2020
ACCOUNTABILITY PLAN

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

BOT Approved
04/28/2020

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INTRODUCTION

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

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

STRATEGY

Mission Statement

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

Statement of Strategy

Florida Agricultural and Mechanical University (FAMU) is one of the nation's top historically black colleges and universities (HBCUs), a top 125 national public university, and a leading producer of African American graduates in several disciplines at the baccalaureate, professional and graduate levels. We will continue to build on this strong tradition of achievement in support of our aspirations to establish FAMU as a top 100 public university and number one ranked HBCU. Achievement of these ambitious goals will require a steadfast commitment to 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; and 6) Outstanding customer experiences.

We will also apply the many lessons learned from the COVID-19 pandemic to ensure that the University is well-positioned to becoming an even stronger "first-choice" education institution for students, an economic engine for the State of Florida, a priority destination for agencies that invest in research, a model for impactful community engagement and service, and a trusted institution modeling transparency and accountability.

Specific areas of focus:
- Increasing FTIC retention and graduation rates
- Increasing licensure pass rates in nursing, law, pharmacy and physical therapy
- Increasing the enrollment, degree productivity 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 the efficiency and effectiveness of academic, fiscal and critical business operations

STRATEGY (cont.)
Strengths, Opportunities & Challenges

Strengths
FAMU excels in meeting critical needs for Florida's citizens by providing access, opportunity and achievement for first-generation students and students from low-income backgrounds. The University offers a diverse array of academic program offerings, has high degree production in STEM, agriculture and health-related disciplines (areas in which minorities are historically underrepresented), and also provides extension and outreach services to communities across the state as an 1890 land-grant institution.

Opportunities
FAMU will continue to build on the progress made in recent years to increase student success outcomes; with a focus on achieving graduation rates and licensure pass rates that are on par with our SUS sister institutions. By continuing to make strategic investments in student success initiatives, faculty and facilities, the University is determined to carve out a niche and establish a reputation as a 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, music, nursing and STEM), while identifying new and emerging areas for growth in which FAMU can be a national leader, particularly among HBCUs. Additional opportunities brought to light by the COVID-19 pandemic include a need to fully embrace online instruction and similar solutions for providing quality instruction and student support, as well as a critical need to optimize operational efficiencies.

Challenges
Securing sufficient resources to address unmet student financial need continues to be an area of high priority, as well as upgrading and expanding facilities for academic support services and research.

Three Key Initiatives & Investments

1. **Increase Student Success Outcomes**
   The University will continue taking aggressive steps to increase graduation rates, retention rates and licensure pass rates. Areas of focus for investment will include academic support services, student recruitment and retention, and distance education initiatives.

2. **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, provide competitive salaries for existing faculty, expand support for professional development, and upgrade teaching and research facilities.

3. **Increase Operational Efficiency**
   Optimizing operational efficiencies will be critical to improving institutional performance and outcomes. Key activities underway include revamping the institutional budget process, expanding the audit and compliance functions, implementing the enterprise risk management framework, increasing training and professional development opportunities for staff, evaluating the academic organizational structure, and improving faculty workload.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

Academic

Finish in Four Campaign: The University's "Finish in Four" promotional graduation campaign was launched in 2018 to increase student awareness of obtaining a degree in four years. The plan has been rolled out to ~2,700 students since inception.

Strengthen and enhance academic support services: The University has restructured undergraduate advisement and freshman studies. Funding was allocated to establish 49 positions to hire additional Academic Advisors, Academic Coaches, Career Counselors, Mental Health Professionals, and Full-Time First-Year Experience Instructors. Twenty-seven (27) individuals have been hired thus far. The Office of Freshmen Studies was established this academic year to focus on all aspects of the first-year experience for students to afford a smooth transition into the college setting. We have also created the Office of Transfer Services (Fall 2019) and the Office of Transfer Student Success and Retention (Spring 2020) to better meet the unique needs of transfer students.

Living Learning Communities (LLCs): There are 298 students participating in 10 Living Learning Communities during the current academic year. Two new LLCs are slated to be offered in Fall 2020.

Peer Mentoring: During the current academic year, over 80 peer mentors are providing increased support to freshman students. The mentors reach beyond the first-year courses, as they shadow first-year students throughout the first academic year.

