

# 2025 SYSTEM STRATEGIC PLAN

Amended March 2022







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## The System at a Glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts, and so much more. The State University System of Florida provides access to the teaching, research, and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching; they actually create the knowledge that is shaping society — locally, nationally, and globally.

The Florida Board of Governors — the constitutional body created by voters in 2002 to oversee the State's 12 public universities — is working to build on these institutions' individual strengths and unique missions as each one claims its rightful place on the national and international stage.





## Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to “operate, regulate, control, and be fully responsible for the management of the whole university system.” The Board, as the governing body for the State University System of Florida (SUS), strongly believes that the future of Florida is dependent upon a high-quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high-quality academic degree programs to meet state economic and workforce needs, cutting-edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 400,000 students. State universities collectively offer over 1,700 degree programs at the baccalaureate, graduate, and professional levels and annually award over 91,000 degrees at all levels.



## The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. During this time period, the System has also seen huge successes, the most notable being ranked the #1 state for higher education by U.S. News and World Report from 2017 to 2021. Other noteworthy recent successes include a 10% increase in the four-year graduation rate, an expansion in the System's research profile, and ranking 2<sup>nd</sup> in the nation for affordability. These achievements along with changes are reflected by the need to periodically revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12th university - Florida Polytechnic University - was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 and again in October 2019 to reflect changes in workforce demands. An Innovation and Online Committee, a Health Initiatives Committee, a Select Committee on 2+2 Articulation, and an Academic and Research Excellence Committee were created to assist in System strategic planning. The University of Florida, Florida State University, and the University of South Florida were designated as Preeminent Universities and provided with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance Based Funding Model that has dramatically changed how the System is funded. The Performance Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to regularly evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs.

State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the science,

technology, engineering, and math (STEM) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability and performance metrics in order to assess the System's efficiency and effectiveness. Utilizing the annual university accountability plans and the System's Accountability Plan, specific indicators have been identified to focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The coming years will present significant economic and societal challenges to the state universities that may influence access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

The Board identifies strategies and initiatives needing immediate action in order to address these needs through various committees. As examples, the Budget and Finance Committee worked with our elected leaders to implement a Performance Based Funding Model based on goals and metrics that has driven significant improvements in retention, graduate rates, and student affordability. The Facilities Committee recently approved a report requested by the Legislature addressing recommendations for improving the educational plant survey process to better calibrate university space needs. The Academic and Student Affairs Committee has addressed academic program delivery, low productivity programs, credit hour requirements in Engineering programs, math redesign efforts, and student mental health and safety to improve student success. The Academic and Research Excellence Committee developed and discussed a research dashboard to track and monitor research metrics. The Innovation and Online Committee developed a strategic plan for online education that supports the overall goals of the System's Strategic Plan. Previously, a Health Initiatives Committee and a Select Committee on 2+2 Articulation also developed strategic plans to support system goals.

The Board of Governors will continue to actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty and staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.
- Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System's public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance Based Funding Model.
- Maintain a commitment to excellence and continuous improvement.
- Ensure a climate of free expression and civil discourse on each university campus according to the principles set forth in the State University System Free Expression Statement and the Board of Governor's Civil Discourse Final Report.



## Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida “in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida’s citizens, their communities and economies.” The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including “defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs.”

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025.

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*The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.*

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The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern United States, providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida’s state universities transform knowledge into action every day in meaningful ways.

To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to focus on the following priorities.

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.

## 2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching and student learning, research and commercialization, and community and business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation - new technologies, new processes, new products, new ideas - in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

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*By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.*

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## 2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

### *Excellence*

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality; to produce world-class, consequential research; and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

### *Productivity*

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving the portfolio of research and intellectual property to outside investors.

### *Strategic Priorities for a Knowledge Economy*

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tripartite missions that need to be prioritized to better align university outputs with state economic and workforce needs.



