVED GOALS	31,100	33,350	34,000	34,700	35,900	37,400	37,800	38,200	38,600	.
PROPOSED GOALS	.	.	.	.	.	37,400	37,800	38,200	38,600	39,000

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	11,020	9,410	7,640	6,570	2,370	.	.	.	.	.
APPROVED GOALS	.	12,390	9,600	7,600	7,580	7,560	7,540	7,540	7,540	.
PROPOSED GOALS	.	.	.	.	.	7,560	7,540	7,540	7,540	7,540

### 4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	18.3	21.6	22.5	27.7	34.6	.	.	.	.	.
APPROVED GOALS	18	20	25	30	35	38	40	42	45	.
PROPOSED GOALS	.	.	.	.	.	38	40	42	45	48

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	74.6	70.0	71.3	73.0	82.2	.	.	.	.	.
APPROVED GOALS	76	77	80	85	86	88	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	88	88	88	88	88



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	48.0	42.6	43.7	47.8	47.2	.	.	.	.	.
APPROVED GOALS	51	49	45	48	52	55	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	55	55	55	55	55

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	65.4	62.8	65.6	64.3	62.9	.	.	.	.	.
APPROVED GOALS	60	65	65	65	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	65	65	65	65	65

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	58.2	58.9	55.2	51.7	44.6	.	.	.	.	.
APPROVED GOALS	49	58	59	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

### 9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	23.1	28.8	41.4	34.6	36.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	38	40	45	47	50

### 9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	38.7	43.0	48.4	51.5	53.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	55	58	61	63	65

### 10. BOT Choice: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	209	245	285	269	325	.	.	.	.	.
APPROVED GOALS	.	.	.	290	310	330	350	370	390	.
PROPOSED GOALS	.	.	.	.	.	330	350	370	390	400



## KEY PERFORMANCE INDICATORS

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

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	0	0	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	16	12	11	14	18	.	.	.	.	.
APPROVED GOALS	15	17	18	20	25	30	35	35	35	.
PROPOSED GOALS	.	.	.	.	.	30	35	35	35	35

#### 3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5.2	5.2	4.9	4.8	4.8	.	.	.	.	.
APPROVED GOALS	5.0	5.1	4.9	4.7	4.5	4.3	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.1	4.1	4.1	4.1

#### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	39	42	51	54	56	.	.	.	.	.
APPROVED GOALS	35	35	45	52	62	72	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	72	75	75	75	75

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	41	47	50	52	55	.	.	.	.	.
APPROVED GOALS	43	45	49	51	55	57	60	63	65	.
PROPOSED GOALS	.	.	.	.	.	57	60	63	65	65



## KEY PERFORMANCE INDICATORS (cont.)

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

### 6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	45	43	57	61	60	.	.	.	.	.
APPROVED GOALS	.	.	.	.	62	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	65	65	65	65	65

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	16	21	21	25	33	.	.	.	.	.
APPROVED GOALS	.	.	.	.	33	35	38	40	45	.
PROPOSED GOALS	.	.	.	.	.	35	38	40	45	48

### 8. Bachelor's Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1,676	1,555	1,258	1,444	1,519	.	.	.	.	.
APPROVED GOALS	1,590	1,709	1,400	1,500	1,660	1,720	1,785	1,790	1,790	.
PROPOSED GOALS	.	.	.	.	.	1,720	1,785	1,790	1,790	1,790

### 9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	597	579	643	630	616	.	.	.	.	.
APPROVED GOALS	625	609	621	660	646	659	665	670	675	.
PROPOSED GOALS	.	.	.	.	.	659	665	670	675	675

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	97	97	96	93	92	.	.	.	.	.
APPROVED GOALS	97	96	96	95	94	94	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	94	93	93	93	90



## KEY PERFORMANCE INDICATORS (cont.)

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

#### 11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	10	9	8	8	8	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	12	14	14	14	.
PROPOSED GOALS	.	.	.	.	.	12	14	14	14	14

#### 12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2	4	6	10	14	.	.	.	.	.
APPROVED GOALS	2	4	7	10	15	19	25	28	30	.
PROPOSED GOALS	.	.	.	.	.	19	25	28	30	32

#### 13. Percent of Bachelor's Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	41	35	36	41	41	.	.	.	.	.
APPROVED GOALS	41	43	35	40	45	48	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	48	50	50	50	50

#### 14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	56	57	53	51	41	.	.	.	.	.
APPROVED GOALS	49	56	57	57	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	57	57	57	57	57



## KEY PERFORMANCE INDICATORS (cont.)

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

## 15. Professional Licensure &amp; Certification Exam First-time Pass Rates

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
<b>NURSING</b>	76	64	82	63	67	80	90	90	90	90
<i>US Average</i>	88	90	92	91	90	.	.	.	.	.
<b>LAW</b>	54	50	47	57	58	80	80	80	80	80
<i>Florida Average</i>	66	69	66	74	71	.	.	.	.	.
<b>PHARMACY</b>	59	74	75	83	83	88	90	92	94	94
<i>US Average</i>	86	88	89	88	88	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
<b>PHYSICAL THERAPY</b>	70	61	69	69	83	87	90	92	94	94
<i>US Average</i>	92	92	92	92	91	.	.	.	.	.

## Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	0	0	0	0	0	2	3	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4



## KEY PERFORMANCE INDICATORS (cont.)

## Scholarship, Research &amp; Innovation Metrics

## 16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

## 17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	1	0	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	2	3	3	3	3	5	5	.
PROPOSED GOALS	.	.	.	.	.	3	3	5	5	5

## 18. Total Research Expenditures (\$M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	45	38	40	43	41	.	.	.	.	.
APPROVED GOALS	46.5	45.8	38	41	42	43	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	43	44	45	46	47

## 19. Research Expenditures from External Sources (\$M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	38	31	33	36	34	.	.	.	.	.
APPROVED GOALS	.	.	.	.	36	37	37	38	38	.
PROPOSED GOALS	.	.	.	.	.	37	37	38	38	39



## KEY PERFORMANCE INDICATORS (cont.)

## Scholarship, Research &amp; Innovation Metrics

**20. Utility Patents Awarded**

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	3	1	4	4	7	.	.	.	.	.
APPROVED GOALS	.	4	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5	5

**21. Number of Licenses/Options Executed Annually**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	2	2	4	5	.	.	.	.	.
APPROVED GOALS	.	2	2	3	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

**22. Number of Start-up Companies Created**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	2	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2





## KEY PERFORMANCE INDICATORS (cont.)

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

#### Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1,631	1,515	1,218	1,379	1,453	.	.	.	.	.
APPROVED GOALS	.	.	.	1,350	1,597	1,652	1,705	1,710	1,715	.
PROPOSED GOALS	.	.	.	.	.	1,652	1,705	1,710	1,715	1,725

#### Number of Graduate Degrees awarded to African Americans

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	445	447	515	462	431	.	.	.	.	.
APPROVED GOALS	.	.	.	535	550	565	580	580	585	.
PROPOSED GOALS	.	.	.	.	.	565	580	580	585	585

#### Percent of Course Sections Offered via Distance and Blended Learning

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2.5	4.5	5.0	7.0	8.0	.	.	.	.	.
APPROVED GOALS	.	.	.	6	8	10	14	18	22	.
PROPOSED GOALS	.	.	.	.	.	10	14	18	22	25

#### Number of students enrolled in graduate online programs

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	29	43	47	49	63	.	.	.	.	.
APPROVED GOALS	.	.	.	60	70	80	100	150	200	.
PROPOSED GOALS	.	.	.	.	.	80	100	150	200	210



## ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	7,364	7,554	7,724	7,494	7,082	.	.	.	.	.
APPROVED GOALS	.	7,641	7,868	7,905	7,505	8,095	8,295	8,460	8,670	.
PROPOSED GOALS	.	.	.	.	.	7,420	7,640	7,755	7,885	8,060
GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1,804	1,861	1,859	1,778	1,759	.	.	.	.	.
APPROVED GOALS	.	1,912	1,976	1,895	1,810	1,840	1,870	1,900	1,930	.
PROPOSED GOALS	.	.	.	.	.	1,800	1,830	1,860	1,890	1,920

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	1,363	1,636	1,468	1,362	1,041	1,365	1,410	1,410	1,460	1,460
FTIC: Returning	4,208	3,820	4,059	3,908	4,261	4,265	4,395	4,450	4,480	4,605
Transfer: FCS w/ AA	749	891	886	925	884	890	900	950	1,000	1,050
Transfer: Other	1,044	1,207	1,310	1,264	852	855	890	900	900	900
Post-Baccalaureates	0	0	1	35	44	45	45	45	45	45
<b>Subtotal</b>	<b>7,364</b>	<b>7,554</b>	<b>7,724</b>	<b>7,494</b>	<b>7,082</b>	<b>7,420</b>	<b>7,640</b>	<b>7,755</b>	<b>7,885</b>	<b>8,060</b>
GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	645	668	669	609	681	700	710	720	730	740
Research Doctoral	195	201	217	238	259	270	280	290	300	310
Professional Doctoral	964	992	973	931	819	830	840	850	860	870
<b>Subtotal</b>	<b>1,804</b>	<b>1,861</b>	<b>1,859</b>	<b>1,778</b>	<b>1,759</b>	<b>1,800</b>	<b>1,830</b>	<b>1,860</b>	<b>1,890</b>	<b>1,920</b>
<b>TOTAL</b>	<b>9,168</b>	<b>9,415</b>	<b>9,583</b>	<b>9,272</b>	<b>8,841</b>	<b>9,220</b>	<b>9,470</b>	<b>9,615</b>	<b>9,775</b>	<b>9,980</b>

