

DRAFT



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance-Based Funding Study

A Complete Performance-Based Continuous Improvement Model

July 2019

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Executive Summary

The 2018 Legislature approved a law requiring the Board of Governors (the Board) to submit recommendations to achieve a complete performance-based continuous improvement model.

By October 1, 2019, the Board of Governors, in consultation with the state universities, shall submit to the Legislature recommendations for future consideration on the most efficient process to achieve a complete performance-based continuous improvement model focused on outcomes that provides for the equitable distribution of performance funds. In addition to recommendations submitted by the Board of Governors, the Legislature shall review recommendations from an independent entity that consults with the Board of Governors for the purpose of receiving input on behalf of the state university system. Implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.

Chapter No. 2018-4, L.O.F.

The State University System (SUS) is currently in Year 6 of the Performance-Based Funding Model. The current model includes 10 metrics that evaluate institutions on a range of issues that were chosen after the review of over 40 metrics identified in University Work Plans. To ensure each university is striving to excel and improve on key metrics, there is a financial incentive in the model. That financial incentive is not only new state funding (State Investment Funding), but an amount of the base state funding (Institutional Investment Funding) reallocated.

Year 6 of the Performance-Based Funding Model shows significant improvements in metric scores as well as overall scores of the institutions. The average score is 84 points, which is an increase of 14 points in the last 4 years. Nearly every institution is showing strong improvements in four-year graduation rates; the SUS average is now 52.6%, exceeding the strategic plan goal of 50%. Many of the SUS strategic plan goals have been met or are within a few percentage points of being met. The universities have also made continuous improvements in metrics resulting in reductions in the costs to the university students. The Performance-Based Funding Model has proven to be an effective way to significantly improve goals identified in the Board's State University System 2025 Strategic Plan.

With the implementation of a new allocation methodology in 2019, the Performance-Based Funding Model emphasizes continuous improvement focused on metric outcomes and provides an equitable distribution of the funding. With 25% of the State University System's base budget at risk in the model, the universities have a great incentive to invest in improving their Performance-Based Funding outcomes.

Background

In January 2014, the Board of Governors adopted the Performance-Based Funding Model. Proviso language in the General Appropriations Act directed the Board of Governors to allocate performance funds based on certain metrics. In 2015, Section 1001.92, F.S.¹ related to State University System Performance-Based Incentives was created in the implementing bill and created again in 2016 in House Bill 7029 (Ch. 2016-237, L.O.F.). In September 2016, the Board created Regulation 5.001 Performance-Based Funding². Since the implementation of the model, funding has significantly increased.

Fiscal Year	State Investment	Institutional Investment	Total
2014-15	\$100,000,000	\$100,000,000	\$200,000,000
2015-16	\$150,000,000	\$250,000,000	\$400,000,000
2016-17	\$225,000,000	\$275,000,000	\$500,000,000
2017-18	\$245,000,000	\$275,000,000	\$520,000,000
2018-19	\$265,000,000	\$295,000,000	\$560,000,000
2019-20	\$265,000,000	\$295,000,000	\$560,000,000

Table 1

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans. Florida Polytechnic University will not be included in the model until such time as data is readily available³.

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

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.

¹ Appendix A, Section 1001.92, Florida Statutes

² Appendix B, 5.001 PBF Regulation 2016

³ Starting with the 2021-22 appropriation, Florida Polytechnic University will be included in the plan.

- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions

Eight metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is freshman in the top 10% of graduating high school class. New College is not included in metric 8a because they do not have enough students to provide substantial data information; the institution has one small graduate program while all other institutions have several graduate programs.

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

Table 2

Board of Governors Choice Metric - From FY 2014-15 to FY 2017-18, the Board chose to apply three separate metrics to different institutions.

Institution	Metric
FAMU, FAU, FGCU, FIU, UCF, UNF, USE, UWF	9a. Percent of Bachelor's Degrees without Excess Hours
FSU, UF	9b. Faculty Awards
NCF	9c. National Ranking for Institutional & Program Achievements

Table 3

The decision to apply a different metric to New College of Florida was made because, at the time of the first year of Performance Funding, NCF did not have the data available

to accurately score metric 9a. The Board created metric 9b for FSU and UF to highlight each university's preeminence status.

At the November 2017 Board Meeting, the Board decided to apply metric 9a to all of the universities. Data is now readily available for NCF. The Board agreed that all institutions should put effort towards reducing the number of students graduating with excess credit hours. FY 2018-19 was the first year metric 9a applied to all institutions and metrics 9b and 9c were no longer in use.

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

Institution	2018-19 Metric 10. Board of Trustees Choice
FAMU	10a. Percent of R&D Expenditures Funded from External Sources
FAU, FGCU, FIU	10b. Bachelor's Degrees Awarded to Minorities
FSU	10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report
NCF	10d. Percent of Undergraduate Seniors Participating in a Research Course
UCF	10e. Number of Bachelor Degrees Awarded Annually
UF	10f. Number of Licenses/Options Executed Annually (Ranking)
UNF	10g. Percent of Undergraduate FTE in Online Courses
USF	10h. Number of Postdoctoral Appointees
UWF	10i. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)

Table 4

At the November 2018 Board Meeting, the Board approved changes to metric 10 as requested by the university boards of trustees. In order to allow time to collect data and properly set benchmarks, the new metrics will not be applied until FY 2020-21.

Institution*	New Metric 10 (to be applied in FY 2020-21)
FAMU	Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS
FAU	Total Research Expenditures
FGCU	Number of Bachelor's Degrees Awarded Annually to African American and Hispanic Students
FIU	Number of Post-Doctoral Appointees
FSU	Percent of Bachelor's Graduates who took an Entrepreneurship Class
NCF	Percent of FTIC Graduates Completing 3+ High-Impact Practices
UCF	Percent of Degrees Awarded to African-American and Hispanic Student
UF	6-Year Graduation Rates
USF	6-Year Graduation Rates
UWF	Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practice

*UNF not included because they decided to continue to apply their current metric 10.

Table 5

State University System 2025 Strategic Plan

The 2025 Strategic Plan⁴ strengthens the Board's commitment 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. The Strategic Plan is a living document that helps align the State University System's goals with Florida's highest economic, workforce, and research needs. As such, the Strategic Plan frames the university's tripartite mission around three key themes – Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.

The changes to the updated Strategic Plan, which the Board approved in 2014, demonstrates the Board's commitment to the kind of strategic planning that truly helps steer the State University System in the direction of Florida's highest priorities. Every five years, the Board reviews the Strategic Plan, assesses the State University System's progress on the 28 goals in the Plan, and makes adjustments, as necessary. The Board's continued close attention to the accuracy and credibility of its Strategic Plan focuses the State University System to help Florida find solutions to the educational, economic, and societal challenges of the coming decades.

⁴ Appendix D or <https://www.flbog.edu/board/strategicplan.php>

The Performance-Based Funding Model provides incentives to universities to meet the Board's benchmarks – which are largely based on the 2025 goals in the Strategic Plan. Six of the performance funding metric's 10-point benchmarks were set using the Strategic Plan goals.

Data Integrity Process

The integrity of data provided to the Board is critical to the Performance-Based funding decision-making process. To provide assurance that the data submitted for this process is reliable, accurate, and complete, the Board developed a Data Integrity Certification process in June 2014.

University presidents and boards of trustees were directed to task their chief audit executives to perform an audit of the university's processes which ensure the completeness, accuracy, and timeliness of data submissions to the Board. Audits are to be conducted in accordance with professional auditing standards and are to be submitted to the Board of Governors Office of Inspector General by March 1st of each year.

Additionally, university presidents and boards of trustees are required to execute a Data Integrity Certification affirmatively certifying each representation. The audit results provide the basis of the president's and chair's certification. When the president and board chair cannot make the certification as prepared, a written explanation is required.

Once approved, each university's audit reports and certifications are published on the Board website each fiscal year.⁵

The 2019 Legislature passed Senate Bill 190 (Ch. 2019-103, Laws of Florida), amending section 1001.706, F.S., requiring the Board to define the data components and methodology used to implement Performance-Based Funding. The bill requires each university to conduct an annual audit to verify that the data complies with the data definitions. The Board will amend the Performance Funding Regulation (5.001) to match the new statute.

Data methodology documents for metrics 1-9 can be found in Appendices E - J as well as the Board's website.⁶

Scoring Methodology

The model measures institutional excellence and improvement of performance using the metrics detailed above. Statute requires the metrics to include 4-year graduation

⁵ https://www.flbog.edu/board/office/budget/performance_funding.php

⁶ *Id.*

rates; retention rates; postgraduation education rates; degree production; affordability; postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access rate, based on the percentage of undergraduate students enrolled during the fall term who received a Pell Grant during the fall term; and other metrics approved by the board.

The performance of an institution is evaluated based on benchmarks adopted by the Board for each metric⁷. Excellence points are earned based on the institution's data score for each metric. Improvement points are earned based on the institution's data score increasing or decreasing from the previous year (no improvement points are given for a decreased score). Once excellence points and improvement points are determined for an individual metric, the higher point value is counted toward the institution's total points. The highest possible points an institution can earn is 100; a possible 10 points earned for each metric.

Allocation Methodology

To ensure each university is striving to excel and improve on key metrics, there is a financial incentive in the model. That financial incentive is not only new state funding but an amount of each institution's base state funding reallocated. The separate funds are referred to as State Investment Funding and Institutional Investment Funding. Section 1001.92(2), F.S. states "Each fiscal year, the amount of funds available for allocation to the state universities based on the Performance-Based funding model shall consist of the state's investment in performance funding plus institutional investments consisting of funds deducted from the base funding of each state university in the State University System in an amount provided by the Legislature."

The allocation methodology for the institutional investment for the 2018-19 fiscal year required a threshold of 51-points as the minimum number of total points needed to be eligible for the institutional investment on a 100-point scale. All SUS institutions eligible for the state's investment had their proportional amount of institutional investment restored. Any institution that failed to meet the minimum threshold of 51-points for the institutional investment was required to submit an improvement plan monitoring report to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance.

Since July 1, 2016, there has been no university that has scored below 51-points on Performance Funding and therefore no university has had to submit an improvement plan monitoring report. If a university is required to submit an improvement plan, the Board would monitor the institution's progress on implementing the activities and strategies specified in the plan. The Chancellor would be required to withhold

⁷ Appendix K, Performance Funding Model 2019-20 Benchmarks

disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board. Improvement plan monitoring reports would be submitted to the Board no later than December 31 and May 31 of each fiscal year. The reports would be considered by the Board at its January and June meetings. If it is determined that the institution is making satisfactory progress on the plan, the institution would receive up to half of its institutional investment at each meeting. As required by statute, effective July 1, 2016, an institution is limited to only one improvement plan. If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.

The requirements for the institutional investment are outlined in Section 1001.92, F.S. The Board determines the minimum funding eligibility threshold (51-points).

The allocation methodology for the state's investment for the 2018-19 fiscal year is not required by statute. It is detailed in the Board of Governors regulation 5.001 and can be modified by the Board.

The allocation methodology for the state investment for the 2018-19 fiscal year required a 100-point scale and set the same 51-point threshold as the minimum number of total points needed to be eligible for the state's investment. The three universities with the lowest points, regardless of whether they met the 51-point threshold, were not eligible for the state's investment. The proportional amount of the state's investment that would have been distributed to the three lowest scoring institutions would be distributed to the top three scoring institutions based on their total points. Institutions eligible for the state's investment received an amount based on their prorated share of recurring state base funds to the total SUS recurring base state funds.

In the case of a tie, the Board of Governors implemented a tiebreaker:

- a) Compare the total of excellence and improvement scores;
- b) Compare only excellence scores;
- c) Score metric by metric giving a point to the institution with the higher score; and
- d) If still tied, the tie will go to the benefit of the institutions, irrespective of whether the institutions are tied for placement among the top three scoring institutions or are tied for placement among the bottom three scoring institutions.

During the 2018-19 fiscal year, a tiebreaker was applied to three institutions scoring in the top three and applied to two institutions scoring in the bottom three. The scores and allocations for FY 2018-19 (Year 5) are as follows:

Institution	Points	Allocation of State Investment	Allocation of Institutional Investment	Total Performance-Based Funding Allocation
FAMU	72	\$0	\$14,765,439	\$14,765,439
FAU	84	\$20,553,876	\$22,880,729	\$43,434,605
FGCU	75*	\$9,264,349	\$10,313,143	\$19,577,492
FIU	90	\$39,996,601	\$33,730,710	\$73,727,311
FSU	86*	\$51,607,104	\$47,135,335	\$98,742,439
NCF	75*	\$0	\$3,921,395	\$3,921,395
UCF	77	\$37,522,699	\$41,770,552	\$79,293,251
UF	93	\$57,631,857	\$53,002,618	\$110,634,475
UNF	68	\$0	\$13,574,657	\$13,574,657
USF	86*	\$37,650,670	\$41,913,010	\$79,563,680
UWF	86*	\$10,772,844	\$11,992,412	\$22,765,256
Total		\$265,000,000	\$295,000,000	\$560,000,000

*Tiebreaker applied (FSU won tiebreaker for top 3 and NCF lost tiebreaker for bottom 3)

Table 6

Changes to the Allocation Methodology

During the Board of Governors' October 2018 Workshop, the Budget and Finance Committee discussed several possible changes to the Performance Funding Allocation Methodology. The proposed changes were then discussed and approved at the November 2018 Board meeting. Changes to the Performance Funding Board Regulation were given final approval at the January 2019 Board meeting⁸.

The approved allocation methodology only impacts the allocation of the state's investment. The changes remove the requirement of a bottom three. On a 100-point scale, institutions with the top 3 scores are automatically eligible for their proportional amount of the state's investment. In the case of a tie for the top 3 scores, the tie will go to the benefit of the institutions. A tiebreaker is no longer needed. All institutions with a score the same or higher as the previous year, are eligible for their proportional amount of the state's investment. Any institution with a score less than the previous year but the previous year's score was higher or the same as the year before, is also eligible for their proportional amount of the state's investment. However, any institution with a score the same or lower than the previous year's score for two

⁸ Appendix B, 5.001 PBF Regulation 2018

consecutive years will be required to submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for their proportional amount of the state's investment. The baseline scores begin with the June 2018 results (detailed in Table 6).

Student Success Plan (for scores not showing improvement for two consecutive years):

- 1) If the plan is approved by the Board, the institution will receive up to 50 percent of its state's investment at the time of approval (August/September).
- 2) The Board will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor will withhold the remaining disbursement of the state's investment until the plan monitoring report for each institution is approved by the Board.
- 3) The monitoring report will be considered by the Board at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution will receive up to the balance of its state's investment.
- 4) Any institution that fails to make satisfactory progress as determined by the Board, will not have its full state's investment restored, and any funds remaining will be distributed to the top three scoring institutions (including ties).

Beginning in Fiscal Year 2021-22, any institution with a score lower than 70 points will submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for half of their proportional amount of the state's investment. This will apply regardless of scores below 70 increasing from the previous year.

Student Success Plan (for scores below 70):

- 1) If the plan is approved by the Board, the institution will receive up to 25 percent of its state's investment at the time of approval (August/September).
- 2) The Board will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor will withhold the remaining 25% of the disbursement of the state's investment until the plan monitoring report for each institution is approved by the Board.
- 3) The monitoring report will be considered by the Board at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution will receive up to the balance of its state's investment.

- 4) Any institution that fails to make satisfactory progress as determined by the Board, will not have its 50% of the state's investment restored, and any funds remaining will be distributed to the top three scoring institutions (including ties). The remaining 50 percent of each institution's state's investment will also be distributed to the top three scoring institutions.

The scoring methodology will remain the same and the allocation methodology for the institutional investment remains constant, as it is required by statute.

The scores and allocations for FY 2019-20 (Year 6) are as follows:

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

Table 7

Continuous Improvement

Success is evident throughout the scores and data of the Performance Metrics. Year 6 of the Performance-Based Funding Model shows significant improvements in metric scores as well as overall scores of the institutions. In the six years since the Performance-Based Funding Model was implemented, metrics 1 through 6, 8a, and 9 have shown significant improvements while Metric 7, the University Access Rate remains consistent with Florida's population.

Metrics 1 and 2

Metric 1, percent of bachelor's graduates employed (earning \$25,000 or more) or continuing their education one year after graduation, and metric 2, median wages of bachelor's graduates employed full time one year after graduation have seen improvements since the first year of performance funding. The success in student

employment after graduation has been achieved by universities investing in career service centers with a focus on student advising, establishing partnerships with local businesses and career centers and increasing the number of degrees in STEM (Science, Technology, Engineering, and Mathematics).

