2019

Accountability Plan

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

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

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MISSION STATEMENT

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

STATEMENT OF STRATEGY

Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida Agricultural and Mechanical University (FAMU) is firmly established as one of the nation's top HBCUs and a leading producer of African American graduates in a broad array of disciplines at the baccalaureate, professional and graduate levels. The University will build on this strong tradition of achievement as it advances towards realizing the recently established vision of being recognized as a premier land-grant, doctoral research university that produces globally competitive graduates. To achieve this vision, the University will remain focused on improving student success outcomes, promoting accountability at all levels throughout the organization, and increasing operational efficiency. These efforts are guided by the six strategic priorities outlined in the University's 2017-2022 Strategic Plan (*FAMU Rising*):

1. Exceptional Student Experience
2. Excellent and Renowned Faculty
3. High Impact Research, Commercialization, Outreach, and Extension Services
4. Transformative Alumni, Community, and Business Engagement
5. First-Class Business Infrastructure
6. Outstanding Customer Experiences

Specific areas of focus include:

- Increasing FTIC retention and graduation rates.
- Increasing licensure pass rates in nursing, law, pharmacy and physical therapy.
- Increasing the enrollment and graduation rates of AA transfers.
- Upgrading and expanding facilities for student housing, academic support services and instruction.
- Transitioning to a more data-driven culture.
- Enhancing oversight and management of academic, fiscal and critical business operations.

The University is well-positioned and fully committed to becoming an even stronger "first-choice" educational institution for students, a priority destination for agencies that invest in research, a model for impactful community engagement and service, and a trusted institution that models transparency and accountability.

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*
What are your major capabilities, opportunities and challenges for improvement?

FAMU continues to serve critical needs for Florida's citizens in its role as a leader within the SUS in affordability and providing access, opportunity and achievement for first-generation students and students from low-income backgrounds. Additional institutional strengths include the diversity in academic program offerings, status as an 1890 land-grant institution, designation by the Carnegie Classification as an R2 institution, and high degree production in STEM, agriculture and health-related disciplines (areas in which minorities are historically underrepresented).

With Florida's increased emphasis on improving four-year graduation rates, the University has a tremendous opportunity to accelerate the current progress being made in increasing its student success outcomes. By making additional strategic investments in student success initiatives, faculty and facilities, the University is determined to carve out a niche and establish a reputation as a state-wide and national leader in retention and graduation rates for African Americans. Opportunities also exist to enhance the University's signature academic programs (pharmacy, business, architecture, law, nursing, music and STEM), while identifying new and emerging areas for growth, such as cybersecurity and data science, in which FAMU can be a national leader, particularly among HBCUs. The University has excellent potential for significantly increasing external support for research by leveraging existing research strengths in agriculture, engineering, environmental science and the biomedical sciences, while identifying new areas of cutting-edge research in which the University can achieve distinction.

FAMU is continuing in its efforts to ensure student success by increasing retention and graduation rates at all degree levels, and improve performance on licensure exams. There also continues to be a critical need to upgrade and expand campus facilities, particularly concerning student housing, student services and faculty research spaces. Additionally, due to the financial circumstances of many of our students, access to need-based aid continues to be a challenge.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Increase Student Success Outcomes

The University has made progress over the past several years in improving student success outcomes in several areas, such as six-year graduation rates and reducing the time-to-degree. However, the University acknowledges that rapid and significant progress is needed with respect to improvements in FTIC four-year graduation rates, retention rates, and licensure pass rates. With recent support provided through the legislative budget process, the University will continue to make significant investments to enhance and expand student support initiatives as outlined in the University Strategic Plan.

Key initiatives underway are listed below.

Academic Support Services

The University has made significant investments to improve academic advisement by securing and allocating funding to hire 17 new full-time professional advisors/coaches. These new hires will allow the University to increase the use of proven best practices, such as intrusive advising and academic coaching. The University's peer mentoring and tutorial services are also being expanded via the allocation of funding to hire up to 100 additional student peer mentors/tutors.

