2019 Accountability Plan

FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED

3/26/2019

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

BOT Approved
3/26/2019

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 Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

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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 Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Florida Atlantic University is recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University is capitalizing on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The University is executing the FAU Strategic Plan for the Race to Excellence 2015 – 2025 through recruitment and retention of talented faculty and students, investment in focused research areas, and enhancement of organizational efficiencies to increase the universities self-reliance and sustainability.

Strategies include:

1. Building on our ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the State University System (SUS) to address the economic and workforce needs of south Florida and beyond;
3. Investing in the Strategic Plan's Pillars and Platforms that represent strategic areas of research, scholarship and instruction, that connect the most talented faculty, staff and students to expand the University's robust culture of nationally respected research and inquiry; Pillars are more narrowly defined areas, such as Neuroscience, whereas Platforms, such as Undergraduate Research and Inquiry connect across all the University;
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

What are your major capabilities, opportunities and challenges for improvement?

Florida Atlantic University is the nation's fastest improving university and stands as one of the most ethnically diverse universities in the United States. There have been significant increases in student success outcomes, research expenditures have nearly doubled over the past five years, and the university has strengthened partnerships with world renowned institutions of higher learning. FAU will continue implementing the FAU Strategic Plan for the Race to Excellence 2015 – 2025, with the goal being ranked as a top 100 university in US News and World Report (USNWR) Public University Rankings.

FAU stands as a national model for inclusivity and representation of marginalized groups. For the second year in a row, USNWR has ranked FAU with the highest Campus Ethnic Diversity index score in the SUS. The Harriet L. Wilkes Honors College at the John D. MacArthur campus in Jupiter was rated as a top 10 Honors College in the country by the independent organization Public University Honors. The Council of Undergraduate Research selected FAU as one of three recipients of the 2017 Award for Undergraduate Research Accomplishments (AURA) establishing the university as a national leader in providing high-quality research, scholarship and creative experiences for undergraduates. The Max Planck Florida Institute for Neuroscience (MPFI) and the Florida Atlantic University Max Planck Academy are world-class models for the delivery of STEM education. These two one of a kind programs open the laboratories of Max Planck to FAU undergraduates, graduate students, and talented dual-enrolled high school students who engage in laboratory research, organize and analyze big data, and gain opportunities to international networking, mentorship, and study abroad programs. The Osher Lifelong Learning Institute for adult learners located on the Boca Raton and Jupiter campuses is the largest program of its kind in the United States. With over 25,000 patron's registrations per year, the program is a national model of exemplary lifelong learning. FAU now offers 22 accelerated degree programs that allow undergraduates to take graduate courses in their senior year that will count towards their master's degree. In certain areas these students can earn their master's degree in one year after they've graduated with their bachelor's degree.

A monumental opportunity recently launched by the Charles E. Schmidt College of Medicine is FAU Medicine, the university's first medical practice. Initially the new medical practice will provide access to high quality primary care to FAU faculty, staff, and the surrounding community. The practice will also develop a Wellness Hub that will integrate education and research that will raise awareness & support for the Charles E. Schmidt College of Medicine and FAU. In the coming years the practice will expand participation of core faculty primary care physicians and create a Learning Health System (LHS) that will provide training opportunities for students and residents, include inter-professional involvement of multiple FAU Colleges, and embed research in the care process including clinical trials.

The Schmidt Family Complex for Academic and Athletic Excellence will open in fall 2019 and will be a multi-use facility that will support academic programs and students athletes. The new structure will include an academic learning center, strength and conditioning performance center, sports medicine facility, and a counseling center.

FAU seeks to exceed the SUS averages in graduation and academic progress rates. The university has made considerable progress in improving these rates over that past five years but increasing academic success rates above these thresholds will be a significant challenge. FAU will overcome these challenges by implementing innovative student support mechanisms that will enhance student learning and success.

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.

Boldness: Student Success

Florida Atlantic University is committed to furthering advancements that have improved student learning and resulted in higher retention rates and graduation rates. All enrolled students will continue to be supported by success networks made up of academic advisors and support personnel who are connected to each student through an electronic portal.