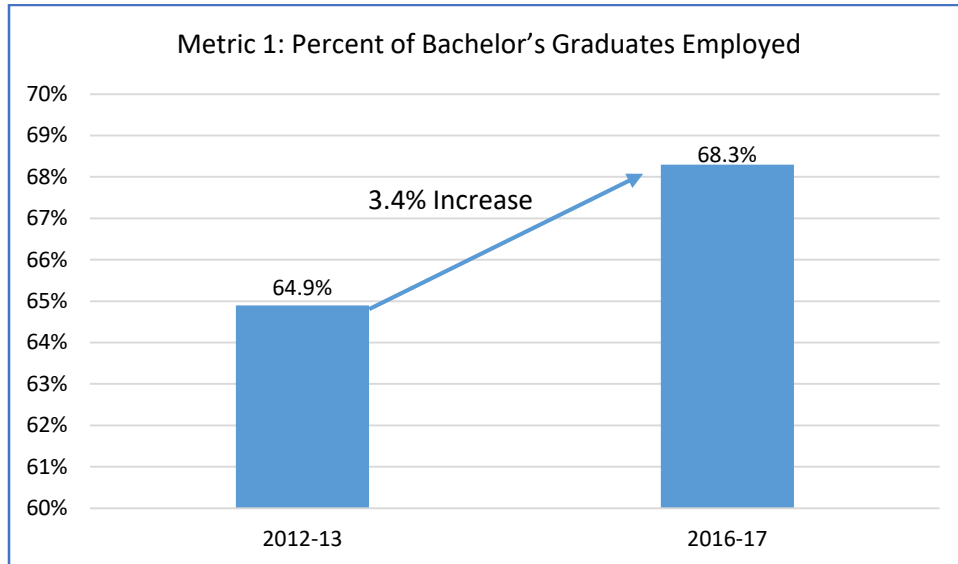


Table 8

The Strategic Plan goal/10-point benchmark for metric 1 is 90%, which reflects the Board's dedication to improving the employment and educational outcomes for the State University System students. The Board included this metric in the Strategic Plan to focus the System's efforts in better understanding this period of transition. None of the individual institutions have met the goal yet. The highest scoring institutions are UF at 71.3% and USF at 70.4%.

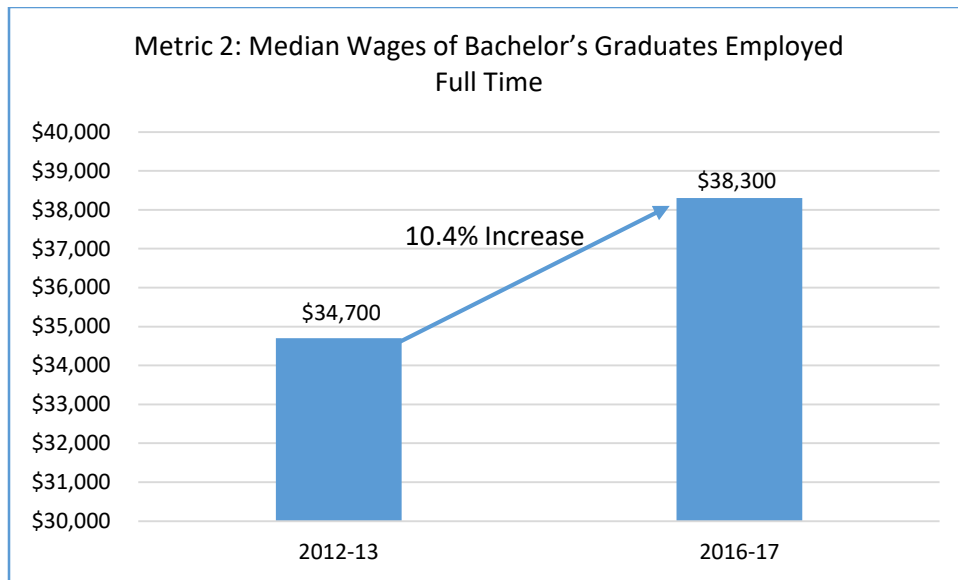


Table 9

This metric is not included in the Strategic Plan. The 10-point benchmark for metric 2 is \$40,700. One university (UF) has reached the 10-point benchmark at \$42,200.

Metrics 4 and 5

The universities have focused great effort in improving their graduation rates (metric 4) and retention rates (metric 5) in recent years. The success shown in these metrics is directly correlated with universities spending resources on increasing the number of advisors to focus on student retention and graduation, offering mentoring, tutoring and other services benefiting individual students. Universities have also invested in software that targets struggling students to improve the graduation and retention rates and they have increased student financial aid. The help of financial aid allows students to put more focus on academics.

The overall SUS four-year graduation rate is now 52.6%, exceeding the strategic plan goal of 50%; and the overall SUS retention rate is now less than 4 percentage points away from the strategic plan goal of 90%. The cohort size for 2009 was 35,755 compared to the cohort size in 2014 which was 37,693. While student population is increasing, graduation rates continue to increase as well.

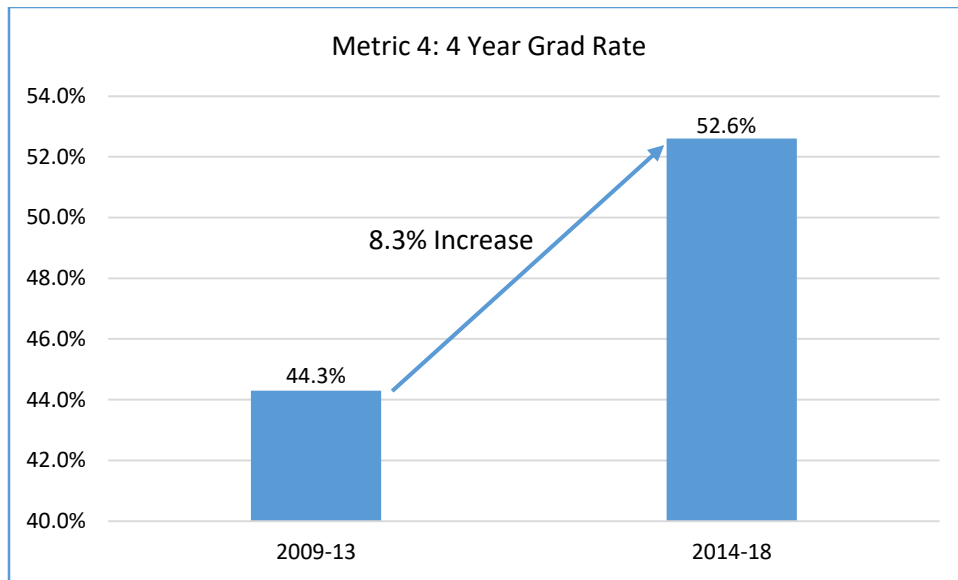


Table 10

The Strategic Plan goal/10-point benchmark for metric 4 is 50%, which the SUS average has exceeded. Four universities have also passed this goal: FSU, UF, USE, and NCF.

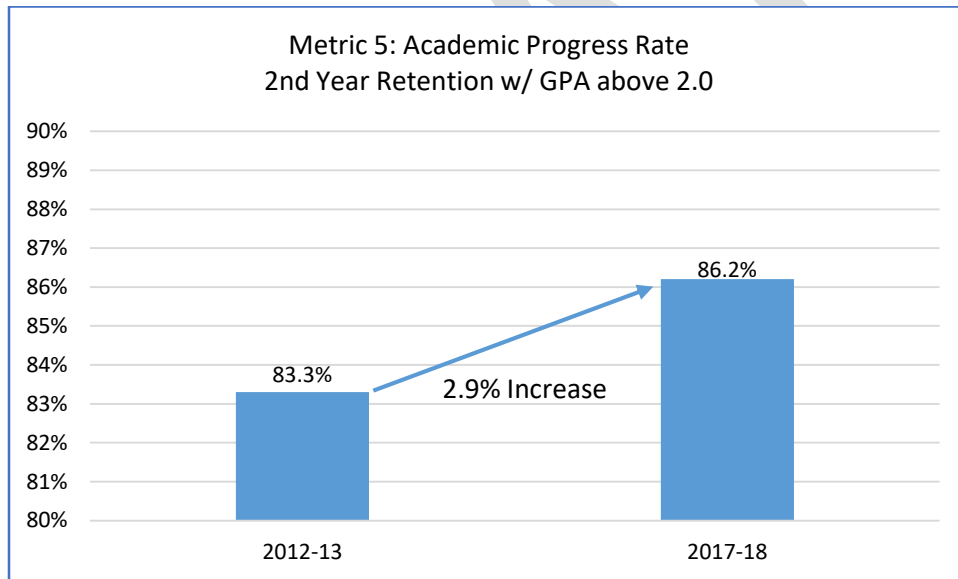


Table 11

The Strategic Plan goal/10-point benchmark for metric 5 is 90%, which the SUS average is getting very close. The cohort size for 2012 was 36,882 and the cohort size for 2017 was 39,006. UF and FSU have exceeded this goal with 95.2% and 91.4% respectively. Research shows that students who return for their 2nd Fall semester with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second Fall semester with a GPA of less than 2. This is one reason why the Board decided to include this metric in the new Performance Funding Model.

Metric 6 and 8a

Each year, more students are earning Bachelor's and Master's degrees in programs of strategic emphasis. The Board approves a methodology document that is used to generate a list of Programs of Strategic Emphasis to promote the alignment of the SUS degree program offerings with the economic development and workforce needs of the State⁹. Degrees that qualify as being in Programs of Strategic Emphasis fall under the following categories:

- 1) Critical Workforce – Education (e.g., general and secondary education degrees)
- 2) Critical Workforce – Health (e.g., nursing, veterinary, medicine, and therapy degrees)
- 3) Critical Workforce – Gap Analysis (e.g., accounting and finance degrees)
- 4) Economic Development – Global Competitiveness (e.g., foreign languages and international relations degrees)
- 5) Economic Development – STEM (e.g., science, technology, engineering, and mathematics degrees).

The overall SUS scores for Metric 6, percent of bachelor's degrees awarded in programs of strategic emphasis, and metric 8a, percent of graduate degrees awarded in programs of strategic emphasis, have surpassed the strategic plan goals of 50% and 60%, respectively. The success in these metrics can be attributed to universities increasing the number of STEM degrees and hiring additional faculty in high-wage, high-need areas.

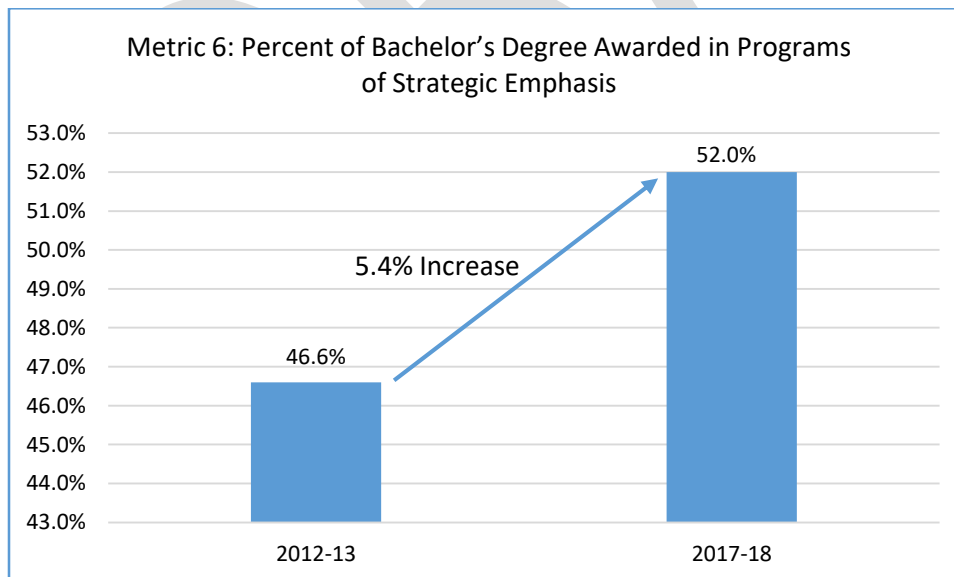


Table 12

⁹ Visit: https://www.flbog.edu/pressroom/strategic_emphasis/ for full details

The Strategic Plan goal/10-point benchmark for metric 6 is 50%, which the SUS average has exceeded. Six universities have also exceeded this goal (FGCU, UCF, UF, UNF, USF, and UWF).

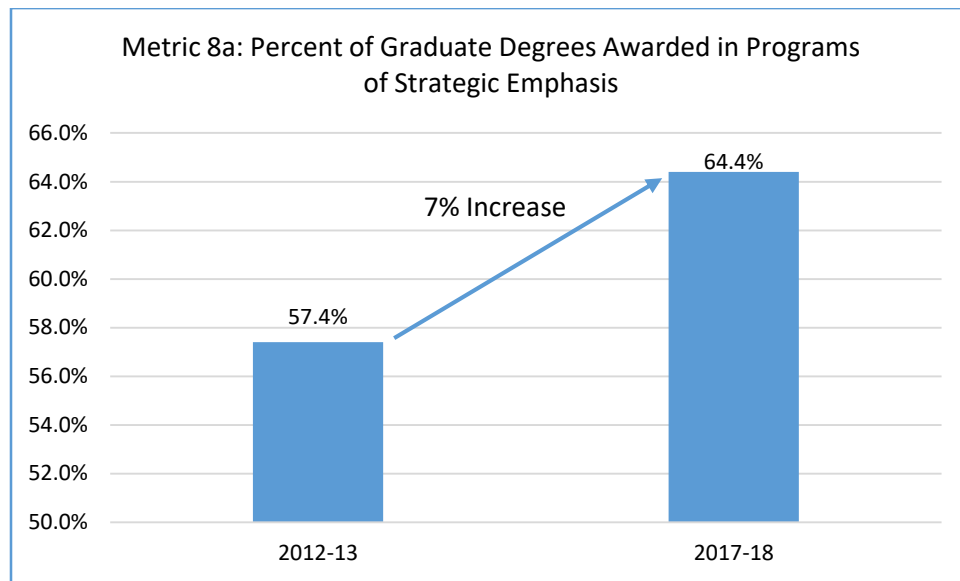


Table 13

The Strategic Plan goal for metric 8a is 60%, which the SUS average has exceeded. Five universities have also exceeded this goal (FAU, FGCU, UCF, UF, and USF).

Metrics 3 and 9

While performance funding metrics continue to improve, the cost to the students continues to decline. Universities have placed an emphasis on reducing the number of hours it takes to earn a degree, increasing financial aid to students, investing in and improving student advisors and mentors. The investments the legislature has put into the Bright Futures Scholarship has also significantly brought down the average cost to the student (metric 3). And the state continues to see the percent of degrees awarded without excess hours (metric 9) increase, nearly reaching the strategic plan goal of 80%.

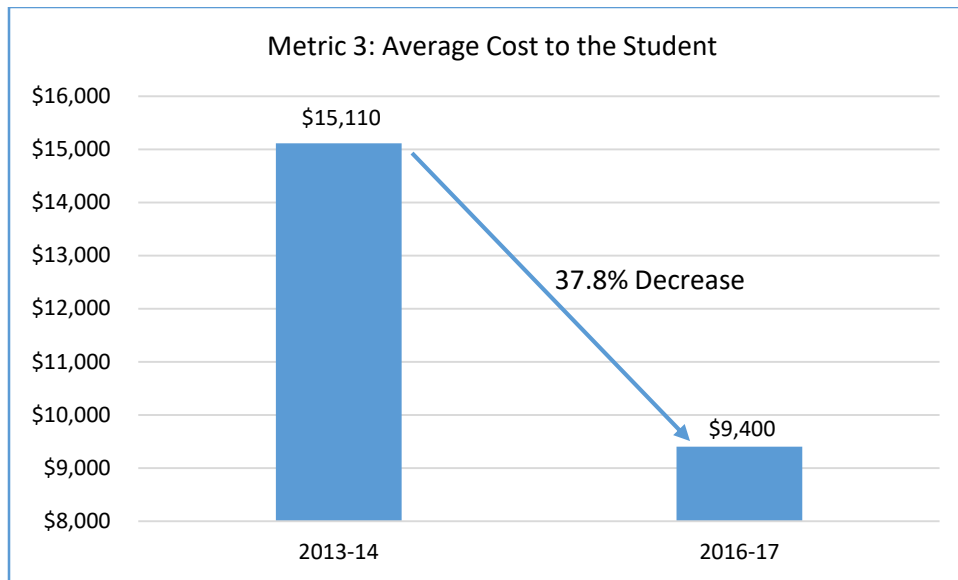


Table 14

This metric is not included in the Strategic Plan. The 10-point benchmark for metric is \$9,000, which the SUS average is \$400 short of. Five universities have exceeded the 10-point benchmark (FAMU, FSU, NCF, UF, and USF).

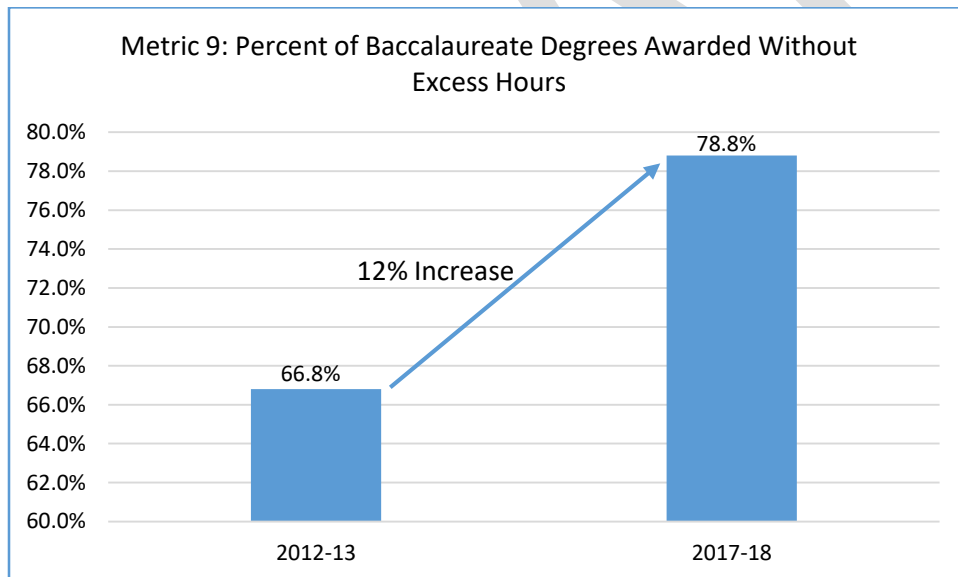


Table 15

The Strategic Plan goal/10-point benchmark for metric 9 is 80%, which the SUS average is 1.2 percentage points short of. Six universities have exceeded this goal (FSU, NCF, UF, UNF, USF, and UWF).