The chart below displays nine general goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
<b>TEACHING &amp; LEARNING</b>	Strengthen Quality & Reputation of Academic Programs & Universities	Increase Degree Productivity & Program Efficiency	Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis
<b>SCHOLARSHIP, RESEARCH, &amp; INNOVATION</b>	Strengthen Quality & Reputation of Scholarship, Research, & Innovation	Increase Research Activity & Attract More External Funding	Increase Commercialization Activity
<b>COMMUNITY &amp; BUSINESS ENGAGEMENT</b>	Strengthen Quality & Recognition of Commitment to Community & Business Engagement	Increase Community & Business Engagement	Increase Community & Business Workforce

## Teaching and Learning

The Board of Governors believes that high-quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, interdisciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in science, technology, engineering, and mathematics (STEM) and health and other Programs of Strategic Emphasis disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

### Excellence

#### **GOAL: Strengthen Quality and Reputation of the Universities**

- Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

### Productivity

#### **GOAL: Increase Degree Productivity and Program Efficiency**

- Increase access and efficient degree completion for students.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis**

- Increase student access and success in degree programs in the STEM/health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: The list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities.*

## Scholarship, Research, and Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

### *Excellence*

#### **GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation**

- Improve the quality and impact of scholarship, research, and commercialization activities.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

### *Productivity*

#### **GOAL: Increase Research Activity and Attract More External Funding**

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

### *Strategic Priorities for a Knowledge Economy*

#### **GOAL: Increase Research Commercialization Activities**

- Increase the number of patents, licenses, and start-up companies created as a result of university research.

## Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven institutions have achieved this classification, and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

### *Excellence*

#### **GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement**

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

### *Productivity*

#### **GOAL: Increase Levels of Community and Business Engagement**

- Increase faculty and student involvement in community and business engagement activities.

### *Strategic Priorities for a Knowledge Economy*

#### **GOAL: Increase Community and Business Workforce**

- Increase the percentage of graduates who continue their education or are employed full-time.





## 2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the planning period and are framed by the Board's three critical points of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The primary components of the state university's tripartite mission - Teaching and Learning; Scholarship, Research, and Innovation; and Community and Business Engagement - are emphasized to provide direction to the state universities. The charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's 2025 System Strategic Plan is not a static document but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. Most recently, in 2019, the Board of Governors examined the strategic metrics and goals with a view towards adding metrics related to new priorities and revising others based on changes in either trends or the environment.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its annual accountability plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's 2025 System Strategic Plan.


TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
1) National Rankings for Universities	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	<b>1 in Top 10 Liberal Arts</b> <b>1 in Top 10 Nation</b> <b>1 in Top 11-25 Nation</b> <b>2 in Top 25-50 Nation</b>
2) Freshman in Top 10% of Graduating High School Class	50%	50%	<b>50%</b>
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks	<b>All Exam Pass Rates Above Benchmarks</b>
4) Quality Online Courses	n/a	90%	<b>100%</b>
5) Average Time-to-Degree (for FTIC in 120hr programs)	4.0	4.0	<b>4.0</b>
6) Four-Year Graduation Rates (for Full-Time FTIC)	50%	50%	<b>65%</b>
7) Six-Year Graduation Rates (for Full- and Part-time FTIC)	70%	70%	<b>80%</b>
8) Percent of Bachelor's Degrees Without Excess Hours	80%	80%	<b>80%</b>
9) Bachelor's Degrees Awarded Annually	90,000	90,000	<b>78,500</b>
10) Graduate Degrees Awarded Annually	40,000	35,000	<b>27,400</b>

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
PRODUCTIVITY			
11) Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students	31,500 (35%)	36,000 (40%)	<b>46%</b> Changed from # to %
12) Number & Percent of Adult Aged 25+ Undergraduates Enrolled	75,000 (21%)	75,000 (21%)	<b>75,000 (21%)</b>
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	<b>40%</b>
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant	n/a	All Institutions Above 30%	<b>All Institutions Above 30%</b>
15) Academic Progress Rate (2nd Fall Retention with GPA >=2.0)	n/a	90%	<b>90%</b>
16) Pell Recipient Four-Year Graduation Rate (for Full-Time FTIC) 	n/a	n/a	<b>54%</b>
17) FCS AA Transfer Three-Year Graduation Rate 	n/a	n/a	<b>62%</b>
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
18) Number & Percent of Bachelor's Degrees in Programs of Strategic Emphasis	45,000 (50%)	45,000 (50%)	<b>45,000 (50%)</b>
19) Number & Percent of Bachelor's Degrees in STEM & Health	n/a	30,000 (35%)	<b>30,000 (35%)</b>

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
20) Number & Percent of Graduate Degrees in Programs of Strategic Emphasis	20,000 (50%)	18,200 (60%)	<b>18,200 (60%)</b>
21) Number & Percent of Graduate Degrees in STEM & Health	n/a	15,200 (50%)	<b>15,200 (50%)</b>