15 to Finish - This initiative encourages all students to register for 15 credits each semester to ensure they stay on track to graduation. FAU has seen the sharpest increase in the number of baccalaureate seeking resident undergrads who enroll in 15+ credits over the past three years.

Soar-in-4 Scholars - The Soar-in-4 Scholars programs provides conveniences such as guaranteed course availability and priority course registration to freshman who agree to complete their Bachelor's degree in four years or less. The program will be expanded to all colleges in fall 2019 after successful pilots in the College of Engineering and Computer Science and College for Design and Social Inquiry.

Synergy: Research

FAU is engaged in a wide variety of research programs, with particular focus on its Pillars that support interdisciplinary research efforts in Sensing, Neuroscience, Health and Marine & Environmental Sciences. The Pillars have been and are continuing to recruit world-class faculty who have been very successful in securing extramural funding for their research programs. All Pillars are fully engaged in various collaborations within FAU and with external collaborators, including other state universities. The upcoming years will focus on securing extramural funding through large center-type funding opportunities. In addition, conversations with regional hospitals, as well as large corporations are being pursued to improve FAU's reach in the state and nation.

Place: Community Engagement

FAU's Office of Community Engagement (OCE) continues to coordinate university-wide efforts to positively impact the community. Through collaborations with divisions, departments, and colleges across the University, the OCE has increased awareness of community-based activities and established a broader foundation to support those activities.

The OCE will carry on with its mission by seeking to accomplish the following goals:
• Create an Assessment Committee within the CETF to evaluate how community engagement activities address student success, learning outcomes, and curricula development.
• Coordinate community workshops and recognition events for partners, faculty, staff, and students.
• Continue to develop and administer our Community Perceptions survey to better understand how our neighbors value our contributions to the community.
• Achieve the Carnegie Community Engagement designation.

The Charles E. Schmidt College of Medicine will expand the Healthcare Careers Outreach Program (HCOP) which seeks to remove barriers to higher education for diverse students in South Florida, and inspire them to pursue careers in medicine and biomedical research. The program invites Palm Beach County middle and high school students to events that provide in-classroom activities, college access/ prep, mentoring and skill building, collaborative problem-solving, self-directed learning opportunities.

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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. [1 page max]

Academic and Curricular Incentives for Timely Graduation

Jump Start – This program continues to serve as a prime example of a wide-ranging student success intervention at FAU. In Summer 2018, the program provided 1,060 students with a comprehensive support system to begin their studies early and ease them into collegiate life.

Accelerated 3-year Degree Programs – 154 students (4.7% of the Fall 2015 cohort) graduated in three years, up from only 47 students five years earlier. In addition to launching specially-designed accelerated programs, FAU is also committed to developing nimble curricula whenever feasible in any discipline.

Bachelor of Arts in Health Science – In only a year's time, this degree program with 690 students has quickly become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

Financial Incentives

Launch Scholarship – In Fall 2018, the Launch scholarship was geared towards 458 students who were largely on track for timely graduation but needed financial support to increase their course loads to ensure sustained progression towards completing their bachelor's degrees.

Intern Owls Network (iON Internships) – 134 students participated in on-campus internships, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

Policy and Disincentives for Untimely Graduation

Timely Graduation Policy – Changes in this policy resulted in only 0.35% of the 2018 FTIC cohort enrolling part-time. Students are taking more credit hours – and more students are maintaining full-time course loads throughout their entire four years.

Adjustments to Entry Requirements for Lower-Level Mathematics Courses – FAU continues to revamp its placement processes for mathematics, promoting coordinated and concurrent enrollments in prerequisite coursework.

Proactive Financial Aid Program

FAU Academic Grant – 1,818 students benefited from this $3.2M progressive grant program that increases in the annual award amount as the student continues to the next year.

Recruitment Scholarships – 928 students received $1.7M, resulting a diverse class with expectation of full-time enrollments.

Pathways to Graduate Education Scholarship – 39 students received $1K each to incentivize them to finish their undergraduate degrees and start their graduate degrees earlier.