Metric 7

The SUS has successfully made improvements in each metric while not compromising access rates. From the first year of performance funding, the access rate has remained constant around 39%. Metric 7 (university access rate) is based on the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term.

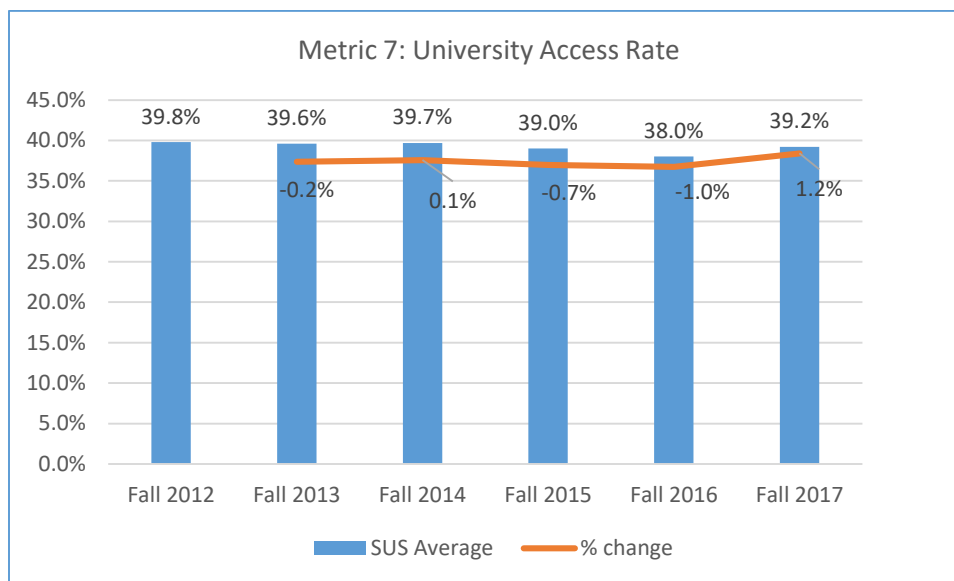


Table 16

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. The purpose of this metric within the Strategic Plan is to serve as an 'access' measure - to ensure that the State University System continues to provide opportunities to all levels of the socio-economic strata. The Strategic Plan goal is to have every university have at least 30% of their undergraduate students receiving a Pell grant. However, the 10-point benchmark for this metric is 42%. While nine universities exceed the Strategic Plan goal, and the remaining two universities are less than 2 percentage points below 30%; three universities exceed the 10-point benchmark (FAMU, FAU, and FIU).

Complete Performance-Based Continuous Improvement Model

With the recent changes in the allocation methodology, the Board has made an effort to encourage the SUS to focus on continuous improvement in metrics. The changes, specifically the removal of the bottom 3 requirement, allow the Board to equitably distribute performance funds to the universities.

If a university's score decreases or stays the same for 2 consecutive years, the university can receive up to 100% of their allocation of the state investment only after presenting

and completing a student success plan. This new requirement holds universities accountable for continuous improvement. The student success plans will be required to focus on activities and strategies that will improve the institution's performance. The Board may require the institution to focus on the specific metrics that are not showing signs of any improvement and ultimately bringing the institution's total score down.

The new allocation methodology requires schools below 70 points to receive only half of the state investment after presenting and completing a student success plan. This requirement will provide motivation for each institution to keep their excellence and improvement points high.

Setting the baseline as the 2018 scores allows each university to receive performance funds in the first year of the changes. The changes will provide an equitable distribution of performance funds. The universities are now competing against themselves to keep their score high and/or improving in order to continue earning money.

Currently, around 25% of each university's base budget (Education and General Funds only) is at risk in the Performance-Based Funding Model. The university's base budgets consist of the following program components: Instruction and Research, Administration and Support, Plant Operations and Maintenance, Student Services, Institutes and Centers, Library and Audio Visual, Radio and TV, Museums, Agricultural Extension Services, and Allied Clinics. If a university were to lose any portion of their institutional investment, there would be a significant impact on all of the above components that would be felt by the students, faculty, and staff at the institution.

By including excellence and improvement points, the performance funding model focuses on outcomes in each metric. Universities can focus on improving outcomes specific metrics by investing their funds in certain initiatives such as student financial aid, increasing the number of student advisors, mentors, and tutors, using innovative technology to pinpoint the students who need specific help, and many other initiatives.

The Board of Governor's has successfully implemented a Performance-Based Funding Model that emphasizes continuous improvement focused on metric outcomes and provides an equitable distribution of funding.

DRAFT



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance-Based Funding Study

A Complete Performance-Based Continuous Improvement Model

Appendix Packet

July 2019

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The 2018 Florida Statutes

[Title XLVIII](#)
K-20 EDUCATION CODE

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K-20 GOVERNANCE

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1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. Beginning with the Board of Governors' determination of each university's performance improvement and achievement ratings for 2018, and the related distribution of the 2018-2019 fiscal year appropriation, the performance-based metrics must include 4-year graduation rates; retention rates; postgraduation education rates; degree production; affordability; postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access rate, based on the percentage of undergraduate students enrolled during the fall term who received a Pell Grant during the fall term; and other metrics approved by the board in a formally noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding. Access rate benchmarks must be differentiated and scored to reflect the varying access rate levels among the state universities; however, the scoring system may not include bonus points.

(2) Each fiscal year, the amount of funds available for allocation to the state universities based on the performance-based funding model shall consist of the state's investment in performance funding plus institutional investments consisting of funds deducted from the base funding of each state university in the State University System in an amount provided by the Legislature. The Board of Governors shall establish minimum performance funding eligibility thresholds for the state's investment and the institutional investments. A state university that meets the minimum institutional investment eligibility threshold, but fails to meet the minimum state investment eligibility threshold, shall have its institutional investment restored but is ineligible for a share of the state's investment in performance funding. The institutional investment shall be restored for each institution eligible for the state's investment under the performance-based funding model.

(3)(a) A state university that fails to meet the Board of Governors' minimum institutional investment performance funding eligibility threshold shall have its institutional investment withheld by the board and must submit an improvement plan to the board that specifies the activities and strategies for improving the state university's performance. The board must review and approve the improvement plan and, if the plan is approved, must monitor the state university's progress in implementing the activities and strategies specified in the improvement plan. The state

university shall submit monitoring reports to the board by December 31 and May 31 of each year in which an improvement plan is in place. The ability of a state university to submit an improvement plan to the board is limited to 1 fiscal year.

(b) The Chancellor of the State University System shall withhold disbursement of the institutional investment until the monitoring report is approved by the Board of Governors. A state university determined by the board to be making satisfactory progress on implementing the improvement plan shall receive no more than one-half of the withheld institutional investment in January and the balance of the withheld institutional investment in June. A state university that fails to make satisfactory progress may not have its full institutional investment restored. Any institutional investment funds that are not restored shall be redistributed in accordance with the board's performance-based metrics.

(4) Distributions of performance funding, as provided in this section, shall be made by the Legislature to each of the state universities.

(5) By October 1 of each year, the Board of Governors shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report on the previous fiscal year's performance funding allocation which must reflect the rankings and award distributions.

(6) The Board of Governors shall adopt regulations to administer this section.

History.—s. 14, ch. 2015-222; ss. 9, 126, ch. 2016-62; s. 12, ch. 2016-237; s. 5, ch. 2018-4.

5.001 Performance-Based Funding

- (1) The Performance Based Funding (PBF) model is based upon four guiding principles:
 - (a) Align with the State University System's (SUS) Strategic Plan goals;
 - (b) Reward excellence and improvement;
 - (c) Have a few clear, simple metrics; and
 - (d) Acknowledge the unique mission of the different institutions.
- (2) The PBF model measures institutional excellence and improvement of performance using metrics adopted by the Board of Governors. The metrics include graduation rates; retention rates; post-graduation education rates; degree production; affordability; post-graduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access; and other metrics that may be approved by the Board in a formally noticed meeting.
- (3) The performance of an institution is evaluated based on benchmarks adopted by the Board of Governors for each metric. For each fiscal year, the amount of funds available for allocation to SUS institutions shall consist of the state's investment, plus the institutional investment from each institution's base budget, as determined in the General Appropriations Act. The amount of institutional investment withheld from each SUS institution shall be a proportional amount based on each institution's recurring base state funds to the total SUS recurring base state funds (excluding special units). Florida Polytechnic University is not included in the model until such time as data is readily available.
- (4) On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the state's investment.
 - (a) All SUS institutions eligible for the state's investment shall have their proportional amount of institutional investment restored.
 - (b) The three universities with the lowest points, regardless of whether they meet the 51-point threshold, are not eligible for the state's investment. The proportional amount of the state's investment that would have been distributed to the three lowest scoring institutions will be distributed to the top three scoring institutions based on the total points of the top three scoring eligible institutions.
 - (c) Institutions eligible for the state's investment shall receive an amount based on their prorated share of recurring state base funds to the total SUS recurring base state funds.
- (5) Any institution that fails to meet the minimum threshold of 51-points for the state's investment shall submit a final improvement plan to the Board of Governors for consideration at its June meeting that specifies the activities and strategies for

improving the institution's performance. As of July 1, 2016, an institution is limited to only one improvement plan.

- (a) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board of Governors.
- (b) Improvement plan monitoring reports shall be submitted to the Board of Governors no later than December 31 and May 31 of each fiscal year.
- (c) The December 31 monitoring report will be considered by the Board of Governors at its January meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to 50 percent of its institutional investment.
- (d) The May 31 monitoring report will be considered by the Board of Governors at its June meeting and if it is determined that the institution has fully completed the plan, the institution shall receive the remaining balance of its institutional investment.
- (e) Any institution that fails to make satisfactory progress shall not have its full institutional investment restored, and any institutional investment funds remaining shall be distributed to the three institutions that demonstrate the most improvement on the metrics based upon those institutions' share of total improvement points.

(6) If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.

(7) In the case of a tie in the number of points earned, the Board of Governors shall implement a tie breaker in the order shown as follows:

- (a) Compare the total of excellence and improvement scores;
- (b) Compare only the excellence scores;
- (c) Score metric by metric giving a point to the institution with the higher score; and
- (d) If still tied, the tie will go to the benefit of the institutions, irrespective of whether the institutions are tied for placement among the top three scoring institutions or are tied for placement among the bottom three institutions.

(8) By October 1 of each year, the Board of Governors shall submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on the previous fiscal year's performance funding allocation, including the rankings and award distributions.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.92, Florida Statutes; History:
New 9-22-16.

5.001 Performance-Based Funding

(1) The Performance-Based Funding (PBF) model is based upon four guiding principles:

- (a) Align with the State University System's (SUS) Strategic Plan goals;
- (b) Reward excellence and improvement;
- (c) Have a few clear, simple metrics; and
- (d) Acknowledge the unique mission of the different institutions.

(2) The PBF model measures institutional excellence and improvement of performance using metrics adopted by the Board of Governors. The metrics include graduation rates; retention rates; post-graduation education rates; degree production; affordability; post-graduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access; and other metrics that may be approved by the Board in a formally noticed meeting.

(3) The performance of an institution is evaluated based on benchmarks adopted by the Board of Governors for each metric. For each fiscal year, the amount of funds available for allocation to SUS institutions shall consist of the state's investment, plus the institutional investment from each institution's base budget, as determined in the General Appropriations Act. The amount of institutional investment withheld from each SUS institution shall be a proportional amount based on each institution's recurring base state funds to the total SUS recurring base state funds (excluding special units). Florida Polytechnic University is not included in the model until such time as data is readily available.

(4) Institutional Investment

- (a) On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the institutional investment.
- (b) All SUS institutions eligible for the state's investment shall have their proportional amount of institutional investment restored.
- (c) Any institution that fails to meet the minimum threshold of 51-points for the institutional investment shall submit an improvement plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance. As of July 1, 2016, an institution is limited to only one improvement plan.

(1) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board of Governors.

(2) Improvement plan monitoring reports shall be submitted to the Board of Governors no later than December 31 and May 31 of each fiscal year.

(3) The December 31 monitoring report will be considered by the Board of Governors at its January meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to 50 percent of its institutional investment.

(4) The May 31 monitoring report will be considered by the Board of Governors at its June meeting and if it is determined that the institution has fully completed the plan, the institution shall receive the remaining balance of its institutional investment.

(5) Any institution that fails to make satisfactory progress shall not have its full institutional investment restored, and any institutional investment funds remaining shall

be distributed to the three institutions that demonstrate the most improvement on the metrics based upon those institutions' share of total improvement points.

(d) If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.

(5) State Investment

(a) On a 100-point scale, institutions with the top 3 scores shall be eligible for their proportional amount of the state's investment. In the case of a tie for the top 3 scores, the tie will go to the benefit of the institutions.

(b) All SUS institutions with a score the same or higher as the previous year, shall be eligible for their proportional amount of the state's investment.

(c) Any institution with a score less than the previous year but the previous year's score was higher or the same than the year before, shall be eligible for their proportional amount of the state's investment.

(d) Any institution with a score the same or lower than the previous year's score for two consecutive years shall submit a student success plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for their proportional amount of the state's investment. The baseline scores begin with the June, 2018 results.

(1) If the student success plan is approved by the Board of Governors, the institution shall receive up to 50 percent of its state's investment at the time of approval.

(2) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold the remaining disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board of Governors.

(3) The student success plan monitoring report shall be submitted to the Board of Governors on a date specified by the Chancellor.

(4) The monitoring report will be considered by the Board of Governors at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to the balance of its state's investment.

(5) Any institution that fails to make satisfactory progress shall not have its full state's investment restored, and any state investment funds remaining shall be distributed to top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(6) Beginning with the Fiscal Year 2021-22 appropriation, any institution with a score lower than 70 points shall submit a student success plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for 50 percent of their proportional amount of the state's investment.

(a) If the student success plan is approved by the Board of Governors, the institution shall receive up to 25 percent of its state's investment at the time of approval.

(b) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold the remaining 25% of the disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board of Governors.

(c) The student success plan monitoring report shall be submitted to the Board of Governors on a date specified by the Chancellor.

(d) The monitoring report will be considered by the Board of Governors at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to the balance of its state's investment.

(e) Any institution that fails to make satisfactory progress shall not have its 50 percent of the state's investment restored, and any state investment funds remaining shall be distributed to the top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(f) The remaining 50 percent of each institution's state's investment shall be distributed to the top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(7) By October 1 of each year, the Board of Governors shall submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on the previous fiscal year's performance funding allocation, including the rankings and award distributions.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.92, Florida Statutes; History: New 9-22-16. Amended 1-31-19.

STATE UNIVERSITY SYSTEM *of* FLORIDA
BOARD *of* GOVERNORS

2025 SYSTEM STRATEGIC PLAN

Amended March 2016





2025 System Strategic Plan

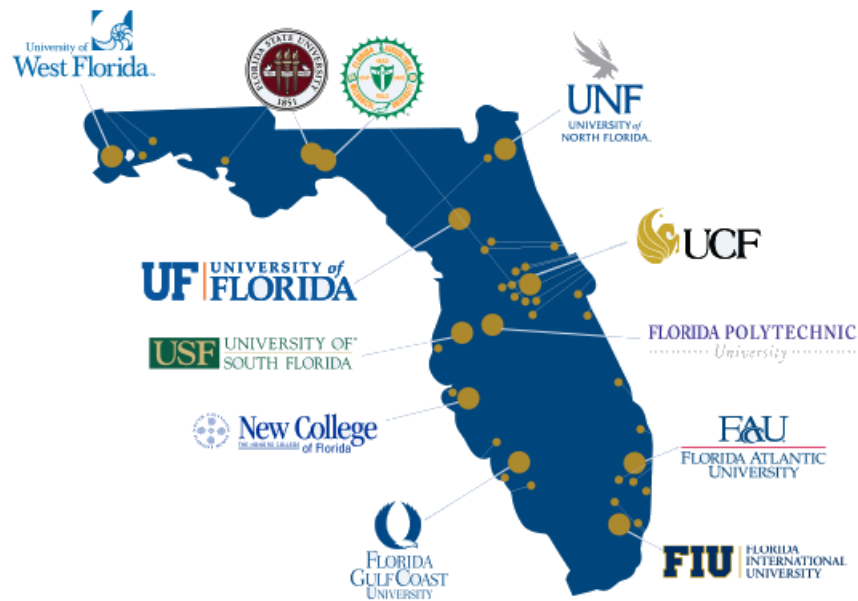
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At a glance

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, 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 337,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 81,000 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. These changes are reflected by the need to 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 to reflect changes in workforce demands. An Innovation and Online Committee and a Health Initiatives Committee were created to assist in System strategic planning. The University of Florida and Florida State University were designated as Preeminent Universities and rewarded 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 is a dramatic change to how the System will receive funding. 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 evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



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 STEM (science, technology, engineering, and math) 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 measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

Looking ahead, the coming years will present significant economic and societal challenges to the state universities that may impact 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.

Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee, working with the Florida Legislature, has put in place a powerful Performance-based Funding model based on goals and metrics that will change how funding allocations are made to the System. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board's commitment to STEM education and the commercialization of university research discoveries. A newly created Innovation and Online Committee is working to develop a strategic plan for online education



that will support the overall goals of the System's Strategic Plan. Similarly, a newly created Health Initiatives Committee will create a plan to better coordinate health education, health care delivery, and health-related research in the System.