<b>SCHOLARSHIP, RESEARCH, &amp; INNOVATION</b>	<b>2011 GOAL</b>	<b>2014 GOAL</b>	<b>2019 GOAL</b>
<b>EXCELLENCE</b>			
22) Faculty Membership in National Academies	75	75	75
23) Faculty Awards	n/a	75	75
24) Percent of Undergraduates Engaged in Research	50%	TO BE DETERMINED	New question on senior exit survey Spring 2020
<b>PRODUCTIVITY</b>			
25) Total R&D Expenditures	\$3.25B	\$2.29B	\$3.0B
26) R&D Expenditures funded from External Sources	67%	71%	\$1.75B Changed from % to \$
<b>STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY</b>			
27) Number of Patents Awarded Annually	n/a	410	410
28) Number of Licenses and Options Executed Annually	250	270	500
29) Number of Start-Up Companies Created	40	40	60

COMMUNITY & BUSINESS ENGAGEMENT	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
30) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All	All
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
31) Percent of Bachelor's Graduates Employed & Earning \$30,000+ or Continuing Their Education	90%	90%	80% Added wage threshold
32) Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation 	n/a	n/a	\$43,200

# Definitions & Rationale for Performance Indicators

## Teaching and Learning

### EXCELLENCE

#### 1. National Rankings for Universities

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**DEFINITION:** A ranking on well-known and highly respected national public university rankings using most recent rankings based on the following publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

**GOAL:** 1 in Top 10 Liberal Arts; 1 in Top 10 Nation; 1 in Top 11-25 Nation; and 2 in Top 25-50 Nation

**RATIONALE:** Excellence is difficult to quantify and measure. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations, and government support. Others challenge the methodology by arguing the complexities of educating students, enabling cutting-edge research, and engaging with community and businesses. The purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within and to have an external evaluation of how well the universities have carried out their academic responsibilities.

The above goals were established to continue a focus on excellence for the System.

**SOURCE:** Board staff analysis of various publications

## Teaching and Learning (continued)

### 2. Freshman in Top 10% of Graduating High School Class

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**DEFINITION:** Percentage 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.

**GOAL:** 50%

**RATIONALE:** The top 10% of the high school graduating class provides an indicator of the quality of the incoming first-time-in-college (FTIC) class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class.

The goal of 50% was based on the average of the 108 institutions in the top tier of the 2011 U.S. News and World Report national university rankings based on the 2009-10 Common Data Set data.

**SOURCE:** University submissions to the Common Data Set

### 3. Professional Licensure and Certification Exam Pass Rates Above Benchmarks

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**DEFINITION:** 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.

**GOAL:** All exam pass rates above benchmarks

**RATIONALE:** Licensure and certification exam pass rates are one of the few indicators that measure how well universities prepare students to enter professional occupations. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, university pass rates are compared to state and national average pass rates.

The goal to have all exam pass rates above benchmarks was set to ensure excellence and that all graduates are employable.

**SOURCE:** Annual university accountability plan



## Teaching and Learning (continued)

### 4. Quality Online Courses (REVISED METRIC 2019)

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**DEFINITION:** 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. The quality reviews are based on the Quality Matters Higher Education Course Design Rubric Standards, with a review process that is unique to Florida. The Quality Matters standards are in the following areas: Course Overview and Introduction; Learning Objectives; Assessment and Measurement; Instructional Materials; Learning Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

**GOAL:** 100% of courses meet the Florida standards

**RATIONALE:** As stated in the 2025 Strategic Plan for Online Education, concern about “quality” has been one of the barriers to the adoption and growth of online education. Strategic goals in the plan focus on quality practices and encourage universities to adopt these practices. This performance indicator from the plan requires institutions in the System to review online courses to ensure they meet the Florida Quality Course Design Standards following an approved review process.

The goal was set at 100% to ensure all online courses are of the highest quality.

**SOURCE:** Florida Shines online course catalog

### PRODUCTIVITY

#### 5. Average Time-to-Degree

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**DEFINITION:** This metric is the number of years between the start date based on the student entry date and the end date based on the last month of the term degree was granted for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a year (summer, fall, spring).