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Key Achievements for Last Year (2017 –2018)

STUDENT ACHIEVEMENTS

- A student team from the College of Engineering and Computer Science won 1st place at the International Solid Waste Student Design Competition at the Joint International Solid Association World Congress/ Solid Waste Association of North America (SWANA) annual Wastecon.
- FAU doctoral student, Keith Murphy, won 1st place at the Conference of Florida Graduate Schools (CFGS) 3-Minute Thesis (3MT) Competition with his presentation "Using Light to Control Meal Size".
- A team of 24 students representing the Leon Charney Diplomacy Program in the Dorothy F. Schmidt College of Arts & Letters won the Distinguished Delegation Award at the National Model United Nations competition.

FACULTY ACHIEVEMENTS

- Dr. Jennifer Bloom of the College of Education received the Virginia N. Gordon Award for Excellence in the field of Advising from the National Academic Advising Association (NACADA).
- Dr. Janet Robishaw of the Charles E. Schmidt College of Medicine was awarded a $4 million grant by the National Institutes of Health (NIH) for a novel Prescription Opioid Study in collaboration with the University of Pennsylvania.
- Dr. Randy Blakely was awarded a $2.3 million grant by the NIH to continue his research to better understand how the serotonin transporter (SERT) in the human brain is regulated.

PROGRAM ACHIEVEMENTS

- The Christine E. Lynn College of Nursing's Online Graduate Nursing Program was ranked 39th by US News and World Report (USNWR) making it the top ranked program of its kind in the State University System (SUS) and among the best in the nation.
- The Comprehensive Center for Brain Health in the Charles E. Schmidt College of Medicine was named as a Lewy Body Dementia Research Center of Excellence by The Lewy Body Dementia Association making it one of 24 pre-eminent academic medical research centers to receive this distinction.
- FAU's University Advising Services Office received the 2018 Certificate of Merit by The National Academic Advising Association (NACADA) for the GET WISE: On the Go-Parking Garage Academic Advising Program.

INSTITUTIONAL ACHIEVEMENTS

- FAU was awarded the 2017 Undergraduate Research Accomplishments Award (AURA) by The Council on Undergraduate Research (CUR) which recognizes institutions who have developed exemplary research experiences for undergraduates. FAU was one of three institutions nationwide to receive this award.
- FAU received the Dr. Shirley S. Schwartz Urban Education Impact Award at the Council of Great School Annual Conference recognizing the partnership between FAU and local school districts that has positively impacted student learning.
- FAU was awarded the 2018 CASE Education Fundraising Award by The Council for Advancement and Support of Education (CASE) which recognizes universities who demonstrate the highest level of professionalism and practice in fundraising efforts.

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	66.8	68.4	67.5	69.0	68.2	.	.	.	.
APPROVED GOALS	.	.	70	68	69	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

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	36,000	36,800	38,700	39,800	38,200	.	.	.	.
APPROVED GOALS	.	.	37,000	39,200	40,300	40,800	41,300	41,800	.
PROPOSED GOALS	.	.	.	.	.	40,000	41,000	42,000	43,000

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	17,260	16,920	16,650	14,880*	12,230	.	.	.	.
APPROVED GOALS	.	.	.	16,380	15,210	15,200	15,190	15,180	.
PROPOSED GOALS	.	.	.	.	.	12,218	12,010	11,802	11,594

Note*: Beginning with 2016-17, data now includes third-party payments 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	19.3	24.0	25.6*	27.5*	33.9	.	.	.	.
APPROVED GOALS	.	.	24	26	30	32	34	36	.
PROPOSED GOALS	.	.	.	.	.	36.8	39.0	41.1	43.3

Note*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

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	65.9	72.2	74.7	78.6*	80.4	.	.	.	.
APPROVED GOALS	.	.	74	78	84	87	90	90	.
PROPOSED GOALS	.	.	.	.	.	82.2	83.8	85.5	86.3

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	55.1	54.2	52.7	50.7	49.3	.	.	.	.
APPROVED GOALS	.	.	53	51	51	51	52	52	.
PROPOSED GOALS	.	.	.	.	.	51.8	53.8	55.8	57.8

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	41.2	42.3	41.8	41.1	42.9	.	.	.	.
APPROVED GOALS	.	.	39	41	41	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	42	42	42	42

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	55.5	61.2	59.4	62.4	64.4	.	.	.	.
APPROVED GOALS	.	.	58	61	62	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	62	63	63	63