The Board of Governors will 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/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.



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:

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.

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 U.S., 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:

- 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.

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.



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 its 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 tri-partite 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.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and 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, inter-disciplinary 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 STEM and Health 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. The list was last updated on November 20, 2013.*



Scholarship, Research, 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 of each university 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 campuses 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. To that end, the Board of Governors spent over a year examining its strategic metrics and goals with a view toward adding metrics, eliminating others, and adjusting goals either upward or downward based on the best available trend data. The result of that examination is the revision of this Strategic Plan in 2014.

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 multi-year work 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.

PERFORMANCE INDICATORS AND 2025 GOALS

Teaching and Learning

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
1) National Rankings for Universities PBF: NCF	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
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks
 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	n/a	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA
PERFORMANCE INDICATORS AND 2025 GOALS

Teaching and Learning (continued)


PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY		
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	50%
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70%
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	80%
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	90,000
10) Graduate Degrees Awarded Annually	40,000	35,000 ¹

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA
PERFORMANCE INDICATORS AND 2025 GOALS

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY (continued)		
11) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	31,500 (35%)	36,000 (40%)
12) Number of Adult <i>(Aged 25+)</i> Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	75,000 (21%)
 13) Percent of Undergraduate FTE in Online Courses	n/a	40%
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	n/a	All Institutions Above 30%
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	n/a	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA
PERFORMANCE INDICATORS AND 2025 GOALS

Teaching and Learning (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
STRATEGIC PRIORITIES		
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (before 2012-13 revision)	45,000 (50%) (after 2012-13 revision)
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	n/a	30,000 (35%) (after 2012-13 revision)
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	20,000 (50%) (before 2012-13 revision)	18,200 (60%) (after 2012-13 revision)
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	n/a	15,200 (50%) (after 2012-13 revision)

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA
PERFORMANCE INDICATORS AND 2025 GOALS

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
20) Faculty Membership in National Academies	75 (based on 2009)	75 (based on 2011)
21) Faculty Awards PBF: FSU, UF	n/a	75 (based on 2011 data)
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	50%	TO BE DETERMINED Board staff will work to develop a standard definition for this metric across the System.

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA
PERFORMANCE INDICATORS AND 2025 GOALS

Scholarship, Research and Innovation (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY		
23) Total R&D Expenditures PBF: UF	\$3.25B (based on 2009-10)	\$2.29B (based on 2012-13)
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	67% (based on 2008-09)	71% (based on 2011-12)
STRATEGIC PRIORITIES		
25) Number of Patents Awarded Annually	n/a	410 (based on 2013)
26) Number of Licenses and Options Executed Annually	250 (based on 2008-09)	270 (based on 2011-12)
27) Number of Start-Up Companies Created	40	40

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

Community and Business Engagement

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All
STRATEGIC PRIORITIES		
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

Teaching and Learning

EXCELLENCE

1. National Rankings for Universities

RATIONALE: Excellence is a difficult thing to quantify and measure which is why university rankings are controversial. 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 complex business of educating students, enabling cutting-edge research, and the many community and business engagement efforts cannot be boiled down into a single number -- Einstein's dictum that not everything that counts can be measured. Despite the arguments against any one ranking publication, 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.

SOURCE: Board staff analysis of various publications.

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

RATIONALE: The Top 10% of the high school graduating class provides an indicator of the quality of the incoming First-Time-in-College 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 top tier institutions (n=108) listed in the 2011 US News and World Reports National University rankings that cited 2009-10 Common Data Set data.

Is the 50% goal attainable? Yes. The SUS admits about 35,000 FTICs every Fall, so about 17,500 would need to have graduated in the top 10% of their high school class. Florida's public schools produced 154,000 standard diplomas in 2012-13. So, there were roughly 15,000 students in the top 10% from Florida public high schools alone. This does not even consider the students from Florida's private schools or the out of state students.

SOURCE: University submissions to the Common Data Set.

Teaching and Learning (continued)

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

RATIONALE: Licensure & certification exam pass rates are one of the few indicators the measure how well universities are preparing students to enter professional occupations relative. 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, the university pass rates are compared to the state and national averages for first-time pass rates.

SOURCE: Annual Accountability Reports.

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

RATIONALE: As stated in the *2025 Strategic Plan for Online Education*, “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, which is also found in the Plan, will require institutions in the SUS and Florida College System to jointly determine the standards a course must meet to be considered “high-quality,” making those courses easily recognized by the designation in the Florida Virtual Campus online catalog.

SOURCE: Florida Virtual Campus online catalog.

PRODUCTIVITY

5. Average Time To Degree

RATIONALE: Traditionally, a bachelor’s program required 120 credit hours and was expected to be completed in four calendar years for students enrolled full-time. 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 because it approaches the issue from the other-side. Time-to-degree looks backwards from the graduating class to see when the FTIC students first entered the university.

It is important to note that this methodology for this metric has changed since the original goal was set. In 2011, the data and goal were based on the mean average with a start date of the most recent admission. In 2014, this was changed to the median average (to reduce the effect of outliers) with a start date based on the date of first entry. This methodology change lowered the System’s time to 4.0 years – or, 48 months. Historical data was re-calculated using the new method, and the System median average has been 48 months for the last six years.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Teaching and Learning (continued)

6 & 7. Four- and Six- Year Graduation Rates (for Full- and Part-time FTIC)

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its First-Time-in-College students. Cohorts are based on undergraduate FTIC students who enter the institution in the Fall term (or Summer term and continue into the Fall term) with fewer than 12 hours earned since high school graduation. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started. For the 2008-12 FTIC cohort, the State University System of Florida was ranked 14th among states' public four-year universities with 41 % graduating from the same institution that they started.

For the 2006-12 FTIC cohort, the State University System of Florida was ranked 10th among states' public four-year universities with 63% graduating from the same institution that they started. *It is important to note that this metric is based on graduation rates from the same university – another 5% transfer to another SUS institution and graduate from within the System.*

The goals (of 50% and 70% respectively) are based on reaching the highest rates among the states based on the most recently available cohorts.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Teaching and Learning (continued)

8. Percent of Bachelor's Degrees Without Excess Hours

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. It is important to note that the statutory provisions of the "Excess Hour Surcharge" have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. This Strategic Plan metric is based on the latest statutory requirement that mandates 110% of required hours as the threshold. This metric does not attempt to report how many students have actually paid the actual surcharge during the phase-in years, but over time this metric will come to reflect these students more closely.

Due to recent changes in how the excess hour data has been collected, trend data is not available for this metric. The 2025 goal (of 80%) was set to reflect considerable growth from the current level. In 2012-13, 65% of bachelor's recipients did not earn excess hours.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Teaching and Learning (continued)

9. Bachelor's Degrees Awarded Annually

RATIONALE: In Fall 2012, the State University System had the second largest undergraduate enrollment in the country, and it also remains one of the fastest growing over the last five years. Based on continued enrollment growth (for both FTICs and AA Transfers) and improvements in university graduation rates, the number of bachelor's degrees awarded annually was projected to increase to 90,000. It should be noted that the System is still on pace to reach 90,000 degrees awarded (based on 2012-13 data); however, the degree projections in 2014-15 University Work Plans projected a 2016-17 degree total that was behind the 90,000 goal pace.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

10. Graduate Degrees Awarded Annually

RATIONALE: In 2012-13, the Florida ranked 3rd in the number of graduate degrees awarded by public four-year universities. The 2025 goal (of 30,500) has been lowered from an aspirational goal (of 40,000) to reflect changes in five-year historical growth rates due to declining enrollments at the graduate level.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

11. Bachelor's Degrees Awarded to African-Americans and Hispanic Students

RATIONALE: This metric 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 across all of Florida's demographics is a key to the State's future workforce. This metric is based on the number of bachelor's degrees awarded annually to African-American and Hispanic/Latino students. The 2010 Census for 18-24 year olds shows that Florida's African-American and Hispanic/Latino populations comprise 46% of the State's population. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal for the overall number of degrees awarded to minorities (20,500 to 35,000) as well as increasing the proportion of degrees awarded to minorities (from 34% to 40%).

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Teaching and Learning (continued)

12. Number of Adult (Aged 25+) Undergraduates Enrolled

RATIONALE: This metric provides a sense of student diversity based on the age of the student at the time of enrollment (not upon entry). 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.

In Fall 2012, Florida was ranked 4th in the country among public four-year institutions in the number of adult undergraduates enrolled. However, Florida was only 14th in terms of the percentage of adult undergraduates (at 19%). In addition, the SUS has many adults who never completed the bachelor's degree that they attempted - despite many folks who dropped out yet were near completion. The 2025 goal (of 75,000) was based on a trend line that projects 69,000 adult undergraduates enrolled in Fall 2025. Because of 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 (SUDS).

13. Distance-Learning/Online Metric(s)

RATIONALE: Through the *2025 Strategic Plan for Online Education*, the Board of Governors assumed that the system will continue its rapid growth in online education and established aggressive enrollment targets for 2025, along with strategies for reaching those targets. The Plan is expected to result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Teaching and Learning (continued)

14. University Access Rate (Percent of Pell Students Enrolled in Fall)

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 percent of undergraduates enrolled in the Fall term who received a Pell grant (excludes unclassified and post-baccalaureate undergraduate students not coded as unclassified). The purpose for this metric within the System Strategic Plan is to serve as an 'access' measure - to ensure that the State University System continues to provide opportunities to all levels of the socio-economic strata. The goal is to have every university have at least 30% of their undergraduate students receiving a Pell grant. This goal serves as an 'access' baseline for the State University System in this new era of Performance-Based Funding.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

15. Academic Progress Rate (2nd Fall Retention with GPA \geq 2)

RATIONALE: This metric is based on the percent of FTICs who started their first Fall semester with a full load (12+ credit hours) and who were found retained in the same university the following Fall term with at least a 2.0 Grade Point Average (at the end of their first year) .

This is an alternative metric, to the standard second-year retention rate, and is a much better 'leading indicator' of student success – in fact, FTICs who return for their 2nd fall with a GPA above 2.0 are *eight times more likely to graduate* within six years than students who begin their second Fall with a GPA less than 2. This is one reason why the Board of Governors decided to include this metric into the new Performance Funding Model. The trend line for this metric 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 (SUDS).

Teaching and Learning (continued)

STRATEGIC PRIORITIES

16 & 18. Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

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 November 2013. This list is comprised of the following four areas: STEM, Health, Education, Global and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

Because of the uncertainties regarding projections so far into the future, these metrics have a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

LEVEL	2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13)		2025 GOAL	
	NUMBER	PERCENT	NUMBER	PERCENT
BACHELOR'S	41,700	48%	45,000	50%
GRADUATE	18,200	60%	18,200	60%

Teaching and Learning (continued)

17 & 19. Bachelor's and Graduate Degrees in STEM and Health (a subset of the larger Programs of Strategic Emphasis)

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 Science, Technology, Engineering and Mathematics (STEM) are vital to future of both the nation and the planet. In this 2014 revision of the plan, Health has been added in recognition that healthcare is an especially key component of Florida's current and future workforce. The Board of Governors has decided to combine these two programmatic areas in the revised System Strategic Plan, and have established an aspirational goal in an effort to ramp up the Florida's STEM- and Health-related workforce.

Because of the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM & Health degrees awarded as well as the proportion of STEM & Health degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

	2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13)		2025 GOALS	
LEVEL	NUMBER	PERCENT	NUMBER	PERCENT
BACHELOR'S	28,600	33%	30,000	35%
STEM	19,700	23%		
HEALTH	8,900	10%		
GRADUATE	14,500	48%	15,200	50%
STEM	7,900	26%		
HEALTH	6,600	22%		

Scholarship, Research and Innovation

EXCELLENCE

20. Faculty Membership in National Academies

RATIONALE: One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences (NAS), the National Academy of Engineering (NAE), or the Institute of Medicine (IOM). In 2011, the State University System was ranked 17th among states' public universities - with 38 faculty as members of the National Academies. Based on 10 year historical trends, the SUS is projected to have 49 members in 2023, which is projected to be ranked 15th. The goal (of 75) is to be ranked 5th in the country, which is a considerable improvement that is one of the prime objectives for the preeminent universities. *Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.*

SOURCE: Center for Measuring University Performance, Top American Research Universities report.

Number of National Academy Members (Publics only)

	YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1	CALIFORNIA	501	517	533	554	587	619	629	629	651	660	688	697
2	TEXAS	107	111	115	121	128	141	143	145	147	148	153	152
3	WASHINGTON	78	84	85	85	86	93	95	98	110	110	111	113
4	MICHIGAN	70	73	83	88	91	86	89	89	89	94	95	100
5	WISCONSIN	68	69	69	70	71	71	71	73	74	72	72	68
6	ILLINOIS	58	60	57	60	58	59	60	62	62	59	64	63
7	PENN	43	44	46	51	52	54	55	53	51	52	53	54
8	COLORADO	41	43	46	47	50	49	52	49	50	51	53	50
9	N. CAROLINA	48	54	54	55	54	52	51	49	49	49	48	49
10	VIRGINIA	34	32	34	37	39	43	44	49	48	49	48	48
17	FLORIDA	28	29	29	26	25	32	32	35	36	38	38	38

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

Scholarship, Research and Innovation (continued)

21. Faculty Awards

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 SUS was ranked 4th among states' public universities. Based on 10 year historical trends, SUS faculty are projected to receive 75 awards in 2023*, which is projected to be ranked 3rd (assumes other state trends remain stable). The 2025 goal is to maintain the current trend. Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.

SOURCE: Center for Measuring University Performance, Top American Research Universities report.

Number of Faculty Awards (Publics only)

	YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1	CALIFORNIA	244	232	151	228	247	259	265	257	258	275	253	232
2	TEXAS	101	98	84	87	101	87	96	117	114	107	97	85
3	MICHIGAN	55	75	67	59	67	65	72	74	76	75	73	75
4	FLORIDA	47	40	38	44	44	43	55	49	62	53	58	56
5	PENN	38	56	54	55	53	61	59	52	63	65	50	55

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

22. Percent of Undergraduate Seniors Assisting in Faculty Research or Percent of Undergraduates Engaged in Research

RATIONALE: This is a new metric that addresses the emerging role that research plays in the undergraduate curriculum. This is aligned with the NSF's goal of integrating research and education. Many institutions use a variation of the broad definition provided by the Council on Undergraduate Research (CUR). The University of California System reports undergraduate research data based on their senior exit survey.

SOURCE: This data is not currently quantified at the System-level or nationally -- Board of Governors staff are investigating what data is available that can address this goal.

Scholarship, Research and Innovation (continued)

PRODUCTIVITY

23. Total Research & Development (R&D) Expenditures

RATIONALE: R&D expenditures are the primary source of information on academic research and development (R&D) expenditures in the United States. In FY2011-12, the SUS was ranked 5th among states' public universities. The global economic downturn has slowed the historical trends that were previously used to set the initial 2025 goal. However, Florida's recent annual growth rate (of \$31M) is much lower than the top ten state average annual growth (of \$98M). Therefore, the 2025 goal intends to reverse the State University System recent decline and project an annual growth rate of \$40M. The 2014-15 University Work Plans projected a \$24M annual growth rate for the next five years (or, \$2.07B in 2024-25).

	NATIONAL TRENDS (2009-12)			STATE UNIVERSITY SYSTEM TRENDS			
	TOP 5 STATES	TOP 10 STATES	50 STATES	ORIGINAL GOAL 2001-09 TREND	RECENT TREND 2009-13	2014-15 WORK PLANS PROJECTIONS	REVISED GOAL
ANNUAL GROWTH	\$115M	\$98.5M	\$32.5M	\$100M	\$31M	\$24M	\$40M
2025 GOAL	\$3.26B	\$3.05B	\$2.17B	\$3.25B	\$2.16B	\$2.07B	\$2.29B

The Board's goal is slightly higher than the System's recent annual growth rate (of \$31M) in recognition of the following issues: (1) new joint effort among SUS Vice Presidents of Research to engage in collaborative research that should be more competitive for Federal grants; (2) the tragic 2010 oil spill in the Gulf of Mexico has caused an increase in the funds available to universities to research impacts on the Gulf and its restoration; (3) the on-going maturation of three new medical schools.

SOURCE: National Science Foundation, Annual Higher Education Research and Development Survey.

Scholarship, Research and Innovation (continued)

24. Percent of R&D Expenditures funded from External Sources

RATIONALE: This metric reflects the ability of SUS institutions to win competitive grant funding from external sources (defined by NSF as from Federal, Private Industry and Other). 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 (with 59%). In FY2012-13, Florida still only received 59% of funding from external sources, while the top 10 average was 71% (up from the 67% in FY2008-09). The Board has decided to revise the 2025 goal so that it equals the top 10 average of 71% in FY2011-12.

SOURCE: National Science Foundation, Annual Higher Education Research and Development Survey.

STRATEGIC PRIORITIES

25. Number of Patents Awarded Annually *(in a Calendar Year)*

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. It is worth noting that when the Florida Legislature created the Preeminence metrics, they only included utility patents in their patent metric definition. The SUS has annually increased the number of patents awarded annually by 35 for the past five years; however, Board staff have used a more conservative growth factor (of 10) based on the 2012 to 2017 projections made in the 2014-15 Work Plans. The System goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of US Patent Office data.