**GOAL:** 4.0 years

**RATIONALE:** This metric is similar to graduation rate because both are measuring completion based on time; however, time-to-degree is a complement to graduation rates. Time-to-degree looks backward from the graduating class to see when the FTIC students first entered the university.

The goal was set at 4.0 because traditionally, a bachelor's program requires 120 credit hours and is expected to be completed in four calendar years for students enrolled full-time.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 6. Four-Year Graduation Rate (REVISED GOAL 2019)

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**DEFINITION:** The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled full-time in their first semester; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

**GOAL:** 65%

**RATIONALE:** Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 65% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

**SOURCE:** Board of Governors staff analysis of the State University Database System

### 7. Six-Year Graduation Rate (REVISED GOAL 2019)

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**DEFINITION:** The six-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled either part-time or full-time in their first semester; and graduated from the same institution within six years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

**GOAL:** 80%

**RATIONALE:** Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 80% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 8. Percent of Bachelor's Degrees Without Excess Hours

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**DEFINITION:** This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the official program length recorded in the Board of Governors' Academic Program Inventory. 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 multiple cohorts of students with different requirements. In accordance with statute, 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 program.

**GOAL:** 80%

**RATIONALE:** In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. The Legislature established a threshold of 110% for students starting in the 2012-13 academic year. More recently, in 2019, the Legislature changed the benchmark to 120% of required program hours. However, in 2019, the Board decided to continue using a threshold of 110% of required program hours to ensure a continued focus on graduating students within four years.

The 2025 goal of 80% was set to reflect growth based on prior trends.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 9. Bachelor's Degrees Awarded Annually (REVISED GOAL 2019)

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**DEFINITION:** This is a count of first-major baccalaureate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. 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.

**GOAL:** 78,500

**RATIONALE:** Since 2012, the State University System has had the largest public undergraduate enrollment in the country compared to other public university systems, and it remains one of the fastest-growing systems. Based on enrollment growth for both FTICs and AA Transfers and improvements in university graduation rates, the number of bachelor’s degrees awarded annually was initially projected to increase to 90,000.

In 2019, the Board reduced the goal to 78,500 due to a number of influences, including Florida’s growing population and bachelor’s degree production by the Florida College System.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 10. Graduate Degrees Awarded Annually (REVISED GOAL 2019)

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**DEFINITION:** This is a count of first-major graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one CIP code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. 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.

**GOAL:** 27,400

**RATIONALE:** In 2012-13, Florida ranked 3<sup>rd</sup> in the number of graduate degrees awarded by public, four-year universities and the number of graduate degrees awarded annually was initially projected to increase to 35,000.

In 2019, the goal was lowered to 27,400 based on declining enrollments at the graduate level.

**SOURCE:** Board of Governors staff analysis of the State University Database System



## Teaching and Learning (continued)

### 11. Percent of Bachelor's Degrees Awarded to African-Americans and Hispanic Students (REVISED METRIC 2019)

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**DEFINITION:** Race/Ethnicity data is self-reported by students. The Non-Hispanic Black and Hispanic categories do not include students classified as Non-Resident Alien or students who did not identify a race/ethnicity. Degree data is based on first-major counts only; second majors are not included. The percentage 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 students who did not identify a race/ethnicity.

**GOAL:** 46%

**RATIONALE:** Bachelor's degrees awarded annually to African-American and Hispanic/Latino students provides a sense of student diversity based on the race/ethnicity of the students. This metric is important to the State University System because increasing the educational attainment for all of Florida's citizens is a key to the State's future workforce. The latest census information shows that African-Americans and Hispanics comprise 50% of Florida's 18-24 year-old population and that the percentage is expected to climb to 55% by 2025. However, data from the Florida Department of Education shows that only 46% of Florida's high school graduates who completed a college-prep curriculum in 2015-16 were African-American and Hispanic/Latino populations. In 2019, the metric was revised from the "number" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students to the "percent" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students.

The goal of 46% was set based on the System trend and the percentage of Florida African-American or Hispanic/Latino high school graduates who completed a college-prep curriculum.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 12. Number and Percent of Adult Aged 25+ Undergraduates Enrolled

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**DEFINITION:** 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 high school diploma or general education diploma and above are included in this calculation.

**GOAL:** 75,000 (21%)

**RATIONALE:** This metric provides a sense of student diversity based on the age of the student at the time of enrollment. This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

The 2025 goal of 75,000 was based on a trend line that projects 69,000 adult undergraduates enrolled in fall 2025. Due to the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

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

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**DEFINITION:** This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% 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 as defined by Florida Statute (per 1009.24(17), F.S.).