Student Recruitment

The University will continue to increase the recruitment of high-achieving students. These efforts include raising the academic profile of incoming FTIC cohorts through strategic recruitment, and increasing the enrollment of AA transfers from FCS institutions.

Licensure Pass Rates

The University has placed an increased focus on strengthening academic programs, with a particular emphasis on programs with licensure pass rate requirements. These efforts include the recent hire of a new Dean in the College of Pharmacy and the launch of a national search for a new Dean for the College of Law. Specific strategies for improving student performance on licensure exams include: modifying admissions criteria for entry into the specific programs to ensure incoming students are adequately prepared for the program rigor; increasing the use of predictive analytics and more aggressive monitoring of key performance indicators; revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline; and expanding academic support services, which includes conducting focused workshops on test-taking preparations.

2. Promote Accountability and Increase Efficiency

The University remains keenly focused on improving performance, which requires greater emphasis on increasing accountability and efficiency. With several recent key hires at the senior leadership level (vice presidents and deans), and the launch of several new initiatives, the University is well positioned to make great strides and build on its current momentum. Key activities underway include:

- Identifying unit-level metrics and outcomes for each academic program and administrative units that are closely linked to the institution's strategic priorities. Goal achievement will be tied to evaluations of performance and effectiveness for unit leaders (deans and vice presidents).
- Evaluating faculty workload and productivity.
- Restructuring the University's audit and compliance functions to facilitate increased operational efficiency and compliance with policies and procedures.
- Modifying the University's budgeting process to foster better alignment of resource allocations with the University's strategic priorities.
- Launching a campus-wide customer service initiative to enhance the quality of services delivered to students and other university stakeholders.

3. Support Faculty Excellence

Recruiting, developing and retaining top-notch faculty is critical to sustaining FAMU's ability to provide students with exceptional learning experiences and increase student success. The University will continue to make strategic investments to support new faculty hires, expand support for professional development, and upgrade teaching and research facilities. The new hires will enable FAMU to address critical staffing shortages and reduce heavy teaching loads in several key programs, and develop new academic program offerings in areas of strategic emphasis. The additional faculty will enhance FAMU's student success initiatives in several ways. High-performing faculty in professional programs that have licensure pass rate requirements, (pharmacy, nursing, physical therapy) will enable the programs to provide students with additional academic support, advising/mentoring, and assistance in preparing for licensure exams. New faculty hires in the core sciences and mathematics will help to reduce faculty teaching overloads and decrease the reliance on adjunct instructors in key gateway courses that have high failure rates. Additionally, new hires in areas such as cybersecurity and data science will support the goals of the Strategic Plan to develop cutting-edge academic programs for students in areas of high-demand for the state and nation.

Graduation Rate Improvement Plan

This narrative subcomponent is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Academic

Finish in Four Campaign: The University has launched our four-year graduation campaign "Finish in Four" starting with the 2018 Cohort. The plan is designed to raise awareness of the importance of obtaining a degree in four years though new tools in the SIS (Student Information System), website and social media campaigns. To date, the plan has been rolled out to approximately 1,500 Students.

Strengthen and enhance academic support services: The University has initiated a restructuring of undergraduate advisement, which includes allocating funding to hire seventeen (17) new advisors/academic coaches. First-year students will have dedicated academic coaches to assist with enhancing academic skills (note taking, time management, study skills, etc.) necessary for student success. We have also created the Office of Transfer Services to better meet the needs of transfer students.

Living Learning Communities: The University has increased funding for the initiative by $200,000 to enhance programming and accommodate an expansion of the program to serve additional students.

Peer Mentoring: We have allocated $300,000 in funding to the peer mentor program. To date, over 60 new peer mentors have been hired to provide increased support to tutoring labs and existing first-year courses.

Early Warning System: The University allocated $100,000 in new funding to acquire a new early warning system. The University is currently evaluating various early-alert systems (Civitas and Starfish) for implementation during the Fall 2019 semester. Moreover, we are revamping the technology stack used by our advisors, academic coaches, tutors, and other academic and student affairs services to facilitate significantly improved student tracking and accountability.

SLS Course Redesign: The University has launched the redesign of our first-year course to shift the focus to developing core academic skills and the Growth Mindset (Grit).