Scholarship, Research and Innovation (continued)

26. Number of Licenses and Options Executed

RATIONALE: Another important measure of university research tracks the movement of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which turn them into commercial products. The overall number of licenses (and options) that have been executed annually provides a measure of the entrepreneurial nature of the university. Based on the historical trend (from 2004 to 2012), the SUS has annually increased the number of new licenses executed by 20 every year; however, given the annual volatility in this metric, Board staff have used a more conservative growth factor (of 5) and project that the System will produce 270 licenses during the 2024-25 year.

SOURCE: Annual Accountability reports.

27. Number of Start-Up Companies Created

RATIONALE: In addition to licensing Intellectual Property, sometimes it is more effective to commercialize research via a small, 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 2011-12, the State University System created a record 30 new start-up companies, which is 12 more than created in 2008-09. There is really no trend line that can support a reasonable prediction for this metric, so Board staff have set the goal to essentially grow one additional startup per year - this would result in about 40 by 2024-25.

SOURCE: Annual Accountability Reports

Community and Business Engagement

EXCELLENCE

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

RATIONALE: Community engagement describes collaboration between institutions of higher education 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 purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution.

The Community Engagement Classification takes place on a five-year cycle. The last time institutions received the classification was in 2010. 2015 is the next opportunity for classification. Because the classification requires gathering and providing evidence of community engagement by a campus through an application, the process begins two years prior to the classification date. For example, for the 2020 classification cycle (classified campuses announced in January of 2020) the applications will be available in the spring of 2018.

SOURCE: Annual Accountability Reports and the Carnegie Foundation for the Advancement of Teaching.

Community and Business Engagement (continued)

STRATEGIC PRIORITIES

29. Percentage of Baccalaureate Graduates Continuing their Education or Employed

RATIONALE: It has always been difficult to quantify the journey of higher education graduates as they transition into the workforce. The Board of Governors included this metric in this 2011-2025 Strategic Plan to focus the System's efforts in better understanding this period of transition. Specifically, the intent of including this metric was to increase the percentage of graduates who continue their education or are found employed. In addition, it was expected that this effort would 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 Funding Models that were created by the Legislature, Governor's Office and the Board of Governors.

The metric used in Performance Based Funding in 2014 was defined as the percentage of recent baccalaureate graduates who are either employed full-time in Florida (based on the Florida Education and Training Placement Information Program [FETPIP] data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Board staff are working with FETPIP to also include non-Florida employment data for this metric in future years.

The goal (of 90%) reflects the Board's dedication to improving the employment and educational outcomes for the State University System students.

Note: The apparent drop in actual data is due to a correction in the methodology. The original data incorrectly double-counted graduates who were found both employed and enrolled.

SOURCE: Board of Governors staff analyses of data from: Florida Education and Training Placement Information Program (FETPIP), National Student Clearinghouse (NSC), the Wage Record Interchange System (WRIS2), and the Federal Employment Data Exchange System (FEDES) - which includes the US Office of Personnel Management (OPM); the Department of Defense, Defense Manpower Data Center (DMDC).



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Performance Funding Metrics Post-Graduation Data

(Percent Employed or Enrolled & Average Salary)

OVERVIEW OF METHODOLOGY AND PROCEDURES

REVISED 04/28/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



The Board of Governors included a post-graduation metric goal in its State University System 2012-2025 Strategic Plan that was approved in 2011. Since then, the Board of Governors created a new Performance-Based Funding Model that included two post-graduation metrics that have further elevated their importance. This document provides details on the methodology and procedures used by Board of Governors staff during the development and analysis of the post-graduation data that is reported in the annual Accountability Reports and used in the Performance-Based Funding model.



1. Defining the Post-Graduation Cohort

The State University System of Florida Board of Governors (BOG) maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty, and programs at SUS institutions. This metric is based on the data that universities submit to the Board office as part of the Degrees Awarded table on the Degrees Awarded (SIFD) file submission¹.

- a. Board staff query SUDS to identify all students who earned a bachelor's degree during the academic year – includes graduates from the summer, fall, spring terms.
- b. These graduates serve as a 'post-graduation cohort' that is used to track a particular group of students forward. This dataset is comprised of one record per bachelor's recipient. Note: The number of rows reflects the headcount number of baccalaureates, which will not match published counts of degrees awarded because one student can earn multiple degrees.
- c. Note about duplicates: Students who receive a bachelor's degree from two separate SUS institutions during the same academic year are included in both institutions' cohorts.

2. Collecting Post-Graduation Data

Florida Board of Governors staff collect enrollment and employment information about State University System of Florida students from three sources: the National Student Clearinghouse (NSC), the Florida Education and Training Placement Information Program (FETPIP) division within the Florida Department of Education, and the State University System institutions.

a. National Student Clearinghouse (NSC)² Data Match

- In compliance with FERPA and other applicable laws, the Board's Institutional Research (IR) staff sends student-level data to NSC StudentTracker staff in a file that includes the following 8 columns: first, middle, last names, suffix, date of birth, school code, search date, and a requestor return field.
- NSC requires that data be submitted to them in a particular format. For example, they require an YYYYMMDD date format from which they start the search for a particular individual – known as the Search Date. Since SUDS data only shows the term of graduation, IR staff transformed the graduation date to the last day of the month of the degree term to serve as a start date for the post-graduate search. So, for those who graduated in the spring term, we use the date YYYY0531 (for May 31). Similarly, for the summer and fall terms, we use the dates YYYY0831 (for August 31) and YYYY1231 (for December 31) respectively.
- NSC staff match the students on four criteria (first, middle, last names, and date of birth) and add enrollment and graduation records to the original dataset that we provided to NSC.
 - *Note: Social Security Numbers are not used during the NSC match process.*
- Due to limitations in the NSC data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.
- As a quality assurance step, Board staff send two identical, yet separate, files to NSC for enrollment matching. If a discrepancy is found in the return results, a third matching request will be sent.

¹ The SUDS Data Dictionary has detailed definitions for the 21 elements included within the Degrees Awarded table and is available at: https://prod.flbog.net:4445/pls/apex/f?p=112:50:5018573689494::NO::P50_ROW_DISPLAY_COLUMNS:50.

² For more information about the National Student Clearinghouse, visit their website at: <http://www.studentclearinghouse.org/>.



b. Florida Education and Training Placement Information Program (FETPIP)³ Data Match

FETPIP was created by the Florida Legislature to compile, maintain, and disseminate information concerning the educational histories, placement and employment, enlistments in the United States armed services, and other measures of success of former participants in state educational and workforce development programs – see Florida Statutes, 1008.39.

- FETPIP matches student Social Security numbers to wage records that are collected as part of the Unemployment Insurance (UI) data. The UI employment data does not include individuals who are self-employed, temporarily employed, employed by a church or association of churches, employed by the military or federal government, or those without a valid Social Security number.
- FETPIP staff are also able to access U.S. Office of Personnel Management wage records for Federal civilian employees via the Federal Employment Data Exchange System (FEDES) pilot project sponsored by the U.S. Department of Labor and staffed by The Jacob France Institute at the University of Baltimore.
- FETPIP staff are able to access non-Florida wage records via the Wage Record Interchange System version 2 (WRIS2)⁴. This voluntary data sharing system allows participating states to share Unemployment Insurance (UI) wage records to calculate aggregate outcomes for select people.
 - Note: reporting individual level data is prohibited by the WRIS2 data sharing agreement.
 - As of February 2016, forty-one states, the District of Columbia, and Puerto Rico were members of the WRIS2 data sharing agreement. Note: Georgia data was not yet available as of the end of April.



c. State University System Institutions

- The State University System of Florida is dedicated to serving the military with over 10,000 students receiving military benefits annually. Unfortunately, Board staff are not able to access employment wage records via the Defense Manpower Data Center (DMDC).
- Board staff ask each university to self-report the number of ROTC Graduates who enter the military following graduation. For documentation purposes, universities should use 'Certificates of Commission' records (for example, 'DD Form 1AF' or 'AF Form 133' in the Air Force), or the Defense Manpower Data Center (free batch file matching services), to serve as documentation for these headcounts.

³ For more information about FETPIP, visit the Florida Department of Education website at: <http://www.fldoe.org/fetpip/>.

⁴ For more information about WRIS2, visit the U.S. Dept. of Labor website at: <https://www.doleta.gov/performance/wris2.cfm>.



3. Data Analysis

The enrollment and employment data matching processes typically identify post-college outcomes for about 90% of the State University System's baccalaureate cohort. It is important to note that people without employment data should not be interpreted as indicating there were unemployed. Again, the UI employment data does not include individuals who are self-employed, temporarily employed, or those without a valid Social Security number.

a. Board Staff Analysis of NSC Data

- **Defining One Year After Graduation**

Board staff assessed all NSC records to determine whether the student had enrolled again anywhere in the United States within 14 months (or, 426 days) of the baccalaureate degree being awarded - so 'BEGIN DATE' was less than 426 days after the 'SEARCH DATE'.

- **Multiple Records**

The data received from the NSC match typically contains multiple records per student. It was necessary to 'clean' the data by removing duplicate records for the same student. Only the duplicate enrollment records were deleted, so that only one record per individual was kept. If the NSC didn't find any particular individual, then that student had only one record (row) in the data – with no enrollment data. After the IR unit finished this de-duplication step, the total number of rows was equal to the number included in the original file produced by IRM staff.

b. Board Staff Analysis of FETPIP Data

Board staff do not have access to student-level employment data that includes non-Florida data, so the employment data that Board staff receive from FETPIP is aggregated. Board staff provide FETPIP with a report template(s) and FETPIP enters the data into template(s). This means that FETPIP is directly responsible for the quality assurance work of the employment data, and limits Board staff's ability to respond to additional stakeholder questions in a timely manner.

1. Defining One Year After Graduation

Board staff aligned academic semesters and fiscal quarters in order to define one year after graduation – see Table 1 below. The students who graduate in the spring and summer semesters enter the workforce in the middle of a fiscal quarter, so these graduates are given a fifth fiscal quarter – see tables 1 & 2 below.

Table 1. Alignment of Semesters and Fiscal Quarters

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
SPRING SEMESTER				SUMMER SEMESTER			FALL SEMESTER				
1 st Fiscal Quarter			2 nd Fiscal Quarter		3 rd Fiscal Quarter			4 th Fiscal Quarter			

Table 2. Graduating Term and Fiscal Quarters after Graduation

Graduating Term	FISCAL QUARTERS AFTER GRADUATION				
	1 st	2nd	3rd	4th	5 th
SUMMER	FQ-3	FQ-4	FQ-1	FQ-2	FQ-3
FALL	FQ-1	FQ-2	FQ-3	FQ-4	
SPRING	FQ-2	FQ-3	FQ-4	FQ-1	FQ-2

Note about Fiscal Quarters: FQ1=Jan-Mar; FQ2=Apr-Jun; FQ3=Jul-Sep; FQ4=Oct-Dec.



2. Defining 'Full-Time Worker'

Florida law requires the Florida Department of Economic Opportunity to calculate a minimum wage rate each year. The annual calculation is based on the percentage increase in the federal Consumer Price Index for Urban Wage Earners and Clerical Workers in the South Region for the 12-month period prior to September 1 each year.⁵

For the purposes of the Board's post-graduation employment data, full-time employment is measured as an annualized wage that's greater than or equal to the annualized minimum wage for that year. The annual minimum wage equals the hourly minimum wage times 2,080 hours (52 weeks times 40 hours per week).

Table 3. History of Full-time Wage Thresholds

Calendar Year	FL Min. Wage	Annualized	Bachelor's Cohort
2011	\$7.31	\$15,205	2010-11
2012	\$7.67	\$15,954	2011-12
2013	\$7.79	\$16,203	2012-13
2014	\$7.93	\$16,494	2013-14

3. Defining a Wage Threshold to Reflect Added Value of Baccalaureate Degree

The Board of Governors asked staff to determine an alternate measure of labor market success for SUS graduates that was higher than just a proxy 'full-time' threshold. Board staff analyzed the 2016 U.S. Census Bureau's Annual Social and Economic Supplement to the Current Population Survey (using a 2012 to 2014 three-year average) and found that the median personal income of a 25-29 year old full-time worker in Florida with a High School Diploma was \$25,000 – see table 4 below. This represents the income of someone who decided to work instead of pursue a bachelor's degree, which suggests a logical place to compare with a bachelor's recipient income as an measure of the *immediate* impact of the university on their income.

Table 4. Median Personal Income of Florida's Full-Time Workers by Educational Attainment and Age (2012 to 2014)

AGE	NO HIGH SCHOOL DIPLOMA	HIGH SCHOOL DIPLOMA	SOME COLLEGE, LESS THAN 4YR DEGREE	BACHELOR'S DEGREE OR HIGHER	TOTAL
18 to 24	\$15,000	\$17,420	\$20,000	\$32,000	\$20,000
25 to 29	\$19,100	\$25,000	\$29,010	\$42,000	\$31,000
30 to 34	\$20,000	\$28,200	\$35,000	\$53,000	\$39,650
35 to 44	\$20,002	\$30,000	\$40,000	\$60,000	\$41,130
45 to 54	\$25,000	\$30,020	\$40,830	\$60,000	\$42,000
55 to 64	\$22,000	\$39,000	\$43,000	\$62,000	\$46,370
65 to 80+	\$25,820	\$38,160	\$50,140	\$75,000	\$49,730
TOTAL	\$20,160	\$30,000	\$37,500	\$56,000	\$40,000

Source: Board of Governors staff analysis of U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2016. Data available online at: <http://www.census.gov/cps/data/cpstablecreator.html#>.

⁵ For more information, see the Department of Economic Opportunity's summary of minimum wages in Florida at: <http://www.floridajobs.org/minimumwage/FloridaMinimumWageHistory2000-2014.pdf>.



c. Board Staff Analysis of University Data

Universities provide an aggregate total number of headcounts per year in response to Board staff's data request. Board staff add this military headcount number to the total enrolled and/or employed counts from the other sources. Note: Because this data is not provided at the student level, there is a possibility that a small number of individuals *may* be counted twice (in the employment/enrollment data and in the military headcount).

Board staff provide special consideration for New College of Florida due to the small size of their graduating cohorts. Board staff ask for the university to provide a detailed list of the overseas scholarships that any of the students in the graduating cohort received.

4. Using Outcomes

The Performance-Based Funding Model

The Board of Governors includes two metrics that are related to post-graduation outcomes in the Performance-Based Funding (PBF) model: (1) the percent employed or enrolled one year after graduation, and (2) the median wage for those employed full-time. At their January 2016 meeting, the Board of Governors decided to raise the wage threshold for the first PBF metric from the 'full-time' threshold to \$25,000.⁶

a. Identifying the Percentage Enrolled or Employed Earning at least \$25,000

FETPIP staff provide the data in the format that Board staff requested – this includes data for each university that identifies the headcounts from the graduating cohort for the following:

1. total number of graduates in cohort,
2. total number of graduates in cohort found enrolled in year1,
3. total number of graduates in cohort with invalid SSNs that were not found enrolled in year1,
4. total number of graduates in cohort found employed at the full-time threshold in year1,
5. total number of graduates in cohort found enrolled or employed at the full-time threshold in year1,
6. total number of graduates in cohort found enrolled or employed at the \$25,000 threshold in year1,

Board staff compare the data in columns 1&2 to the dataset that was provided to FETPIP. If outputs agree with inputs, Board staff then add the supplemental information received from the universities regarding their graduates who enter the military (and NCF's overseas scholars), as column 7.

The percentage enrolled or employed is based on the numerator (column6 + column7) divided by the denominator (column1 – column 3).

b. Identifying the Median Wage

This metric is designed to reflect the median average wage for graduates within the first year of graduation. The median was used instead of the mean so that outliers did not skew the average. In recognition that many graduates are both employed and continuing their education, the focus for this metric is on those graduates who earned more than a full-time worker making minimum wage. So, the wages of part-time employed are not included in this data.

FETPIP provides Board staff with student-level employment data (only for Florida wages). Board staff query each student's wages a year following graduation and Board staff calculate the median for each university.

⁶ The \$25,000 threshold gained national prominence as one of the key metrics in the U.S. Department of Education's 2015 release of the College Scorecard website.



The Graduate Follow-up Study

This post-graduation data is used by Board staff to produce graduate follow-up studies. These reports provide additional insights into the outcomes of baccalaureate degree recipients as they transitioned into jobs or as they pursued further education. To this end, the studies answer the following primary questions:

- 1) Do graduates get jobs in Florida?
- 2) Are graduates pursuing further education? Do they complete additional credentials?
- 3) To what extent are graduates enrolled in further education while working?
- 4) What are the starting salaries of graduates working in Florida? How much do they increase over time?

The answers to these questions provide critical information to students, parents, educators, and policy-makers about the experiences of graduates after they complete baccalaureate degrees. The report does not represent the experiences of graduates for whom post-graduation activities are unknown; rather it depicts those outcomes that are known – known outcomes – as a result of the data matching process. Missing data cannot be interpreted as unemployed or not enrolled. Additional information about the limitations of the data sources and the methodology are available in the reports.

Reports are available from <http://www.flbog.edu/forstudents/gfs/>.

Performance Funding Metrics

Cost To The Student:

Net Tuition & Fees Per 120 Credit Hours

OVERVIEW OF METHODOLOGY AND PROCEDURES

1/21/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



COST TO THE STUDENT

Performance Funding Model Background

The Performance Based Funding (PBF) model was approved at the January 2014 Board of Governors Meeting. The development of the model included university presidents, provosts, boards of trustees, and other stakeholders starting in the fall of 2012. The PBF model includes ten metrics that were chosen from the Board's 2025 System Strategic Plan.