Early Warning System: The University invested $205,000 to acquire a new case management and early warning system. The University is working with Civitas, Inc. to bring the new system online by May 2020.

SLS Course Redesign: The University has launched an effort to redesign the first-year experience course to shift the focus to developing core academic skills and the Growth Mindset (Grit). In addition, individual colleges and schools are encouraged to create discipline-specific courses. The College of Science and Technology is the first unit to create such a course (SLS – Scientist Life Skills), which was launched college-wide in Fall 2019.

Preparing Scholars for Success (PS2) Summer Program: The University has developed a summer boot camp to help address math deficiencies in incoming STEM majors. Students conduct 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 first cohort of 25 students completed the program as a pilot during Summer 2019; 72% of the participants improved their math placement scores.

Financial Aid

Academic Progression Grants: During the current academic year, the University used funds from its Performance Based Funding (PBF) allocation to address student financial needs by making over 1,800 awards totaling $1.89M.

Policy

Textbook Affordability: The First Day program, where students receive textbooks on the first day of class, was piloted with select introductory accounting and management courses in the School of Business and Industry during Fall 2019. Thirty-four percent (34%) of the students enrolled in the selected courses participated in the program, saving $48,593.

Curricular Incentives

Office of Undergraduate Research: Through the Office of Undergraduate Research, over 75 undergraduates have had sponsored on-campus research experiences since Summer 2019.

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

Student Achievements

- Shay Simon, a senior journalism student, won an AP College Broadcasters Award for her work as the anchor for FAMU's News 20, the University's live, student produced newscast.
- Tenesha Washington, a junior criminal justice student, was selected to attend the award-winning Thurgood Marshall College Fund Leadership Institute. The national program is designed to develop students' leadership skills.
- Three students in the FAMU-FSU College of Engineering (Garrett Tolbert, Daziyah Sullivan, and Dominic Eaton) participated in the Ford Motor Company's prestigious internship program.
- The College of Agriculture and Food Sciences won the Outstanding Student Branch of the American Society of Agricultural Engineers (ASABE) Southeast Region at the 2019 ASABE Rally.
- FAMU business and engineering students (Emmanuel Blake Dawson, Livi Grant, Nalani Kelley Marsh, Earl Perry, and Keishon Smith) won first place in the "Moguls in the Making" entrepreneurship competition.
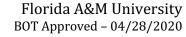
Faculty Achievements

- Charles Magee, Ph.D., professor of biological systems engineering in the College of Agriculture and Food Sciences, was awarded a U.S. patent for a solar adiabatic cooling apparatus. This portable evaporative cooling system was designed to reduce heat exhaustion.
- Seth Ablordeppey, Ph.D., professor of biomedical sciences in the College of Pharmacy and Pharmaceutical Sciences, was named a National Academy of Inventors (NAI) Fellow. The NAI Fellow status is the highest professional distinction accorded to academic inventors who have demonstrated a prolific spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on quality of life, economic development and the welfare of society.
- R. Renee Reams, Ph.D., and Kinfe Redda, Ph.D., professors in the College of Pharmacy and Pharmaceutical Sciences (COPPS), were awarded a five-year, $16 million partnership grant from the National Cancer Institute (NCI), a division of the National Institutes of Health (NIH), to establish a center that will address cancer health equity in Black and Latino populations. Institutions collaborating with FAMU include the University of Florida and the University of Southern California.
- Veronica Adams Yon, Ph.D., associate professor of English in the College of Social Sciences, Arts and Humanities, was elected the national president of the Alpha Kappa Mu (AKM) Honor Society, Inc.

Program Achievements

- Researchers in the College of Pharmacy and Pharmaceutical Sciences printed the first 3D cornea in the United States.
- The Healthcare Administration Program, School of Allied Health Sciences, was ranked #16 in the Healthcare Administration Degree Programs' 25 Best Bachelor's in Health Sciences 2019 publication.
- FAMU's Nursing program ranked among the top five programs in the state of Florida by *Nurse Journal.*