Preparing Scholars for Success (PS2) Summer Program: The University is developing a summer boot camp to help address math deficits in STEM majors. Students will do online math remediation during the summer and come to campus a week early for the fall semester to participate in an intensive boot camp program designed to prepare the student for the upcoming semester. The program has been modeled on the successful BIOS program at LSU which reports increased retention and graduation rates for participants.

Financial

Strengthen the financial literacy program: The FYE Financial Literacy program is designed to educate students on the importance of repaying their student loans. When the program was initiated, the Cohort default rate for the University was 18%. Due in part to the success in our program, the default rate now is at 9%. Student Debt Counselors come to each SLS 1101 course to provide students with critical information about taking out student loans and repaying their debt.

Policy

Textbook Affordability: The University has formed a Textbook Affordability Group (TAG) to strategize and develop a university-wide plan to identify ways for faculty to ensure that all students have access to affordable textbooks. A First Day program was implemented for several courses during the fall 2018 and spring 2019 semesters. The program enables students regardless of financial status to have books on day one of the class.

Curricular Incentives

Office of Undergraduate Research: The University has established the Office of Undergraduate Research to increase the participation of undergraduates in research.

Key Achievements for Last Year (2017 –2018)

STUDENT ACHIEVEMENTS

1. Candace Harris, a Ph.D. student in physics within the College of Science and Technology, was awarded the prestigious National Nuclear Security Administration Graduate Fellowship.
2. Marques Grant, a senior in the Health Informatics and Information Management Program, School of Allied Health Sciences, was selected as the recipient of the 2017 American Health Information Management Association Student Triumph Award for the outstanding student in the nation.
3. Shay Simon and Jessika Ward, senior broadcast journalism students in the School of Journalism and Graphic Communication, were the recipients of student Associated Press (AP) awards.

FACULTY ACHIEVEMENTS

1. Henry N. Williams, Ph.D., an American Society for Microbiology (ASM) Congressional Science Fellow and professor in the School of the Environment, was honored with the prestigious Barnett Cohen Award from the American Society for Microbiology for his contributions, devotion, and interest in promoting the science of microbiology.
2. David White, Ph.D., professor in College of Education, received the 2018 Distinguished Technology and Engineering Professional Award from the International Technology and Engineering Educators Association (ITEEA) for outstanding performance, leadership, and accomplishments in the field of technology and engineering education.
3. Roscoe Hightower, Ph.D., professor in the School of Business and Industry, was named the first European Facility Management (EuroFM) Network Ambassador for the United States of America.

PROGRAM ACHIEVEMENTS

1. The PharmD and Ph.D. programs, in the College of Pharmacy and Pharmaceutical Sciences, were ranked #1 and #2 respectively in the nation in awarding of degrees to African American students by Diverse Issues in Higher Education, Top 100 Producers of Minority Degrees 2018.
2. The FAMU College of Law was ranked in the Top 10 for Diversity (#5) and in the top 20 for Best Schools for Hispanics (#17) in the winter 2018 issue of PreLaw magazine.
3. The Public Health program, College of Pharmacy and Pharmaceutical Sciences, was ranked #1 in the state of Florida and #3 overall by the TopMastersInPublicHealth.com for having one of the best online programs.

INSTITUTIONAL ACHIEVEMENTS

1. FAMU was ranked the No. 2 public Historically Black College and University (HBCU) by U.S. News & World Report's Best Colleges, 2018.
2. FAMU, in the College Magazine (December 2017 edition), was listed among the top 10 notable Historically Black Colleges and Universities (HBCU) changing the world.
3. FAMU was ranked No. 1 Historically Black College and University (HBCU) for producing African American bachelor's degrees and the No. 4 overall institution in the nation for producing African American bachelor's degrees by Diverse Issues in Higher Education Top 100, 2018.