The integrity of data provided to the Board of Governors is critical to the PBF model process. To provide assurance that the data submitted for this process is reliable, accurate, and complete, the Board of Governors developed a Data Integrity Certification process in June 2014. University presidents and boards of trustees were directed to task their chief audit executives to perform annual audits of the university's processes, which ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors.

Cost per Degree Metric Background

The original Cost per Bachelor's Degree focused on the Cost to the Institution and was derived from university Expenditure Analysis reports. During the June 2015 Budget and Finance Committee meeting, Governor Kuntz indicated that the Board would take suggestions for a possible alternative methodology that would enhance how the Cost of a Bachelor's Degree was calculated. Board staff convened multiple conference calls with university representatives and included a face-to-face workshop meeting on March 29, 2016, which was attended by Board Chair Kuntz and Budget Chair Lautenbach to hear university proposals for alternative metrics. After reviewing all the proposals, the Board decided to use a Cost to the Student metric that was largely based on a 2013 report from the Cost-per-Degree Workgroup.¹

This document provides details on the methodology and procedures used by Board of Governors staff to calculate the Cost to the Student: Net Tuition & Fees per 120 Credit Hours metric that was approved by the Board at its November 3, 2016 meeting.² The data for this metric is reported in the annual Accountability Report (Table 1D) and included within the PBF model as metric #3.

¹ The 2013 report, *Cost of a Degree to the Student, the State & the Institution*, is available at: http://www.flbog.edu/about/budget/docs/cost_per_degree/Cost-Per-Degree-Report-FINAL-06-03-2013.pdf.

² The November Board meeting includes an FAQ document that addresses many questions about the new metric and is available at: http://www.flbog.edu/documents_meetings/0202_1033_7800_7.4.4%20BUD%2004c%20-%20Metric3_FAQ_JJ_2016-10-11.pdf.



COST TO THE STUDENT

1. Data Sources and Procedures

The State University System of Florida Board of Governors maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty and programs at SUS institutions. It is important to note that SUDS does not include student tuition, fee, or book payments, so this 'Cost to the Student' metric is based on a model that serves as a reasonable estimate of the costs to the student.

The Board of Governors' Information Resource Management (IRM) unit builds datamarts that the Institutional Research (IR) staff use to calculate this metric. The datamarts are essentially the same data that is submitted to SUDS by the universities, except that IRM staff replace the student's Social Security Number (SSN) with a new unique ID that IR staff use in the analysis. IRM staff perform a series of quality assurance validation steps before providing IR staff with datamarts.

The datamarts used for this metric are built from the following SUDS files: Student Instruction File (SIF), Student Financial Aid File (SFA), and the Hours to Degree (HTD) file. Once IR staff have finished their analysis, each university Data Administrator leads the university review of the data analysis to make sure it is accurate before the data is approved by each university board of trustees and the Board of Governors as part of the Accountability Report process.

2. Overview

The 'Sticker Price' is the published tuition and fee amount; however, it does not represent the actual amount of tuition paid by most students. Students actually pay the 'net tuition' amount, which is the amount of tuition and fees that remain *after* financial aid has been taken into account.



3. Sticker Price

The sticker price refers to the sum of the published tuition and required fees amount per credit hour and the national average cost for books and supplies. Because this metric represents the cost of a degree, each institution's sum of tuition, fees, books and supplies is multiplied by the average number of credit hours attempted by students for the most recent class of bachelor's recipients who started as first-time-in-college students (FTICs) and graduated from a program that requires only 120 credit hours. This method recognizes that a student who enrolls in more credit hours pays more for tuition, fees and books.

a. Tuition and Required Fees:

The per credit hour tuition rate is established annually by the Florida Legislature in the General Appropriations Act (GAA). The Cost to the Student metric is based on the tuition rate for resident undergraduates and required fees (e.g., activity & service, transportation, health, technology, capital improvement, tuition differential, etc.) that have been approved by the Board of Governors at the request of the university boards of trustees. The tuition and fees used for this metric are available at:

<http://www.flbog.edu/about/budget/current.php>.



COST TO THE STUDENT

b. Books & Supplies:

Textbook affordability is a concern of the Florida Legislature, the Governor, the Board of Governors and students. Board staff chose to use a national cost for books and supplies, as reported annually by the College Board,³ as a proxy due to the lack of comprehensive data regarding book costs across the multiple sources used by students to acquire their course materials.

- The calculation of book costs is based on the costs for a 120-hour degree. The College Board's national average book cost is based on annual costs, so the average annual cost is multiplied by 4 to produce the book costs for a four-year, 120-hour degree. This new cumulative four-year cost amount is then divided by 120 to produce a 'per credit hour' cost amount.
- Due to the annual volatility of the national estimated costs for books and supplies, Board staff have decided to use the same data for book costs for the two years that are evaluated within the PBF model. This serves to standardize the book costs for the year-over-year improvement assessment.

c. Total Hours Attempted:

The average number of credit hours attempted by students who were admitted as FTIC and who graduated with a bachelor's degree from a program that requires 120 credit hours, as reported on the Hours to Degree (HTD) file.

- **Native Credits:** Includes all credit hours attempted at the state university from which the student received a baccalaureate degree, which is based on the sum of SECTION_CREDIT [#1459] when CRS_SYSTEM [#1484] = 'N--native'. Native credits include all failed, dropped, repeated, and withdrawals.
 - Board of Governors staff have clarified that graduate-level credit that is attempted for completion of a baccalaureate degree is included in the Cost to the Student metric. However, if graduate credit is attempted as part of a (3+2 or 4+1) dual bachelor's/master's degree, where the credit applies to both the undergraduate and graduate requirements, then it should be considered graduate degree coursework and is therefore excluded from the Cost to the Student metric. The exempted credits are based on the sum of SECTION_CREDIT [#1459] when COURSE_GROUP [#1485] = 'R'.
- **Non-Native Credits Used Toward the Degree:** Includes only the credit hours (sum of SECTION_CREDIT [#1459]) that are accepted for transfer by the degree-awarding institution (CRS_SYSTEM [#1484] <> 'N--native') and used toward the student's baccalaureate degree program (USAGE_INDICATOR [#1489] = 'D'). Transfer credits that were not used toward the degree are excluded from the calculation of total hours.
- **Excluded credit hours:** It is important to note that the courses that are excluded for the calculation of total hours for the Cost to the Student metric are slightly different than the methodology used to calculate the Excess Hours PBF metric. This difference is due to the fact that students pay for some courses (e.g., internships, remedial, and foreign language (up to 12 credits that are used to satisfy the FTIC admission requirement) that are exempt from the excess hours calculation. See Table 1 for the comparison of which course credits are included for the two metrics.

³ The College Board's *Trends in College Pricing* report (Average Estimated Full-Time Undergraduate Budgets, Figure 1), that is based on their Annual Survey of Colleges for public four-year institutions, is available at: <https://trends.collegeboard.org/college-pricing>.

**Table 1. Comparison of Excluded Course Categories**

EXCLUDED FROM EXCESS HOURS	EXCLUDED FROM COST TO THE STUDENT
ACTIVE DUTY MILITARY	ACTIVE DUTY MILITARY
DUAL ENROLLMENT	DUAL ENROLLMENT
EXAM CREDIT	EXAM CREDIT
FOREIGN LANGUAGE	
GRADUATE ROLLOVER	GRADUATE ROLLOVER
INTERNSHIP	
LIFE EXPERIENCE	LIFE EXPERIENCE
MILITARY COURSE	MILITARY COURSE
PERSONAL HARDSHIP	PERSONAL HARDSHIP
REMEDIAL	

4. Financial Aid

Financial aid is an administrative tool for achieving federal, state and institutional goals. Financial aid is used by universities to offset the published tuition (or sticker) price as a way to recruit students based on merit and/or to change campus diversity. The “Cost to the Student” metric includes all the gift aid (e.g., scholarships, grants and waivers) awarded to resident undergraduates in a given academic year. The total gift aid is then divided by the total credit hours earned by that same group of resident undergraduates during the same academic year. This methodology provides an average gift aid per credit hour that is then multiplied by 120 credit hours and compared to the sticker price. It is worth noting that federal ‘education tax credits’ are not collected within SUDS are therefore not included in the data for the Cost to the Student metric. Therefore, this metric slightly over-estimates the total costs to students.

a. Resident Undergraduates:

The only financial aid data that is included in this “Cost to the Student” metric are funds that were awarded to resident undergraduate students (FEE CLASSIFICATION [#1106] = ‘F’, ‘R’, ‘T’ and STUDENT CLASS LEVEL [#1060] = ‘L’, ‘U’). This group of students is selected from the enrollments table by academic year and then matched to the financial aid awards table and the courses taken table using a “left join” merge procedure that includes the academic term. Including “term” in the match ensures that the resulting gift aid and credit hours do not include data for graduate students (as some undergraduates become graduate students within the same academic year).

b. Grants & Scholarships:

Grants and scholarships are often called “gift aid” because they are free money—financial aid that doesn’t have to be repaid. Grants are often need-based, while scholarships are usually merit-based. Grants and scholarships can come from the federal government, state government, university, or a private or nonprofit organization. Gift aid does not include loans or Florida Prepaid College Plans.

- All grants are included (Financial Aid Award Program Identifier [#1253] between ‘0 – 99’).
- All scholarships are included (Financial Aid Award Program Identifier [#1253] between ‘200 – 299’).⁴

⁴ For the first year of reporting, universities that did not include the ‘Education Dollars for Duty’ awards in their annual Student Financial Aid file (SFA) were asked to provide BOG IR staff with the EDD amounts by term, so these funds could be manually added to the scholarship totals. The Education Dollars for Duty (EDD) scholarship program is administered by the Florida Department of Military Affairs – see Section 250.10, Florida Statutes, for more information.



COST TO THE STUDENT

c. Waivers:

A waiver is a form of “gift aid” that allows for a portion of a student's tuition and fees to be reduced. Using the same methodology as grants and scholarships, the total waivers awarded to resident undergraduates during an academic year are calculated. BOG staff worked with university Data Administrators and Financial Aid Directors to resolve any questions about the waiver data calculated for any university.

- Note: BOG staff are working with university staff in an effort to improve how waivers are reported in SUDS.

d. Credit Hours:

The total credit hours attempted by the group of resident undergraduates during the academic year are included as a denominator in order to calculate the total gift aid amount per credit hour. All credit hours, regardless of the course budget entity, are included. The only exception is for courses which are taught at the institution reporting the credit but are funded through another SUS institution (STU_SECTN_FUND_CD= A-I, K). It should be noted that credit hours are based on student-level (not course-level), so any credit hours attempted at the graduate level by students coded as undergraduates are included in the count.

Performance Funding Metrics Retention and Graduation Rates

OVERVIEW OF METHODOLOGY AND PROCEDURES

REVISED 04/24/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



Background

The national standard graduation rate was created by the Student Right to Know Act of 1990, which required institutions of higher education receiving federal financial assistance to report graduation rates to current and prospective students via the US Department of Education's Integrated Postsecondary Education Data System (IPEDS). This act established the graduation rate for first-time in college (FTIC) students based on 150% of the normal time for completion from the program - which is six years for a four-year program.

In 2011, the Board of Governors included retention and graduation rate metrics in its 2012-2025 System Strategic Plan. In 2014, the importance of the retention and graduation rate data was further elevated by their inclusion in a new Performance-Based Funding (PBF) Model. In 2018, the Florida Legislature changed the graduation rate metric included in PBF from a six-year to a four-year measure. This document provides details on the methodology and procedures used by Board of Governors staff during the analysis of the retention and graduation rate data as reported in the annual Accountability Plan and used in the Performance Based Funding model.



RETENTION & GRADUATION RATES

1. Overview of Data Sources & Procedure

The State University System of Florida Board of Governors maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty and programs at SUS institutions. Retention and graduation rate data are finalized using the Retention submission. The Board's Office of Data & Analytics (ODA) unit builds the Retention file annually using data from the Admission (ADM), Student Instruction File (SIF) and the Degrees Awarded (SIFD) submissions that have been previously submitted by Institutional Data Administrators. Once Retention has been built, each Institutional Data Administrator reviews the Retention data and works with ODA staff to make edits before Institutional Data Administrators approve and submit the final data to ODA. After universities have approved the Retention submission, the Board's ODA staff analyze the number of students in a cohort (which serves as the denominator) and the number of those same students who are retained or graduated by a specified year (which serves as the numerator). ODA staff then provide the results of the retention and graduation rate data analysis to each Institutional Data Administrator for their review and approval prior to the data being shared with, and approved by, each university Board of Trustee and the Board of Governors as part of the Accountability Plan process.

2. Defining the Cohort

A cohort is a group of people used in a study who have something in common. In this case, a cohort is composed of students who were all admitted to the university during the same year. The number of students who are assigned to a cohort serves as the denominator in the calculation of retention and graduation rates. Institutional Data Administrators classify students based on the following components which Board staff use to determine student cohorts:

a. **Student Level:**

Only the students who meet the following criteria are included in the cohort.

- STUDENT CLASS LEVEL [#1060] is either L (lower division undergraduate) or U (upper division undergraduate).
- DEGREE HIGHEST HELD [#1112] must be less than a Bachelor's.
- FEE CLASSIFICATION KIND [#1107] must equal 'G' (general instruction).

b. **Cohort Year:**

A retention cohort year is defined as the summer, fall, and spring terms when DATE MOST RECENT ADMISSION [#1420] equals REPORTING TIME FRAME [#2001].

COHORTS	RECENT ADMIT DATE		
	SUMMER	FALL	SPRING
2016-2017	201605	201608	201701
2017-2018	201705	201708	201801
2018-2019	201805	201808	201801



RETENTION & GRADUATION RATES

Cohort Types:

The COHORT TYPE [#1429] is a derived element that is built by ODA staff and is based on the TYPE OF STUDENT AT TIME OF MOST RECENT ADMISSION [#1413] as assigned by the institution.

- First-Time in College Students include two types of students:
 - Students who are admitted into a university for the first time and who have earned less than 12 credit hours after high school graduation [#1413= 'B'].
 - Students who are considered 'Early Admits' because they have been officially admitted and are seeking a degree at the university prior to their high school graduation [#1413= 'E'].
- AA Transfer Students who have transferred from the Florida College System with an Associate in Arts Degree. This value is based on the three following elements:
 - TYPE OF STUDENT AT DATE OF ENTRY [#1068] or TYPE OF STUDENT AT TIME OF MOST RECENT ADMISSION [#1413] equals 'J'.
 - DEGREE HIGHEST HELD [#1112] equals 'A' (Associates).
 - LAST INSTITUTIONAL CODE [#1067] or INSTITUTION GRANTING HIGHEST DEGREE [#1411] must equal a Florida Public Community College.
- Other Transfer Students include all other undergraduate transfer students.

c. Student Right to Know Flag:

The STUDENT RIGHT TO KNOW (SRK) FLAG [#1437] is an entry status indicator that is a 'Yes/No' flag based on the term (Summer, Fall, or Spring) that a student is first admitted.

- YES: If a student enters the institution in the fall term the SRK flag will be set to 'Yes'. If a student enters the institution in the summer term and progresses to fall term, the SRK flag will be set to 'Yes'.
- NO: If a student enters in the summer term and does not progress to the fall term; or, if a student enters in the spring term the SRK flag will be set to 'No'.

d. Full-Time / Part-Time Indicator:

The FULL-TIME / PART-TIME INDICATOR [#1433] is an indicator based on the number of credit hours attempted (not earned) during their first fall term. A student entering in the fall and taking 12 or more credit hours will remain in the full-time category regardless of the number of credits taken in subsequent terms.

- This indicator is based on the CURRENT TERM COURSE LOAD [#1063] which is the number of hours enrolled/attempted during a term. This excludes courses that are audited and all credits awarded during the term through 'Credit by Examination'. Students completing prior term incompletes are not included unless they have registered and paid fees for the credits they are completing.
- This indicator is used in reporting retention and graduation data to the federal government - to IPEDS.

e. Cohort Revisions and Adjustments:

The US Congress and the US Dept. of Education allow institutions to make revisions and adjustments to their student cohorts. There is a difference between revising and adjusting a cohort. Revising a cohort means modifying the cohort data to reflect better information that has become available since the cohort was first reported. Adjusting a cohort means subtracting any allowable exclusions from the revised cohort to establish a denominator for graduation rate calculation. These cohort revisions and adjustments are typically the cause of the differences between historical and updated retention and graduation rates.

- Cohort Adjustment Flag [#1442] is a data element on the Retention Cohort Changes (RETC) table that is used by Institutional Data Administrators to indicate that a retention file record has been modified



RETENTION & GRADUATION RATES

based on a change in status of the student at the institution. Historically, this field was usually only populated for students for the six year cohort, but with the switch to the four year graduation rate, several institutions have started identifying cohort adjustments for multiple cohorts in a single retention submission.