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



## ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	29	30	29	27	28	.	.	.	.	.
APPROVED GOALS	.	.	.	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	4,231	4,072	4,229	4,241	4,025	3,820	4,000	4,120	4,180	4,250
UPPER	3,555	3,363	3,414	3,527	3,502	3,330	3,480	3,590	3,640	3,700
GRAD 1	559	645	653	652	596	600	610	610	620	630
GRAD 2	1,273	1,300	1,294	1,347	1,297	1,290	1,320	1,330	1,350	1,380
<b>TOTAL</b>	<b>9,618</b>	<b>9,380</b>	<b>9,590</b>	<b>9,767</b>	<b>9,420</b>	<b>9,040</b>	<b>9,410</b>	<b>9,650</b>	<b>9,790</b>	<b>9,960</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

### Percent FTE Enrollment by Method of Instruction

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>UNDERGRADUATE</b>										
All Distance (100%)	1	2	2	10	12	92	23	26	28	30
Primarily Dist. (80-99%)	1	2	4	0	2	0	0	0	0	0
Hybrid (50-79%)	1	2	2	2	1	1	2	2	2	2
Classroom (0-49%)	97	94	92	87	85	7	75	72	70	68
<b>GRADUATE</b>										
All Distance (100%)	2	2	2	4	4	85	6	7	9	11
Primarily Dist. (80-99%)	0	0	1	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	1	1	0	1	0	1	1	1
Classroom (0-49%)	97	97	96	95	95	14	93	92	90	88

## 2021 ACCOUNTABILITY PLAN

Florida A&M University

BOG Approved 6/23/2021



## ACADEMIC PROGRAM COORDINATION

### New Programs for Consideration by Institution in AY 2021-22

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2020 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Education Innovation	13.0101	Not a PSE	FAU, FGCU, UF	N	50	Spring 2022
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Data Science	30.7001	STEM	FSU	N	30	Spring 2022
Materials Science and Engineering	40.1001	STEM	FIU, FSU, UCF, UF, UNF, USF	Y	15	Fall 2021
<b>DOCTORAL PROGRAMS</b>						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Spring 2022
Materials Science and Engineering	40.1001	STEM	FIU, FSU, UCF, UF	N	10	Fall 2021

### New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Business Analytics	52.1301	STEM	FIU, FPU, UF	N	50	Spring 2023
Data Science	30.7001	STEM	FPU, UCF	N	50	Spring 2023
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Health Informatics	51.0706	HEALTH	UCF	Y	30	Fall 2023
<b>DOCTORAL PROGRAMS</b>						
Sustainability Science	30.3301	STEM	NONE	N	20	Fall 2022



## DEFINITIONS

### Performance Based Funding (PBF)

#### **PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) One Year After Graduation:**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

#### **PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

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

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

#### **PBF-4. Four Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

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

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

### **PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis**

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

### **PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant**

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

### **PBF-8a. Graduate Degrees within Programs of Strategic Emphasis**

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

### **PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)**

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

**PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

**PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]:** This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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

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



## DEFINITIONS (cont.)

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

**PBF-10.FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class:** The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

**PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10.UF: 6-Year Graduation Rates (full-time only):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Only full-time students are included in this calculation. FTIC also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10.UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).





## DEFINITIONS (cont.)

**PBF-10.USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

## Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System (SUDS).

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).





## DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

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

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

**PRE-H: National Ranking in Research Expenditures:** The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

**PRE-K: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PRE-L: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

## Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

**KPI-2: Freshmen in Top 10% of High School Class:** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.



## DEFINITIONS (cont.)

**KPI-3: Time to Degree for FTICs in 120hr programs:** This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

**KPI-4: Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]:** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

**KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

**KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).



**KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students:** Race/Ethnicity data is self-reported by students to each university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled:** This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**KPI-12: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

**KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health:** The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**KPI-15: Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

**KPI-16: National Academy Memberships:** National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.



## DEFINITIONS (cont.)

**KPI-17: Faculty Awards:** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

**KPI-18: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-19: Research Expenditures Funded from External Sources:** This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-20: Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant or similar patents. Source: United States Patent and Trademark Office (USPTO).

**KPI-21: Number of Licenses/Options Executed Annually:** Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**KPI-22: Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

## Enrollment Planning (ENRL)

**ENRL-1: Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

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



## DEFINITIONS (cont.)

**ENRL-3 Full-Time Equivalent Enrollment by Course Level:** This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

**ENRL-4: Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA