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59.2	61.8	64.6	66.7	63.9	.	.	.	.
APPROVED GOALS	.	.	59.4	66.5	68.5	70.5	72.5	74.0	.
PROPOSED GOALS	.	.	.	.	.	*68.5*	*70.5*	*72.5*	*74.0*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	28,800	32,000	32,700	33,000	31,600	.	.	.	.
APPROVED GOALS	.	.	31,100	33,350	34,000	34,700	35,900	37,400	.
PROPOSED GOALS	.	.	.	.	.	*34,000*	*34,700*	*35,900*	*37,400*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,350	13,830	11,020	9,410*	7,640	.	.	.	.
APPROVED GOALS	.	.	.	12,390	9,600	9,550	9,500	9,450	.
PROPOSED GOALS	.	.	.	.	.	*7,600*	*7,580*	*7,560*	*7,540*

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	12.7	14.0	19.2	21.6*	22.5	.	.	.	.
APPROVED GOALS	.	.	18	20	25	30	35	38	.
PROPOSED GOALS	.	.	.	.	.	*25*	*30*	*35*	*40*

Note*: The 2013-17 rate has been revised since the 2018 Accountability Plan to account for cohort adjustments reported this past year.

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	70.1	75.4	74.6	70.0*	71.3	.	.	.	.
APPROVED GOALS	.	.	76	77	80	85	86	88	.
PROPOSED GOALS	.	.	.	.	.	*80*	*85*	*86*	*88*

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:
http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.1	49.7	48.0	42.6	43.7	.	.	.	.
APPROVED GOALS	.	.	51	49	45	48	52	55	.
PROPOSED GOALS	.	.	.	.	.	*45*	*48*	*52*	*55*

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	61.6	64.8	65.4	62.8	65.6	.	.	.	.
APPROVED GOALS	.	.	60	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	43.3	51.5	58.2	58.9	55.2	.	.	.	.
APPROVED GOALS	.	.	49	58	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*60*	*60*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34.0	29.0	39.0	41.6	51.4	.	.	.	.
APPROVED GOALS	.	.	35	35	45	52	62	72	.
PROPOSED GOALS	.	.	.	.	.	*52*	*62*	*72*	*75*

10.1 Current BOT Choice: Percent of R&D Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	81.0	80.6	84.0	83.4	83.7	.	.	.	.
APPROVED GOALS	.	.	80	80	83	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*84*	*84*	*84*	*84*

10.2 Future BOT Choice: Number of Bachelor's Degrees Awarded to Transfers with AA from FCS

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	188	161	208	244	277	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*290*	*310*	*330*	*350*

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	1	0	0	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	13	16	16	12	11	.	.	.	.
APPROVED GOALS	.	.	15	17	18	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*25*	*30*	*35*

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.3	5.2	5.2	5.2	4.9	.	.	.	.
APPROVED GOALS	.	.	5.0	5.1	4.9	4.7	4.5	4.3	.
PROPOSED GOALS	.	.	.	.	.	*4.7*	*4.5*	*4.3*	*4.1*

Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	39	39	41	47	50	.	.	.	.
APPROVED GOALS	.	.	43	45	49	51	55	57	.
PROPOSED GOALS	.	.	.	.	.	*51*	*55*	*57*	*60*

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,557	1,506	1,675	1,555	1,258	.	.	.	.
APPROVED GOALS	.	.	1,590	1,709	1,400	1,660	1,720	1,785	.
PROPOSED GOALS	.	.	.	.	.	*1,400*	*1,660*	*1,720*	*1,785*

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	64	78	76	64	82	85	92	92	94
US Average	85	87	88	90	92	.	.	.	.
Law	73	66	54	50	47	80	80	80	80
Florida Average	74	69	66	69	66	.	.	.	.
Pharmacy	89	85	59	74	75	85	90	92	94
US Average	95	93	86	88	92				

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	59	59	70	61	69	78	82	87	92
US Average	90	91	92	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

ABOVE OR TIED	0	0	0	0	0	1	2	3	4
TOTAL	4	4	4	4	4	4	4	4	4

Note: An asterisk (*) indicates the passing rate is preliminary.