- Institutional Data Administrators identify the students who have died, suffered a permanent disability, left to serve in the Armed Services, left to serve in with Foreign Aid Service of the federal government (such as the Peace Corps), or left to serve on an Official Church Mission. These students are removed from the cohort and are not included in the retention and graduation rates.
- Institutional Data Administrators also identify students who are officially admitted to an Advanced Graduate program (classified as 'P' or 'T') without earning a bachelor's degree. It is important to stress that this code cannot be used for students who are just seeking an Advanced Graduate degree – only students who have been formally admitted to the program and will not be earning a bachelor's degree can have this designation. Since these students will not earn a bachelor's degree, they can be removed from the FTIC cohort for the calculation of graduation rates.
 - When the 2018 Legislature changed the PBF graduation rate from six to four years effective immediately, the institutions did not have time to identify which students in their four-year cohorts had been officially accepted into advanced graduate programs, so the Board's Office of Data & Analytics made a temporary, one-year emergency methodological change to also exclude those students whose Degree Level Sought (#01053), during their fourth year, was identified as seeking a Pharmacy Degree ('W'). The graduation rates reported in the 2018 Accountability Plans used the temporary fix. The graduation rates reported in the 2019 Accountability Plans no longer used the temporary fix, which is why the historical rates for some institutions were revised in the 2019 Accountability Plans.
 - Finally, it is important to note that these Advanced Graduate students will not be removed from the Academic Progress Rate or Retention Rate calculations, as there is no reason why entry into an accelerated program would prohibit enrollment during the second fall term.
- Information Adjusted by Correction (I) is used to revise the cohort type, SRK flag, or full/part-time indicator based on newly confirmed information (e.g., SSN change, new transcription info, etc...).

COHORT ADJUSTMENTS USED IN PBF METRICS

CATEGORIES	APR/RETENTION	GRAD RATES
Death (A)	Used	Used
Registered but never attended (B)	Used	Used
Totally/Permanently Disabled (D)	Used	Used
Serve in Armed Forces (F)	Used	Used
Federal Foreign Aid Service (eg, Peace Corps) (G)	Used	Used
Natural Disaster (K)	Used	Used
Official Church Mission (M)	Used	Used
Multiple Cohorts/Illegally Enrolled (Q)	Used	Used
Information Adjusted by Correction (I)	Used	Used
Pharmacy doctoral program (P)	Not used	Used
Advanced Graduate Program (T)	Not used	Used
Transfers (1, 2, 4)	Not used	Not used



3. Calculating the Number Retained or Graduated

a. Second Year Retention Rates

- **Cohorts:** The number of students in the cohort serves as the denominator for the retention rate, and is based on the following rules: Cohort Type= 'FTIC'; Student Right to Know (SRK)= 'Yes'; FT/PT Indicator= 'Full-time'.
 - The methodology used for the Retention Rate in the annual Accountability Plans is different from what is reported to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The primary difference is due to timing – the retention rate that is reported to IPEDS is based on preliminary enrollment data; whereas the retention rate in the annual Accountability Plan is based on final enrollment data.
- **Retained or Graduated:** The numerator for the retention rate includes two components: (1) the number of students in the cohort who are still enrolled during the second fall term, and (2) those students who graduated in their first year - prior to the start of the second fall term.
- **Grade Point Average:** A GPA criterion was added to the standard retention rate metric to gain a sense of how well students who were retained were actually doing in their courses. Board staff decided to use a cumulative GPA (at the end of the first year - before the second fall term) of at least 2.0 as a threshold because 2.0 is a commonly referenced measure of satisfactory academic progress that is a common eligibility threshold for financial aid eligibility. It is also important to know that FTICs who return for their 2nd fall with a first-year GPA above 2.0 are 8 times more likely to graduate within six years than students who begin their second Fall with a GPA of less than 2.0.
 - The University GPA [#1801] element is included on the Enrollments table and provides a student's GPA for a given term as well as the cumulative GPA. Originally, the end of the first year cumulative GPA was based on data that was submitted prior to the second fall term. This process was complicated by timing issues due in large part to the fact that many grades were still incomplete during the summer term before the second fall term (usually due in mid-September). In order to create a smoother procedural flow, and fix timing issues caused by incomplete grades, the Board's Office of Data & Analytics worked with the Council of Data Administrators to revise the methodology to instead use the beginning of term data as reported in the second fall enrollment table (due late January). This new methodology was first implemented for the 2019 Accountability Plan, and was applied to the 2016-17 and 2017-18 cohorts to have a consistent year-over-year methodology for determining PBF 'Improvement points'. The revised GPA calculation is a simpler, more streamlined process that provides more accurate data. The detailed formulas used for calculating GPA are provided below:

○ ORIGINAL END-OF-YEAR1 METHODOLOGY

$$\frac{(\text{GPA_INST_GRADE_PTS} [\#1086] + \text{GPA_TERM_GRADE_PTS} [\#1090])}{(\text{GPA_INST_HRS} [\#1085] + \text{GPA_TERM_CREDIT_HRS} [\#1088])}$$

○ NEW BEGINNING-OF-YEAR2 METHODOLOGY

$$\frac{\text{GPA_INST_GRADE_PTS} [\#1086]}{\text{GPA_INST_HRS} [\#1085]}$$



RETENTION & GRADUATION RATES

b. Four Year FTIC Graduation Rates

- **Cohorts:** The number of students in the cohort serves as the denominator for the graduation rate. The denominator used in the calculation of the four-year FTIC graduation rate is based on the following: Cohort Type= 'FTIC' ('B' and 'E'), SRK= 'Yes', FT/PT Indicator= 'Full-time' only, and Cohort Adjustments.
- **Graduated:** The number of students in the cohort who graduated within four years (by the fourth summer term after entry) from the same institution serves as the numerator for the graduation rate. It is important to note that a small number of degrees are reported to SUDS after the degree was awarded – these are called 'late degrees'. The methodology for four-year graduation rates include these 'late degrees'; however, late degrees that haven't already been submitted on the SIFD must be submitted on the Retention submission to be included in the graduation rates.
- **Note about historic rates that change.** The table below provides a visualization showing the difference in reporting degrees awarded for graduation rates and academic year degree counts. The '+' symbol indicates when degrees are reported by institutions to the Board office by degree term (rows) and rept_time_frame (columns). Deg_Term indicates when the degree was awarded and rept_time_frame indicates when the institution reported that degree to the Board office. Degrees can be reported for previous terms, which is why each rept_time_frame reports degrees for multiple deg_terms.
 - o The red box provides the logic on which degrees are counted for degrees reported in academic year 2016-17. The logic for reporting degrees in an academic year includes three degree terms (summer, fall, and spring) that is based on a 'summer to summer' rept_time_frame rule that excludes degrees if they are reported too late based on rept_time_frame.
 - o Alternatively, graduation rates do not exclude 'late late' degrees, so each year historical graduation rates can change as 'late late' degrees are reported. In the table below, the blue horizontal line is the only criteria restricting degrees awarded for purposes of calculating a graduation rate that ends by summer 2017 (or, deg_term=201705).
 - o The highlighted cells indicate which degrees were available for the 2016-17 Retention submission that were included in the 2013-17 graduation rate calculation – the yellow highlights would extend all the way back to the 201305 term if calculating the 2013-17 graduation rate. However, the 2017-18 Retention submission would also include any degrees awarded above the blue line that were not shaded yellow. These 'late late' degrees are not a large number but can change rates reported into the decimals.

DEG_TERM	REPT_TIME_FRAME						
	201605	201608	201701	201705	201708	201801	201805
201505	+	+	+	+	+	+	+
201508	+	+	+	+	+	+	+
201601	+	+	+	+	+	+	+
201605	+	+	+	+	+	+	+
201608	-	+	+	+	+	+	+
201701	-	-	+	+	+	+	+
201705	-	-	-	+	+	+	+
201708	-	-	-	-	+	+	+
201801	-	-	-	-	-	+	+
201805	-	-	-	-	-	-	+

Performance Funding Metrics Percentage of Degrees Awarded in Programs of Strategic Emphasis (for Bachelor's and Graduate Degrees)

OVERVIEW OF METHODOLOGY AND PROCEDURES

REVISED 04/28/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



The Board of Governors for the State University System of Florida approves a methodology document that is used to generate a list of Programs of Strategic Emphasis (PSE) to promote the alignment of the State University System degree program offerings with the economic development and workforce needs of the State. The Board has updated the methodology document several times to reflect that Florida's workforce needs change over time. The original methodology document and program list was created as part of a 2001 Advisory Group on Emerging Technologies. In 2005, the Board updated the methodology and list as part of the 2005-2013 System Strategic Plan, and it was again formally updated in 2009 as part of the 2012-2025 Strategic Plan effort. The last update occurred in November 2013 as part of the 2025 System Strategic Plan Re-Alignment initiative.

As with past iterations of the process, the 2009 update renamed the PSE categories to better demonstrate alignment with recommendations found in the key economic and workforce council reports and available data. The categories in the approved methodology document are used to generate a dynamic list of PSE from the State University System Academic Program Inventory database. The 2013 methodology document is designed such that some disciplines are included at the two digit CIP, others at the four digit CIP, and a few selected programs at the six digit CIP. New programs are captured in the dynamic PSE list as long as they fall under one of the Board approved CIP code categories.

For more information about the Programs of Strategic Emphasis please visit the Board's webpage at: http://www.flbog.edu/pressroom/strategic_emphasis/.

This document provides details on the methodology and procedures used by Board of Governors staff to calculate the Percentage of Degrees Awarded in Programs of Strategic Emphasis (for both bachelor's and graduate level) as reported in the 2025 System Strategic Plan, annual Accountability Reports, University Work Plans, and used in the Board's Performance Based Funding model.



1. Board Staff Analysis of State University Database System (SUDS) Data

The State University System of Florida Board of Governors (BOG) maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty and programs at SUS institutions. The Percentage of Degrees Awarded in Programs of Strategic Emphasis is based on data that universities submit to the Board office as part of the Degrees Awarded table on the Degrees Awarded (SIFD) file submission¹. Degree data is collected three times a year at the end of each term. The SUDS data elements used to determine the Percentage of Degrees Awarded in Programs of Strategic Emphasis are:

- Degree Program Category [#1082]
- Degree Program Fraction of Degree Granted [#1083]
- Reporting Institution [#1045]
- Term Degree Granted [#1412]
- Degree Level Granted [#1081]
- Major Indicator [#2015]

a. Number of Degrees

The number of degrees awarded in Programs of Strategic Emphasis is a count of graduates with certain skill sets (not an unduplicated count of degrees), so we include all of the disciplines/CIP codes that a student completes – this includes first majors, second majors, and dual degrees.

- There are several scenarios when a student can earn a degree from more than one CIP code. By far the most common examples are at the bachelor's level within Business programs – when a student graduates with an even amount of work from two different CIPs (i.e., finance, business, marketing, accounting and political science to name a few). Other examples, which are much less common, occur when a student earns two separate degrees from two separate disciplines ("dual degrees"), or when a student earns only one degree but has done more work in one CIP than the other ("dual majors").
- The number of degrees used in the calculation of the Percentage of Degrees Awarded in Programs of Strategic Emphasis – for both the numerator (representing the select disciplines identified by the Board) and the denominator (representing all disciplines) – is made by rounding the Degree Program Fraction of Degree Granted [#1083] for each Degree Program Category [#1082] for each student up to '1' and then summing.

b. Reporting Period

The reporting year for degrees includes the summer, fall, and spring terms of a given year. The SIFD submission often includes students who were awarded a degree in a previous term that was not previously reported. The total number of degrees used to calculate the degrees awarded in Programs of Strategic Emphasis can include the degrees that were reported out-of-term (also referred to as 'late' degrees). Because it is not unusual for the summer SIFD to include degrees for students who actually graduated in the previous reporting year, the final degree data can include data reported on the following summer SIFD.

¹ The SUDS Data Dictionary has detailed definitions for the 21 elements included within the Degrees Awarded table and is available at: https://prod.flbog.net:4445/pls/apex/f?p=112:50:5018573689494::NO::P50_ROW_DISPLAY_COLUMNS:50.



2. Academic Program Inventory

In accordance with the requirements of Board of Governors regulation 8.011(4), the Board office maintains the official State University System Academic Degree Program Inventory, which identifies all the approved degree programs for each university within the System.² The programs are listed based on the Classification of Instructional Programs (CIP) taxonomy that the US Dept. of Education maintains. Universities may have multiple “majors” at the same degree level under one CIP code in accordance with definitions specified in regulation 8.011, and they may have degree programs at different levels within the same CIP. The degree program inventory is updated continuously, which allows for dynamic reports to be generated, such as the Programs of Strategic Emphasis List.

a. **Newly Created Programs**

Upon final approval, new degree programs are added into the degree program inventory with an effective term date for which enrollments and degrees can be reported. Programs that are terminated by the university also remain in the inventory database, but are noted as terminated with an effective term date after which no new enrollments can be reported. Enrollment data can still be reported for terminated programs until the programs ‘teach out’ any students who were enrolled at the time the program was terminated.

b. **CIP Code Change**

It is important to note that program curricula naturally evolve and change over time to keep up with the latest developments within their respective fields of study. Consequently, universities routinely submit requests to the Board office to change the CIP code assigned to an existing degree program in the Board’s Academic Program Inventory. However, a CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. CIP Changes are different from program terminations because there is no ‘teach out’ phase for CIP changes.

Each CIP code change request indicates the future term in which the change will become effective. The effective term is important because any degrees awarded before the effective term are classified under the previous CIP code and degrees awarded after the CIP change are reported as the new CIP code.

c. **Programs of Strategic Emphasis (PSE)³**

The Board of Governors approves a methodology document that is used to generate a list of Programs of Strategic Emphasis (PSE) to promote the alignment of the State University System degree program offerings with the economic development and workforce needs of the State. The Board has updated the methodology document several times to reflect that Florida’s workforce needs change over time. The original methodology document and program list was created as part of a 2001 Advisory Group on Emerging Technologies. In 2005, the Board updated the methodology and list as part of the 2005-2013 System Strategic Plan, and it was again formally updated in 2009 as part of the 2012-2025 Strategic Plan effort. The last update occurred in November 2013 as part of the 2025 System Strategic Plan Re-Alignment initiative.

As with past iterations of the process, the 2009 update renamed the PSE categories to better demonstrate alignment with recommendations found in the key economic and workforce council reports and available data. The categories in the approved methodology document are used to generate a dynamic list of PSE from the State University System Academic Program Inventory database. The 2013 methodology document is designed such that some disciplines are included at the two digit CIP, others at the four digit CIP, and a few selected programs at the six digit CIP.

² The Board’s Academic Program Inventory is available at: <https://prod.flbog.net:4445/pls/apex/f?p=136:13>.

³ For more information about the Programs of Strategic Emphasis please visit the Board’s webpage at: http://www.flbog.edu/pressroom/strategic_emphasis/.



3. Using Outcomes

Accountability Reports

Board IR staff provide the Percentage of Bachelor's and Graduate Degrees Awarded within the Programs of Strategic Emphasis to each university Data Administrator for their review as well as a static snap-shot of the CIPs that are included in the Programs of Strategic Emphasis for the annual Accountability Reports. Any data discrepancies between university and Board calculations are resolved prior to the printing of the Accountability Report. The data reported in the Accountability Report is subsequently used in the University Work Plans and the Performance-Based Funding Model (PBF).

- The 2012-13 Accountability Report reported the Percentage of Strategic Emphasis Degrees Awarded based on the 2009 methodology of the Areas of Programmatic Strategic Emphasis – that expired at the end of summer 2014.
- The 2013-14 Accountability Report reported the Percentage of Strategic Emphasis Degrees Awarded based on the 2013 *methodology* of the Programs of Strategic Emphasis (PSE) – effective fall 2014.

University Work Plans

University Data Administrators use the Accountability Report data to develop the out-year data goals that are provided as part of the University's Work Plans.

- The June 2014-15 University Work Plans reported the Percentage of Strategic Emphasis Degrees Awarded based on the 2009 methodology of the Areas of Programmatic Strategic Emphasis – that expired at the end of summer 2014.
- The June 2015 University Work Plans reported the Percentage of Strategic Emphasis Degrees Awarded based on the 2013 *methodology* of the Programs of Strategic Emphasis (PSE) – effective fall 2014.

Performance Based Funding Model

In 2014, the Board approved a new Performance-Based Funding Model that included ten metrics – two of which were based on degrees awarded within Programs of Strategic Emphasis at the baccalaureate and graduate levels.

- In 2014, the first cycle of PBF used the Percentage of Bachelor's and Graduate Degrees Awarded within the Programs of Strategic Emphasis that was based on the 2009 *methodology* of the Areas of Programmatic Strategic Emphasis – that expired at the end of summer 2014.
- In 2015, the second cycle of PBF used the Percentage of Bachelor's and Graduate Degrees Awarded within the Programs of Strategic Emphasis that was based on the 2013 *methodology* of the Programs of Strategic Emphasis (PSE) – effective fall 2014.

Performance Funding Metrics

University Access Rate

(Percent of Undergraduates with a Pell Grant)

OVERVIEW OF METHODOLOGY AND PROCEDURES

REVISED 06/08/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



The State University System of Florida included the University Access Rate in the Performance-Based Funding model to help preserve access for students from low-income families. This document provides details on the methodology and procedures used by Board of Governors staff to calculate the percentage of undergraduates with a Pell-Grant as reported in the annual Accountability Report and used in the Performance Based Funding model.



BOG Analysis of State University Database System (SUDS) Data

The State University System of Florida Board of Governors maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty and programs at SUS institutions. The University Access Rate is based on data from the enrollment table on the Student Instruction File (SIF), and the Awards table on the Student Financial Aid (SFA) file.

- a. **Numerator**: Board staff query the Financial Aid Awards table within SUDS to identify the students who received a Pell Grant (award_prog_id='001') during the Fall term (award_payment_term= 'yyyy08').
 - In addition to demonstrating financial need, the US Dept. of Education considers other factors when determining eligibility for a federal Pell grant. For example, students must be a US citizen or an eligible noncitizen¹. The US Dept. of Education does provide a few exceptions whereby non-resident aliens can receive a Pell grant. SUDS does not collect information to allow Board staff to determine the Pell-eligibility for non-resident aliens; therefore, Board staff exclude non-resident aliens (#2043 = 'Y') from both the numerator and denominator for this metric.
- b. **Denominator**: Board IR staff identify all degree-seeking undergraduate (both lower and upper divisions) students enrolled in the Fall term. In addition, Board staff exclude unclassified students (student_class_level='N') and post-baccalaureate students (stu_recent_adm_typ= 'P') from the denominator because these students are not eligible for a Pell grant.