Institutional Achievements

- FAMU was ranked the number 2 public HBCU by U.S. News and World Report, 2019.
- FAMU was recognized as "One of the Most Affordable Colleges in Florida" according to *College Choice*.
- FAMU was named a 2019 Social Mobility Innovator by CollegeNET, Inc.
- FAMU ranked among the top 10 HBCUs by College Consensus.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	61.8	64.6	66.7	63.9	65.6	.	.	.	.	.
APPROVED GOALS	.	59.4	66.5	68.5	70.5	72.5	74.0	75.0	.	.
PROPOSED GOALS	.	.	.	.	.	*72.5*	*74.0*	*75.0*	*75.0*	*75.0*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	32,000	32,700	33,000	31,600	33,500	.	.	.	.	.
APPROVED GOALS	.	31,100	33,350	34,000	34,700	35,900	37,400	37,800	.	.
PROPOSED GOALS	.	.	.	.	.	*35,900*	*37,400*	*37,800*	*38,200*	*38,600*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	13,830	11,020	9,410	7,640	6,570	.	.	.	.	.
APPROVED GOALS	.	.	12,390	9,600	7,600	7,580	7,560	7,540	.	.
PROPOSED GOALS	.	.	.	.	.	*7,580*	*7,560*	*7,540*	*7,540*	*7,540*

4. FTIC Four-Year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17	2014-28	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	13.5	18.3	21.6	22.5	27.7	.	.	.	.	.
APPROVED GOALS	.	18.0	20.0	25.0	30.0	35.0	38.0	40.0	.	.
PROPOSED GOALS	.	.	.	.	.	*35.0*	*38.0*	*40.0*	*42*	*45*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	75.4	74.6	70.0	71.3	73.0	.	.	.	.	.
APPROVED GOALS	.	76.0	77.0	80.0	85.0	86.0	88.0	88.0	.	.
PROPOSED GOALS	.	.	.	.	.	*86.0*	*88.0*	*88.0*	*88.0*	*88.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	49.6	48.0	42.6	43.7	47.8	.	.	.	.	.
APPROVED GOALS	.	51.0	49.0	45.0	48.0	52.0	55.0	55.0	.	.
PROPOSED GOALS	.	.	.	.	.	52.0	55.0	55.0	55.0	55.0

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	64.7	65.4	62.8	65.6	64.3	.	.	.	.	.
APPROVED GOALS	.	60.0	65.0	65.0	65.0	65.0	65.0	65.0	.	.
PROPOSED GOALS	.	.	.	.	.	65.0	65.0	65.0	65.0	65.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	51.5	58.2	58.9	55.2	51.7	.	.	.	.	.
APPROVED GOALS	.	49.0	58.0	59.0	60.0	60.0	60.0	60.0	.	.
PROPOSED GOALS	.	.	.	.	.	60.0	60.0	60.0	60.0	60.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	29.0	39.0	41.6	51.4	53.5	.	.	.	.	.
APPROVED GOALS	.	35.0	35.0	45.0	52.0	62.0	72.0	75.0	.	.
PROPOSED GOALS	.	.	.	.	.	62.0	72.0	75.0	75.0	75.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	173	209	245	285	269	.	.	.	.	.
APPROVED GOALS	.	.	.	.	290	310	330	350	.	.
PROPOSED GOALS	.	.	.	.	.	310	330	350	370	390

KEY PERFORMANCE INDICATORS

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

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	1	0	0	1	1	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	16	16	12	11	14	.	.	.	.	.
APPROVED GOALS	.	15	17	18	20	25	30	35	.	.
PROPOSED GOALS	.	.	.	.	.	25	30	35	35	35

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5.2	5.2	5.2	4.9	4.8	.	.	.	.	.
APPROVED GOALS	.	5	5.1	4.9	4.7	4.5	4.3	4.1	.	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.3	4.1	4.1	4.1

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	39	41	47	50	52	.	.	.	.	.
APPROVED GOALS	.	43	45	49	51	55	57	60	.	.
PROPOSED GOALS	.	.	.	.	.	55	57	60	63	65

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	43	45	43	57	61	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	62	65	65	65	65

KEY PERFORMANCE INDICATORS (cont.)