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	615	585	597	579	643	.	.	.	.
APPROVED GOALS	.	.	625	609	621	634	646	659	.
PROPOSED GOALS	.	.	.	.	.	660	675	695	715

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	97	97	97	97	95	.	.	.	.
APPROVED GOALS	.	.	97	96	96	95	94	94	.
PROPOSED GOALS	.	.	.	.	.	95	94	94	93

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	10	10	10	9	8	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	12	14	15

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18*	2017-18*	2018-19	2019-20	2020-21	2021-22
ACTUAL	1	2	2	4	3	5	.	.	.	.
APPROVED GOALS	.	.	2	4	7	7	10	15	19	.
PROPOSED GOALS	.	.	.	.	.	.	7	10	15	19

Note*: FAMU staff have notified Board staff of an error with the 2017-18 actual data. FAMU staff is in the process of resubmitting this data to fix the issue and have provided the 2017-18 revised data as a summary of what the corrected data will be. The revised data is considered preliminary until Board staff have accepted the resubmitted data.

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	39	40	41	35	36	.	.	.	.
APPROVED GOALS	.	.	41	43	35	40	45	48	.
PROPOSED GOALS	.	.	.	.	.	40	45	48	50

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	41	51	56	57	53	.	.	.	.
APPROVED GOALS	.	.	49	56	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	57	57	57	57

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	2	1	1	0	0	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*3*

Total Research Expenditures ($M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46	47	45	38	40	.	.	.	.
APPROVED GOALS	.	.	46.5	45.8	38	39	39	40	.
PROPOSED GOALS	.	.	.	.	.	*41*	*42*	*43*	*44*

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	81	81	84	83	84	.	.	.	.
APPROVED GOALS	.	.	80	84	83	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*84*	*84*	*84*	*84*

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	4	7	3	1	4	.	.	.	.
APPROVED GOALS	.	.	.	4	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	2	2	.	.	.	.
APPROVED GOALS	.	.	.	2	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

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

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

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1,517	1,462	1,631	1,515	1,218	1,350	1,597	1,652	1,705

2. Number of Graduate Degrees awarded to African Americans

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
475	468	445	447	515	535	550	565	580

3. Percent of Course Sections Offered via Distance and Blended Learning

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2021
2.1	2.5	2.5	4.5	5.0	6.0	8.0	10.0	14.0

4. Number of students enrolled in graduate online programs

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
43	30	29	43	47	60	70	80	100

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	8,003	7,705	7,364	7,546	7,724	.	.	.	.
APPROVED GOALS	.	.	.	7,641	7,868	8,207	8,571	8,960	.
PROPOSED GOALS	.	.	.	.	.	**8,086**	**8,468**	**8,871**	**9,297**
GRADUATE									
ACTUAL	1,698	1,754	1,804	1,861	1,859	.	.	.	.
APPROVED GOALS	.	.	.	1,912	1,976	2,094	2,220	2,353	.
PROPOSED GOALS	.	.	.	.	.	**1,933**	**2,011**	**2,091**	**2,175**

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	6,391	6,086	5,571	5,450	5,527	5,748	5,978	6,218	6,467
FCS AA Transfers	645	661	749	891	886	975	1,072	1,179	1,297
Other AA Transfers	179	143	138	78	73	76	79	82	85
Post-Baccalaureates	0	0	0	0	1	1	1	1	1
Other	788	815	906	1,127	1,237	1,286	1,338	1,391	1,447
Subtotal	**8,003**	**7,705**	**7,364**	**7,546**	**7,724**	**8,086**	**8,468**	**8,871**	**9,297**
GRADUATE									
Master's	582	578	645	668	669	696	724	753	783
Research Doctoral	170	188	195	201	217	226	235	244	254
Professional	946	988	964	992	973	1,011	1,052	1,094	1,138
Subtotal	**1,698**	**1,754**	**1,804**	**1,861**	**1,859**	**1,933**	**2,011**	**2,091**	**2,175**
TOTAL	**9,701**	**9,459**	**9,168**	**9,407**	**9,583**	**10,019**	**10,479**	**10,962**	**11,471**

Note: Historical data (for Fall 2014 and 2015) has been revised to no longer include pre-PharmD undergraduate students in the graduate counts.
Notes: This table reports the number of students enrolled at the university by student type categories. Student types are primarily based on student classification level. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission and their degree highest held. The student type for graduates is based on the doctoral classification. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours
(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	28	29	29	30	30	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*32*	*35*	*40*	*45*

ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	3,971	3,694	3,703	3,480	3,651	3,657	3,827	4,010	4,204	4,412
UPPER	3,530	3,374	3,104	2,938	2,973	2,977	3,116	3,265	3,423	3,592
GRAD I	486	455	460	534	523	524	548	574	602	632
GRAD II	1,142	1,099	1,147	1,184	1,167	1,169	1,223	1,282	1,344	1,410
TOTAL	9,129	8,621	8,413	8,136	8,314	8,327	8,715	9,130	9,573	10,046
NON-RESIDENT										
LOWER	617	508	528	592	578	579	606	635	666	699
UPPER	539	514	451	425	441	442	462	484	508	525
GRAD I	104	111	99	111	130	130	136	142	149	156
GRAD II	128	132	126	116	128	128	134	140	147	154
TOTAL	1,388	1,264	1,205	1,244	1,276	1,278	1,338	1,402	1,470	1,542
TOTAL										
LOWER	4,588	4,202	4,231	4,072	4,230	4,236	4,434	4,645	4,870	5,111
UPPER	4,068	3,888	3,555	3,363	3,414	3,419	3,578	3,749	3,931	4,125
GRAD I	590	565	559	645	652	653	684	717	751	788
GRAD II	1,271	1,230	1,273	1,300	1,295	1,297	1,357	1,422	1,491	1,564
TOTAL	10,517	9,885	9,618	9,380	9,590	9,605	10,053	10,532	11,043	11,588

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

Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL*	2017-18 Revised*	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE											
Distance (80-100%)	1%	2%	2%	4%	3%	5%	7%	9%	11%	13%	15%
Hybrid (50-79%)	0%	0%	1%	2%	1%	2%	4%	6%	8%	10%	12%
Classroom (0-50%)	99%	98%	97%	94%	96%	93%	89%	85%	81%	77%	73%
GRADUATE											
Distance (80-100%)	3%	3%	2%	3%	2%	3%	4.3%	5.6%	6.9%	8.2%	9.5%
Hybrid (50-79%)	0%	1%	1%	1%	0%	1%	2.3%	3.6%	4.9%	6.2%	7.5%
Classroom (0-50%)	97%	96%	97%	97%	98%	96%	93.4%	90.8%	88.2%	85.6%	83%

Note*: FAMU staff have notified Board staff of an error with the 2017-18 actual data. FAMU staff is in the process of resubmitting this data to fix the issue and have provided the 2017-18 revised data as a summary of what the corrected data will be. The revised data is considered preliminary until Board staff have accepted the resubmitted data.

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding.*

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cybersecurity	11.1003	STEM	UWF	N	60	Fall 2019
Business Analytics	52.1301	STEM	FIU, FPU, UF	N	50	Spring 2020
Data Science	11.0802	STEM	FPU	N	50	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cybersecurity	11.1003	STEM	FIU	N	30	Fall 2019
Data Science	11.0802	STEM	NONE	N	30	Spring 2020
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Spring 2020
DOCTORAL PROGRAMS						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Fall 2019
Sustainability	30.3301	STEM	NONE	N	20	Fall 2019

New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biological and Physical Sciences	30.0101	STEM	NCF, USF-T, UWF	N	80	Spring 2021
Digital Media	09.0702	STEM	FAU, FGCU, FIU, FSU	N	80	Spring 2021
Education, Child, and Family Studies	13.0101	EDUCATION	FAU, FGCU, UF	N	50	Spring 2021
Global Security	43.9999		FAU	Y	30	Spring 2021
Public Health	51.2201	HEALTH	FGCU, FSU, UF, USF-T	Y	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Y	30	Spring 2021
Health Informatics	51.0706	HEALTH	UCF	Y	30	Spring 2021
DOCTORAL PROGRAMS						
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T	Y	60	Spring 2021
Public Health	51.2201	HEALTH	FIU, UF, USF-T	Y	25	Spring 2021
Data Science	11.0802	STEM	FPU	N	10	Fall 2020