Note on US Dept. of Education Pell Data

The US Dept. of Education reports data for the 'Percent of Undergraduate Students Receiving Pell Grants' online at the Integrated Postsecondary Education Data System (IPEDS) website. However, Board staff decided not to use the IPEDS data for this metric for the following reasons:

- Since there is funding attached to the data, Board staff felt it was preferable to calculate the percentage of undergraduates receiving Pell grants using the student level data that is available in SUDS rather than simply using the data that universities report to IPEDS.
- Board staff also felt that the methodology that is used by IPEDS to generate their percentage of undergraduates who received a Pell grant is flawed. In IPEDS, the numerator is based on the number of students who received a Pell grant anytime during a particular academic year. Alternatively, the denominator is only based on the students enrolled during the Fall term – including unclassified students who are not seeking a degree and therefore not eligible for financial aid. Furthermore, the IPEDS Financial Aid survey imports the total headcount denominator from their Fall Enrollment survey. Due to the IPEDS schedule for data submissions, the State University System of Florida institutions use the *preliminary* Student Instruction File (SIFP) data when reporting the total Fall enrollment counts on the Fall Enrollment survey, so the denominator that IPEDS uses to calculate the percentage of undergraduates who received a Pell grant is based on preliminary data.

¹ For more information about eligibility requirements for the federal Pell grant, see: <https://studentaid.ed.gov/sa/eligibility/basic-criteria>.

Performance Funding Metrics

Percent of Bachelor's Degrees Awarded Without Excess Hours

OVERVIEW OF METHODOLOGY AND PROCEDURES

REVISED 04/28/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



The State University System of Florida has been reporting the number of hours in excess of degree requirements for decades in its annual accountability reports. In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour that exceeds specific thresholds. It is important to note that the statutory provisions of the Excess Hour Surcharge have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The data described in this document are based on the latest statutory requirements, which mandate a 110% threshold of the required hours.¹

In 2011, the Board of Governors included the excess hours metric in its 2012-2025 System Strategic Plan. In 2014, the importance of the excess hours metric was further elevated by its inclusion in a new Performance-Based Funding Model. This document provides details of the methodology and procedures used by Board of Governors staff during the analysis of the 'Percentage of Bachelor's Degrees Awarded Without Excess Hours' as reported in the Accountability Reports and used in the Performance Based Funding model.

¹ The Board's accountability metric is a retrospective summary for a given graduating class. The accountability metric does not attempt to report (and cannot be used to calculate) how many students have actually paid the surcharge at a given time. The Board of Governors will monitor actual surcharge payment data, but will continue to base the accountability metric on the latest statutory requirements because it provides a good perspective on what impact this new fee will have in the near future after the phase-in period is over. For more details see Section 1009.286, Florida Statutes at: <http://www.flsenate.gov/laws/statutes/2012/1009.286>.



1. Defining the Cohort

The State University System of Florida Board of Governors (BOG) maintains a student unit record database titled the State University Database System (SUDS). This database contains more than 400 data elements about students, faculty, and programs at SUS institutions.

- a. The source data for the excess hours accountability metric are the Courses to Degree (CTD) and Hours to Degree (HTD) tables that are submitted to SUDS by each university as part of their Hours To Degree (HTD) file². Note: New College of Florida (NCF) does not submit a HTD file.
- b. The Hours to Degree file only includes single-major bachelor's degree recipients who were awarded a bachelor's for the first time during the academic year – summer, fall, and spring terms.
- c. The course information for the students reported includes all post-secondary course work and their course work taken in high school and accepted as post-secondary credit after high school.

2. Board Staff Query of HTD

The Board's Information Resource Management (IRM) staff query the database and provide the Board's Institutional Research (IR) unit with a student-level summary of the HTD data. The primary action of this query is to summarize the number of credit hours attempted for each individual in the HTD file into the groups described below. These groupings are critically important because the Legislature has exempted several types of credit hours from being included in the calculation of excess hours. The determination of credit hour groupings is done by university staff who report to the BOG using the following HTD elements:

- Course System Code [#1484]
- Course Grouping Code [#1485]
- Credit Hour Usage Indicator [#1489]
- Section Credit [#1459]
- Credit Hour Testing Method [#1488]
- Course Section Type [#1104]
- Excess Hours Exclusion [#2065]

a. Statutory Inclusions

- **Native Credits:** The statute includes all credit hours attempted at the state university from which the student received a baccalaureate degree, which is based on the sum of SECTION_CREDIT [#1459] when CRS_SYSTEM [#1484] = 'N--native'. Native credits include all failed, dropped, repeated, and most withdrawals. In addition, Board of Governors staff have clarified that graduate-level credit that is attempted for completion of a baccalaureate degree is included in any calculation for excess hours.
 - However, if graduate credit is attempted as part of a (3+2 or 4+1) dual bachelor's/master's degree, where the credit applies to both the undergraduate and graduate requirements, then it should be considered graduate degree coursework and therefore should be considered exempt from excess hours. The exempted credits are based on the sum of SECTION_CREDIT [#1459] when COURSE_GROUP [#1485] = 'R'.
- **Non-Native Credits Used Toward the Degree:** Based on all credit hours (sum of SECTION_CREDIT [#1459]) accepted for transfer by the degree-awarding institution (CRS_SYSTEM [#1484] <> 'N--native') and used toward the student's baccalaureate degree program (USAGE_INDICATOR [#1489] = 'D').

² For detailed information regarding the Hours to Degree file, please see the master file documentation that is available at: http://www.flbog.edu/resources/doc/ditr/susmaster/htd_print.pdf.



b. Statutory Exclusions

- **Accelerated Mechanisms:** Based on the sum of SECTION_CREDIT [#1459] when COURSE_GROUP [#1485] = 'D' or 'E'. This includes College Level Examination Program (CLEP), College Board Advanced Placement Program (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) examinations, and High School Dual (or Early Admit) Enrollment. Note: High School Dual/Early-Admit credits that are earned at another institution and accepted as transfer credit are also exempt from the excess hours calculation.
- **Internship Courses:** Based on the sum of SECTION_CREDIT [#1459] when COURSE_SECTION_TYPE [#1104] = 'I'. This should include externships, practicums, and supervised teaching activities within teacher education.
- **Certification:** The data collected by the Board of Governors do not identify credit hours that are classified as 'for certification'; therefore, no certification credits are being excluded from the BOG accountability metric for excess hours.
- **Withdrawal Due to Personal Hardship:** After summer 2014 Data Workshop discussions, a new 'Excess Hours Exclusion' element [#2065] was added to the State University Database System (SUDS) Hours to Degree file to identify these credit hours. It is important to note that for these hours to be exempted from the calculation of 'Excess Hours' for the Accountability Report, the COURSE_GROUP [#1485] code must be equal to 'A—academic course.' If the credit hours have already been exempted as a result of the COURSE_GROUP [#1485] values, then they will not be exempted again.
- **Active Duty Military:** These data have historically not been identified in the HTD. After summer 2014 Data Workshop discussions, a new element was added to the State University Database System (SUDS) Hours to Degree file to identify these credit hours. These hours will only include credit hours taken while on active duty. It is important to note that for these hours to be exempted from the calculation of 'Excess Hours' for the Accountability Report, the COURSE_GROUP [#1485] code must be equal to 'A—academic course.' If the credit hours have already been exempted as a result of the COURSE_GROUP [#1485] values, then they will not be exempted again.
- **Dual Major:** Dual majors are not included in the HTD data. Surcharge Note: Because of the variation in how the curricula for dual majors can be constructed, the credits applicable to this exemption need to be determined by each university.
- **Remedial/English as a Second Language:** Based on the sum of SECTION_CREDIT [#1459] when COURSE_GROUP [#1485] = 'C'. In addition, Board of Governors staff decided that up to 10 credit hours of foreign language that are used to meet FTIC admission requirements (per Regulation 6.002(1)(h)) should also be exempt from excess hours. These data are based on the sum of SECTION_CREDIT [#1459] when USAGE_INDICATOR [#1489] = 'L—Foreign Language.' It is important to note that for these hours to be exempted from the calculation of 'Excess Hours' for the Accountability Report, the COURSE_GROUP [#1485] code must be equal to 'A—academic course.' If the credit hours have already been exempted as a result of the COURSE_GROUP [#1485] values, then they will not be exempted again.
- **Military Sciences:** Based on the sum of SECTION_CREDIT [#1459] when COURSE_GROUP [#1485] = 'M'. This identifies courses that are part of the Reserve Officers' Training Corps (ROTC) program or credit for Military Training and Education granted to students with military training or coursework that is recognized by the American Council on Education (ACE) subject to regular institution transfer practices or limitations on amount, level, etc. of transfer credit. Credit hours earned from military courses from U.S. Military Colleges and Military Academies are also included.
- **Note about Teacher Education:** Board of Governors staff recommend that universities evaluate their Teacher Education programs to determine whether the number of credit hours required for the program needs to be adjusted. If so, then the university needs to apply for the change in catalog hours with BOG staff.



3. Board Staff Analysis of HTD Query

a. Quality Assessment

- **Calculating Total Credit Hours:** The first action that IR staff performs is a quality assessment step to see if all bachelor's recipients have earned at least 120 total credit hours – per Board regulation 6.017(b). This step sums the total native hours and the non-native hours used toward the degree. If a student has less than 120 total credit hours used toward the degree, he or she is excluded from the excess hours calculation.
- **Catalog Hours and the Academic Degree Program Inventory:**
In accordance with the requirements of Board of Governors regulation 8.011(4), the Board office maintains the official State University System Academic Degree Program Inventory, which identifies all the approved degree programs for each university within the System.³ The programs are listed based on the Classification of Instructional Programs (CIP) taxonomy that the U.S. Dept. of Education maintains. Universities may have multiple “majors” at the same degree level under one CIP code, in accordance with definitions specified in regulation 8.011, and they may have degree programs at different levels within the same CIP.

In accordance with the requirements of Section 1007.25(8), F.S., and Board regulation 8.014, the Board of Governors may approve a request by a university board of trustees for a bachelor's degree program to exceed 120 credit hours to degree. Baccalaureate programs that have been granted this exception are identified in the Board's Academic Program Inventory along with the required catalog hours and the term when the change was made effective. The Board's Inventory displays only the credit hours associated with the longest track/major within any program associated with a six-digit CIP code.

It is important to note that program curricula naturally evolve and change over time to keep up with the latest developments within their respective fields of study. A program curriculum change *may* cause the university to change the required credit hours associated with an academic program. Universities that want to change the maximum credit hours for a program that has already been approved to exceed 120 credit hours must request approval for the administrative change (whether higher or lower) from the Board's Academic and Student Affairs (ASA) staff as specified in Board of Governors regulation 8.014. If ASA staff approve a change, the Program Inventory is updated to reflect the new maximum credit hours along with the effective term for the new maximum hours.

In the HTD file, the university reports the catalog hours for each student, which can vary within a CIP due to differences between majors that are grouped into the same CIP, or due to students who entered the university years apart and completed slightly different curricula. To ensure compliance with statute and regulation, Board staff use the Board-approved maximum credit hours for each university's CIP, combined with their effective terms, as reported in the Program Inventory, when calculating the 'Excess Hour' threshold for each program.

³ The Board's Academic Program Inventory is available at: <https://prod.flbog.net:4445/pls/apex/f?p=136:13>.



b. Calculating Excess Hours

- The calculation of the excess hours metric is executed at the student level and combines the different groups of data provided by IRM in a way that mirrors statute as closely as possible.
 - The formula starts with a sum of all 'native' credit hours plus non-native credits that were used toward the degree. 'Native' refers to whether the credits were earned at the same institution. 'Non-Native' credits refers to the credits that were earned elsewhere and accepted for transfer. This credit hour subtotal is then compared to 110% of the Board-approved maximum catalog hours. The final step subtracts the credit hours from the statutory exempt categories (which include all exempted native credit hours and only the non-native exempted credit hours that were used toward the degree). Note: Non-native credit hours that were not used toward the degree are not included in the exempted hours because these credit hours were already excluded from the initial subtotal.
 - The formula used is shown below.

[ALL NATIVE + NON-NATIVE HOURS USED TO DEGREE] – (CATALOG HOURS*1.10) – (EXEMPTED HOURS)

EXEMPTED HOURS include all native hours plus non-native hours that were used toward the degree from the following categories: Dual Enrollment, Exam Credit, Internships, Remedial, Language (to fulfill 2nd language admission requirements), Life Experience, Military Course Credit, Graduate Rollover Courses, Withdrawals due to Personal Hardship, and courses earned while serving on Active Duty in the Military (as described in Section 2b of this document).

- The result of the 'Excess Hour' formula above provides a numerical value for each baccalaureate recipient that is either negative, zero, or positive. If negative or zero, the student did not accrue any excess hours. If positive, the student did accrue excess hours. This numerical value is translated into a simple "Yes/No" flag, which is then used to summarize the number and percentage of baccalaureate recipients based on their designation.

4. Using Outcomes

The Performance-Based Funding Model

Board staff provides the results of the Excess Hours data analysis (as well as the student-level data that it was based upon) to each university Data Administrator for their review prior to the data being approved by each university Board of Trustees and the Board of Governors as part of the Accountability Report process. The Percentage of Bachelor's without Excess Hours is reported as an overall total and by student type (FTIC, AA Transfer, and Other Transfer). The percentage for all students is used in the Performance-Based Funding model.

- Board staff compare newly submitted HTD data to prior year data and ask university Data Administrators about any odd trends. It is important to note that if the university implemented any methodology, or procedural changes that cause an impact to the data, then Board staff will require the university resubmit the prior year HTD using the same improved method/process. This is needed to ensure that the year-over-year change in data is based on actual performance and not due to a technical methodological/procedural change to the data collection processes.

Performance Based Funding Model 2019-20 Benchmarks											
		EXCELLENCE (Achieving System Goals)									
Points		10	9	8	7	6	5	4	3	2	1
Key Metrics Common to All Universities											
1	Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 Yr after Graduation	72.8%	70.5%	68.3%	66.0%	63.7%	61.4%	59.2%	56.9%	54.6%	52.3%
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
3	Net Tuition & Fees per 120 Credit Hours	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Four Year Graduation Rate <i>Full-time FTIC</i>	50%	48.8%	47.5%	46.3%	45%	43.8%	42.5%	41.3%	40%	38.8%
5	Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	90%	88.8%	87.5%	86.3%	85%	83.8%	82.5%	81.3%	80%	78.8%
6	Bachelor's Degree's Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
7	University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%
8.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	60%	57.5%	55%	52.5%	50%	47.5%	45%	42.5%	40%	37.5%
8.B.	Freshmen in Top 10% of Graduating High School Class <i>(Alternative metric for NCF only)</i>	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
9	Percent of Bachelor's Degrees without Excess Hours	80%	77.5%	75%	72.5%	70%	67.5%	65%	62.5%	60%	57.5%
		IMPROVEMENT									
% Improvement		5.0%	4.5%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0%	0.5%
Points		10	9	8	7	6	5	4	3	2	1

Note: For Metric 3 only the percentage improvement should be negative in order to receive points.

Performance Based Funding Model 2019-20 Benchmarks											
		EXCELLENCE (Achieving System Goals)									
Points		10	9	8	7	6	5	4	3	2	1
Metric 10											
10.A.	FAMU - Percent of R&D Expenditures Funded from External Sources	80%	78%	76%	74%	72%	70%	68%	66%	64%	62%
10.B.	FAU - Bachelor's Degrees Awarded to Minorities	40%	38%	36%	34%	32%	30%	28%	26%	24%	22%
10.B.	FGCU - Bachelor's Degrees Awarded to Minorities	452	450	448	446	444	442	440	438	436	434
10.B.	FIU - Bachelor's Degrees Awarded to Minorities	40%	37.5%	35%	32.5%	30%	27.5%	25%	22.5%	20%	17.5%
10.C.	FSU - National Rank Higher than Predicted by the Financial Resources Ranking Based on a US and World News Report	75	67	59	51	43	35	27	19	11	3
10.D.	NCF - Percent of Undergraduate Seniors Participating in a Research Course	100%	99.5%	99%	98.5%	98%	97.5%	97%	96.5%	96%	95.5%
10.E.	UCF - Number of Bachelor's Degrees Awarded Annually	12,300	12,250	12,200	12,150	12,100	12,050	12,000	11,950	11,900	11,850
10.F.	UF - Number of Licenses/Options Executed Annually	1st-10th	11th-20th	21st-30th	31st-40th	41st-50th	51st-60th	61st-70th	71st-80th	81st-90th	91st-100th
10.G.	UNF - Percent of Undergraduate FTE in Online Courses	13%	12%	11%	10%	9%	8%	7%	6%	5%	4%
10.H.	USF - Number of Postdoctoral Appointees	200	190	180	170	160	150	140	130	120	110
10.I.	UWF - Number of Undergraduate Students Aged 25 and Older Enrolled in Fall	25%	24%	23%	22%	21%	20%	19%	18%	17%	16%

Note: 10.H. The USF System revised the benchmark to match the Florida Preeminence criteria and be consistent with PBF Metrics 4 and 5 (excellence threshold is same as Preeminence threshold).