**GOAL:** 40%

**RATIONALE:** The Board's Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets.

The average growth rate from 2010-11 through 2013-14 was used to determine the growth beyond the universities' accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 14. Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant

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**DEFINITION:** This metric is based on 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 are excluded from this metric.

**GOAL:** All institutions above 30%

**RATIONALE:** The Federal Pell Grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percentage of undergraduates enrolled in the fall term who received a Pell grant. The purpose of this metric within the System Strategic Plan is to serve as an access measure - to ensure that the System continues to provide opportunities to students from all socio-economic levels.

The goal to have all institutions with 30% of fall undergraduates receiving a Pell Grant was established to ensure that while pursuing excellence, the System continues to maintain access.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 15. Academic Progress Rate

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**DEFINITION:** This metric is based on the percentage of FTICs who started their first fall term with a full load of 12 or more credit hours and who were found retained in the same university the following fall term with at least a 2.0 grade point average (GPA) at the end of their first year.

**GOAL:** 90%

**RATIONALE:** This metric is an alternative to the standard second-year retention rate and is a much better leading indicator of student success. In fact, FTICs who return for their second fall with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second fall term with a GPA less than 2.0. This is one reason why the Board of Governors decided to include this metric in the new Performance Based Funding Model.

The trend line for this metric is fairly flat, so the Board has set a goal of 90% based on expected improvements resulting from university efforts to respond to the Board's Performance Based Funding Model.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 16. Pell Recipient Four-Year Graduation Rate for Full-Time FTIC (NEW METRIC 2019)

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**DEFINITION:** The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer continuing immediately to a fall term; were enrolled full-time in their first semester; received a Pell grant; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

**GOAL:** 54%

**RATIONALE:** As previously stated, graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. However, it is of particular importance to monitor strategic populations, including students who might be more at-risk. In 2019, the Board decided to include a new metric to track the success rate of Pell grant recipients. This metric tracks a sub-set of those students identified in metric six who also receive a Pell grant.

The goal was set at 54% based on current system-wide trends.

**SOURCE:** Board of Governors staff analysis of the State University Database System



## Teaching and Learning (continued)

### 17.FCS AA Transfer Three-Year Graduation Rate (NEW METRIC 2019)

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**DEFINITION:** This metric is based on the three-year graduation rate of students who transferred from the Florida College System with an Associate in Arts (AA) degree. The three-year metric is based on the percentage of students who started in the fall term, (or summer continuing immediately to a fall term); were enrolled full-time in their first semester; and graduated with a bachelor's degree from the same SUS institution within three years.

**GOAL:** 62%

**RATIONALE:** AA transfer students from the Florida College System make up a large proportion of upper-division undergraduate students in the System. These students also warrant special attention in monitoring their progress to graduation. AA transfer students are more likely to be older and enroll part-time. In 2019, the Board decided to include an AA transfer graduation rate metric for both full- and part-time students to ensure these students are graduating in a timely manner.

The goal was set at 62%, which is 5% higher than the 2015-18 rate of 57%.

**SOURCE:** Board of Governors staff analysis of the State University Database System

### STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

#### 18. & 20. Number and Percent of Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

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**DEFINITION:** This metric is based on the number and percentage of baccalaureate and 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 CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. 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 one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

**GOAL:** Bachelor's: 45,000 (50%); Graduate: 18,200 (60%)

**RATIONALE:** This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in October 2019. This list is comprised of the following five areas: STEM, Health, Education, Global, and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded in Programs of Strategic Emphasis.

**SOURCE:** Board of Governors staff analysis of the State University Database System

## Teaching and Learning (continued)

### 19. & 21. Number and Percent of Bachelor's and Graduate Degrees in STEM and Health

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**DEFINITION:** This metric is based on the number and percentage of baccalaureate degrees that are classified as STEM or health disciplines by the Board of Governors in the Academic Program Inventory. A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. 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 one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

**GOAL:** Bachelor's: 30,000 (35%); Graduate: 15,200 (50%)

**RATIONALE:** This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in STEM is vital. In the 2014 revision of the plan, health was added in recognition that healthcare is an especially critical component of Florida's current and future workforce. The Board of Governors decided to combine these two programmatic areas in the revised System Strategic Plan and has established an aspirational goal in an effort to better support Florida's STEM- and health-related workforce.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM and health degrees awarded as well as the proportion of degrees awarded in STEM and health fields.

**SOURCE:** Board of Governors staff analysis of the State University Database System

#### 22. Faculty Membership in National Academies

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**DEFINITION:** The number of National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities annual report or the official membership directories maintained by each national academy.

**GOAL:** 75

**RATIONALE:** One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences, the National Academy of Engineering, or the Institute of Medicine. In 2011, the State University System was ranked 17<sup>th</sup> among states' public universities with 38 faculty as members of the National Academies. Based on 10-year historical trends, the System is projected to have 49 members in 2023, which indicates that the System would be ranked 15<sup>th</sup> assuming other state trends remain stable.

The 2025 goal of 75 would rank the System at 5<sup>th</sup> in the country, which is a considerable improvement and a prime objective for the System's preeminent universities.

**SOURCE:** Center for Measuring University Performance, Top American Research Universities report, or the official membership directories maintained by each national academy

## Scholarship, Research, and Innovation (continued)

### 23. Faculty Awards

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**DEFINITION:** The number of faculty awards received from any of the following entities: American Council of Learned Societies 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 Fellows, National Humanities Center Fellows, National Institutes of Health MERIT, National Medal of Science and National Medal of Technology, Presidential Early Career Awards for Scientists and Engineers (PECASE), National Science Foundation (NSF) CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows.

**GOAL:** 75

**RATIONALE:** Faculty awards in the arts, humanities, science, engineering, and health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the System was ranked 4<sup>th</sup> among states' public universities. Based on 10-year historical trends, faculty are projected to receive 75 awards in 2023, which indicates that the System would be ranked 3<sup>rd</sup> assuming other state trends remain stable.

The 2025 goal of 75 is to maintain the current trend.

**SOURCE:** Board staff analysis of various publications

## Scholarship, Research, and Innovation (continued)

### 24. Percent of Undergraduates Engaged in Research (REVISED METRIC 2019)

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**DEFINITION:** The numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member, worked on research with a faculty member (individually or jointly), submitted an article or research for publication or exhibition, or presented or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who completed the survey.

**GOAL:** TBD

**RATIONALE:** A placeholder metric was included in the 2011 version of the System Strategic Plan and was finalized in 2019. The purpose of this metric is to address the emerging role that research plays in the undergraduate curriculum, and it is aligned with the NSF goal of integrating research and education. Undergraduate participation in research can also strengthen the pipeline of students pursuing graduate degrees. The System will begin collecting data for this metric from the institutional senior exit surveys in spring 2020.

Once a baseline is established, the Board will set a goal.

**SOURCE:** Institutions' senior exit surveys



## Scholarship, Research, and Innovation (continued)

### PRODUCTIVITY

#### 25. Total Research and Development Expenditures (REVISED GOAL 2019)

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**DEFINITION:** Total expenditures for all research activities, including non-science and engineering activities, as reported in the NSF annual survey of Higher Education Research and Development.

**GOAL:** \$3.0 billion

**RATIONALE:** Research and Development (R&D) expenditures are the primary indicators of research and innovation in higher education. In FY2011-12, the System was ranked 5<sup>th</sup> among states' public universities and as of FY2016-17, Florida has moved up to 4<sup>th</sup>.

The 2025 goal of \$3.0 billion was set to address the Board's priority to further strengthen the System's research profile and to increase national rankings in research.

**SOURCE:** NSF Annual Higher Education Research and Development Survey

#### 26. Research and Development Expenditures Funded from External Sources (REVISED METRIC 2019)

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**DEFINITION:** This metric reports the amount of research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources.

**GOAL:** \$1.75 billion

**RATIONALE:** This metric reflects the ability of institutions to win competitive grant funding from external or non-state sources. The Board of Governors included this metric in the System Strategic Plan because in FY2008-09, Florida was last among the Top 10 states for public universities in the percentage of R&D expenditures that were funded externally. In 2019, the Board decided to revise the 2025 goal to be a dollar amount rather than a percentage, since state funding varies from year-to-year and large changes in state funding can artificially influence a percentage-based measure.

The goal is set at \$1.75 billion to encourage institutions to secure competitive funding for research.