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

6. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC only]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	11	16	21	21	25	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	33	35	38	40	45

7. Bachelor's Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1,507	1,676	1,555	1,258	1,444	.	.	.	.	.
APPROVED GOALS	.	1,590	1,709	1,400	1,500	1,660	1,720	1,785	.	.
PROPOSED GOALS	.	.	.	.	.	1,660	1,720	1,785	1,790	1,790

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	585	597	579	643	630	.	.	.	.	.
APPROVED GOALS	.	625	609	621	634	646	659	.	.	.
PROPOSED GOALS	.	.	.	.	.	646	659	665	670	675

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	97	97	97	96	93	.	.	.	.	.
APPROVED GOALS	.	97	96	96	95	94	94	93	.	.
PROPOSED GOALS	.	.	.	.	.	94	94	93	93	93

10. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	10	10	9	8	8	.	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	12	14	.	.
PROPOSED GOALS	.	.	.	.	.	10	12	14	14	14

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2	2	4	6	10	.	.	.	.	.
APPROVED GOALS	.	2	4	7	10	15	19	25	.	.
PROPOSED GOALS	.	.	.	.	.	*15*	*19*	*25*	*28*	*30*

12. Percent of Bachelor's Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	40	41	35	36	41	.	.	.	.	.
APPROVED GOALS	.	41	43	35	40	45	48	50	.	.
PROPOSED GOALS	.	.	.	.	.	*45*	*48*	*50*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	51	56	57	53	51	.	.	.	.	.
APPROVED GOALS	.	49	56	57	57	57	57	57	.	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*	*57*

KEY PERFORMANCE INDICATORS (cont.)

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

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	78	76	64	82	63	80	80	90	90	90
US Average	*87*	*88*	*90*	*92*	*91*	.	.	.	.	.
LAW	66	54	50	47	57	80	80	80	80	80
Florida Average	*69*	*66*	*69*	*66*	*74*	.	.	.	.	.
PHARMACY	85	59	74	75	83	85	88	90	92	94
US Average	*93*	*86*	*88*	*89*	*88*	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	59	70	61	69	69	78	82	87	90	92
US Average	*91*	*92*	*92*	*92*	*91*	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	0	0	0	0	0	1	2	3	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4

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KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	1	1	1	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	1	1	0	0	0	.	.	.	.	.
APPROVED GOALS	.	2	2	2	3	3	3	3	.	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	5	5

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	47	45	38	40	43	.	.	.	.	.
APPROVED GOALS	.	46.5	45.8	38	41	42	43	44	.	.
PROPOSED GOALS	.	.	.	.	.	42	43	44	45	46

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	37	38	31	33	36	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	36	37	37	38	38

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	3	3	1	4	4	.	.	.	.	.
APPROVED GOALS	.	.	4	5	5	5	5	5	.	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	2	2	4	.	.	.	.	.
APPROVED GOALS	.	.	2	2	3	4	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	*4*	*4*	*4*	*4*	*4*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	.	2	2	2	2	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1,462	1,631	1,515	1,218	1,379	.	.	.	.	.
APPROVED GOALS	.	.	.	.	1,350	1,597	1,652	1,705	.	.
PROPOSED GOALS	.	.	.	.	.	1,597	1,652	1,705	1,710	1,715

Number of Graduate Degrees awarded to African Americans

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	468	445	447	515	462	.	.	.	.	.
APPROVED GOALS	.	.	.	.	535	550	565	580	.	.
PROPOSED GOALS	.	.	.	.	.	550	565	580	580	585

Percent of Course Sections Offered via Distance and Blended Learning

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2.5	2.5	4.5	5.0	7.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6	8	10	14	.	.
PROPOSED GOALS	.	.	.	.	.	8	10	14	18	22

Number of students enrolled in graduate online programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	30	29	43	47	49	.	.	.	.	.
APPROVED GOALS	.	.	.	.	60	70	80	100	.	.
PROPOSED GOALS	.	.	.	.	.	70	80	100	150	200

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	7,705	7,364	7,554	7,724	7,499	.	.	.	.	.
APPROVED GOALS	.	.	7,641	7,868	7,905	8,090	8,290	8,455	.	.
PROPOSED GOALS	.	.	.	.	.	7,505	8,095	8,295	8,460	8,670

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	1,754	1,804	1,861	1,859	1,778	.	.	.	.	.
APPROVED GOALS	.	.	1,912	1,976	1,895	1,905	1,905	1,905	.	.
PROPOSED GOALS	.	.	.	.	.	1,810	1,840	1,870	1,900	1,930

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	1,648	1,363	1,636	1,468	1,362	1,365	1,410	1,410	1,460	1,460
FTIC: Returning	4,438	4,208	3,820	4,059	3,912	3,915	4,395	4,450	4,480	4,605
Transfer: FCS w/ AA	661	749	891	886	925	925	990	1,010	1,045	1,080
Transfer: Other	958	1,044	1,207	1,310	1,265	1,265	1,265	1,390	1,440	1,490
Post-Baccalaureates	0	0	0	1	35	35	35	35	35	35
Subtotal	**7,705**	**7,364**	**7,554**	**7,724**	**7,499**	**7,505**	**8,095**	**8,295**	**8,460**	**8,670**

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	578	645	668	669	609	620	630	640	650	660
Research Doctoral	188	195	201	217	238	250	260	270	290	290
Professional Doctoral	988	964	992	973	931	940	950	960	970	980
Subtotal	**1,754**	**1,804**	**1,861**	**1,859**	**1,778**	**1,810**	**1,840**	**1,870**	**1,900**	**1,930**
TOTAL	**9,459**	**9,168**	**9,415**	**9,583**	**9,277**	**9,315**	**9,935**	**10,165**	**10,360**	**10,600**

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

ENROLLMENT PLANNING (cont.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	29	29	30	29	27	.	.	.	.	.
APPROVED GOALS	.	.	.	.	30	30	30	30	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	4,202	4,231	4,072	4,229	4,241	4,190	4,420	4,520	4,630	4,730
UPPER	3,888	3,555	3,363	3,414	3,527	3,380	3,570	3,650	3,740	3,810
GRAD 1	565	559	645	653	652	640	650	650	660	670
GRAD 2	1,230	1,273	1,300	1,294	1,347	1,250	1,280	1,300	1,320	1,340
TOTAL	**9,885**	**9,618**	**9,380**	**9,590**	**9,767**	**9,460**	**9,920**	**10,120**	**10,350**	**10,550**

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

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	1	2	2	10	13	17	23	26	28
Primarily Dist. (80-99%)	.	1	2	4	0	0	0	0	0	0
Hybrid (50-79%)	.	1	2	2	2	2	2	2	2	2
Classroom (0-49%)	.	97	94	92	87	85	81	75	72	70
GRADUATE										
All Distance (100%)	.	2	2	2	4	4	4	6	7	9
Primarily Dist. (80-99%)	.	0	0	1	0	0	0	0	0	0
Hybrid (50-79%)	.	1	1	1	1	1	1	1	1	1
Classroom (0-49%)	.	97	97	96	95	95	95	93	92	90

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Education Innovation	13.0101	EDUCATION	FAU, FGCU, UF	N	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Data Science	30.7001	STEM		N	30	Fall 2020
DOCTORAL PROGRAMS						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Fall 2020

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Biological and Physical Sciences	30.0101	STEM	FAU, FIU, NCF, USF-T, UWF	N	80	Spring 2022
Business Analytics	52.1301	STEM	FIU, FPU, UF	N	50	Spring 2022
Data Science	30.7001	STEM		N	50	Fall 2021
Digital Media	09.0702	STEM	FAU, FGCU, FIU, FSU	N	50	Spring 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Fall 2021
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Y	30	Fall 2021
Health Informatics	51.0706	HEALTH	UCF	Y	30	Spring 2022
DOCTORAL PROGRAMS						
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Spring 2022
Computer Engineering	14.0901	STEM	FAU, UCF, UF, USF-T	Y	30	Fall 2021
Data Science	30.7001	STEM	FSU	N	10	Fall 2021
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T	Y	30	Spring 2022
Sustainability Science	30.3301	STEM	NONE	N	20	Spring 2022

DEFINITIONS
Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation
This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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

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

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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

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

PBF-7. University Access Rate Percent of Undergraduates with a Pell-grant

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

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

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

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

PBF-9. Percent of Bachelor's Degrees Without Excess Hours

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

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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

DEFINITIONS (cont.)

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

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

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

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

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

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

DEFINITIONS (cont.)

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortolios, (7) Service Learning, Community-Based Learning, (8) Internships, (9) Capstone Courses & Projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Preeminence Research University (PRE)

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

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

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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

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

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

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

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

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

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

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

DEFINITIONS (cont.)

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

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

KPI-4: Six-Year FTIC Graduation Rates [full-& part-time students]: The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

KPI-17: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-18: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

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

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports Full-time Equivalent (FTE) enrollment which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. This FTE calculation is based on the 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 institution educational plant surveys.

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