**SOURCE:** NSF Annual Higher Education Research and Development Survey

### STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

#### 27. Number of Patents Awarded Annually

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**DEFINITION:** The number of utility patents awarded by the U.S. Patent and Trademark Office by calendar year. This does not include design, plant or other types of patents.

**GOAL:** 410

**RATIONALE:** An important aspect of university research is protecting any new intellectual property (IP) that results from the research. The overall number of patents awarded in a calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. The System's goal is to produce 410 patents during the 2024 calendar year.

**SOURCE:** Board of Governors staff analysis of U.S. Patent Office data

#### 28. Number of Licenses and Options Executed Annually (REVISED GOAL 2019)

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**DEFINITION:** Licenses and options executed in the fiscal year for all technologies as reported by universities on the Association of University Technology Managers (AUTM) Licensing Activity Survey.

**GOAL:** 500

**RATIONALE:** Another important measure of university research tracks the transition of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which produce commercial products based on the IP. The overall number of licenses and options that have been executed annually provides a measure of the entrepreneurial nature of the university.

In 2019, the Board set an aspirational goal of 500.

**SOURCE:** AUTM Licensing Activity Survey

## Scholarship, Research and Innovation (continued)

### 29. Number of Start-Up Companies Created (REVISED GOAL 2019)

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**DEFINITION:** The number of start-up companies that were dependent upon the licensing of university technology for initiation as reported by universities on the AUTM Licensing Activity Survey.

**GOAL:** 60

**RATIONALE:** In addition to licensing IP, sometimes it is more effective to commercialize research via a start-up company that is founded by or has a close relationship with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators.

In 2019, the Board set the goal at 60 based on university goals.

**SOURCE:** AUTM Licensing Activity Survey

## Community and Business Engagement

### EXCELLENCE

#### 30. Number of Universities with the Carnegie Foundation's Community Engagement Classification

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**DEFINITION:** Count of universities with the Carnegie Foundation's Community Engagement Classification.

**GOAL:** All institutions

**RATIONALE:** Community engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The Carnegie Foundation's Community Engagement Classification is an elective classification, meaning that it is based on voluntary participation by individual institutions and is not available for systems. The elective classification involves extensive data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires substantial effort invested by participating institutions over a period of 12 to 18 months.

Applications for Carnegie's Community Engagement Classification are reviewed every five years. The last time institutions received the classification was in 2015. In January 2020, the Carnegie Foundation will publish a list of institutions that meet the criteria.

The 2025 goal is for all SUS institutions to have the Carnegie Foundation's Community Engagement Classification as evidence of their commitment to community engagement.

**SOURCE:** Carnegie Foundation for the Advancement of Teaching

### STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

#### 31. Percent of Bachelor's Graduates Employed and Earning \$30,000+ or Continuing Their Education (REVISED METRIC 2019)

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**DEFINITION:** This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed and earning at least \$30,000. 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, or who are not found enrolled. This data currently includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. The data includes any student found enrolled at any postsecondary institution included in the National Student Clearinghouse (NSC) database.

**GOAL:** 80%

**RATIONALE:** The Board of Governors included this metric in the Strategic Plan to focus the System's emphasis on post-graduation outcomes and assess the economic benefit of undergraduate education.

The intent of including this metric is to increase the percentage of graduates who continue their education or are found employed. This metric should also serve to better inform students about how previous graduating classes fared when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Based Funding Model that was created by the Legislature, Governor's Office, and the Board of Governors.

In 2019, the metric was revised to include a \$30,000 wage threshold based on staff analysis of the median personal income in Florida for individuals ages 25-29 as determined by the U.S. Census, American Community Survey.

The goal of 80% reflects the Board's dedication to improving the employment and educational outcomes for State University System students.

**SOURCE:** State University Database System, Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System 2 (WRIS2) and, and (NSC)

## Community and Business Engagement (continued)

### 32. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation (NEW METRIC 2019)

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**DEFINITION:** This metric is based on annualized Unemployment Insurance 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.

**GOAL:** \$43,200

**RATIONALE:** In 2019, the Board added this metric to further emphasize post-graduation outcomes and assess the economic benefit of undergraduate education.

The goal of \$43,200 is based on recent trend data and reflects the Board's dedication to improving the employment and wage outcomes for State University System students.

**SOURCE:** State University Database System and DEO analysis of WRIS2 and NSC



# STATE UNIVERSITY SYSTEM OF FLORIDA

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