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	72.9	74.6	73.2	75.1	77.1	.	.	.	.
APPROVED GOALS	.	.	74	74	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	78.8	80.1	81.4	82.7

10.1 Current BOT Choice: Percent of Bachelor's Awarded to Hispanic and African Americans

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	43.8	45.2	45.6	46.7	47.9	.	.	.	.
APPROVED GOALS	.	.	46	47	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	48.4	48.9	49.4	49.9

10.2 Future BOT Choice: Total Research Expenditures (in $Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	21	31	46	51	.	.	.	.
APPROVED GOALS	.	.	23	35	57	62	68	73	.
PROPOSED GOALS	.	.	.	.	.	66	69	72	75

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	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	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	12	11	14	16	16.5	.	.	.	.
APPROVED GOALS	.	.	14	17	22	28	32	33	.
PROPOSED GOALS	.	.	.	.	.	22	23	24	25

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	5.0	4.8	4.9	4.8	4.7	.	.	.	.
APPROVED GOALS	.	.	4.9	4.8	4.7	4.6	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.4	4.3	4.2

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	45	49	49	51	51	.	.	.	.
APPROVED GOALS	.	.	49	51	50	51	53	55	.
PROPOSED GOALS	.	.	.	.	.	51.5	54.0	55.5	56.5

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	5,017	5,473	5,640	5,694	5,822	.	.	.	.
APPROVED GOALS	.	.	5,625	5,645	5,722	5,751	5,780	5,809	.
PROPOSED GOALS	.	.	.	.	.	5,851	5,880	5,910	5,939

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	**89**	**81**	**96**	**100**	**97**	**100**	**100**	**100**	**100**
US Average	*85*	*87*	*88*	*90*	*92*	.	.	.	.
Medicine (2Yr)	**95**	**97**	**97**	**97**	**95**	**100**	**100**	**100**	**100**
US Average	*96*	*96*	*96*	*96*	*96*	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	.	**100**	**100**	**100**	**98**	**100**	**100**	**100**	**100**
US Average	*97*	*95*	*96*	*96*	*97*	.	.	.	.
Medicine (4Y-CS)	.	**100**	**100**	**97**	**96**	**100**	**100**	**100**	**100**
US Average	*96*	*96*	*97*	*96*	*95*	.	.	.	.

Exam Scores Relative to Benchmarks									
ABOVE OR TIED	1	3	4	4	3	4	4	4	4
TOTAL EXAMS	2	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	1,519	1,576	1,515	1,688	1,790	.	.	.	.
APPROVED GOALS	.	.	1,618	1,726	1,696	1,705	1,713	1,722	.
PROPOSED GOALS	.	.	.	.	.	1,847	1,808	1,817	1,826

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	44	45	46	47	48	.	.	.	.
APPROVED GOALS	.	.	46	47	48	49	50	51	.
PROPOSED GOALS	.	.	.	.	.	49	50	51	52

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	28	27	27	26	24	.	.	.	.
APPROVED GOALS	.	.	28	25	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	10	11	19	21	23	.	.	.	.
APPROVED GOALS	.	.	19	21	24	26	27	30	.
PROPOSED GOALS	.	.	.	.	.	25	27	28	30

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	31	31	34	32	32	.	.	.	.
APPROVED GOALS	.	.	33	32	32	32	33	33	.
PROPOSED GOALS	.	.	.	.	.	32	32	33	33

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	33	44	42	44	46	.	.	.	.
APPROVED GOALS	.	.	43	44	44	44	45	45	.
PROPOSED GOALS	.	.	.	.	.	46	46	47	47

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	2	1	1	1	1	.	.	.	.
APPROVED GOALS	.	.	1	2	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	1	3	0	2	2	.	.	.	.
APPROVED GOALS	.	.	5	1	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	0	0	2	3

Total Research Expenditures ($M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	21	31	46	51	.	.	.	.
APPROVED GOALS	.	.	23	35	57	62	68	73	.
PROPOSED GOALS	.	.	.	.	.	66	69	72	75

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	84	79	86	53	52	.	.	.	.
APPROVED GOALS	.	.	88	89	60	61	62	63	.
PROPOSED GOALS	.	.	.	.	.	53	55	58	61

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	9	4	0	1	1	.	.	.	.
APPROVED GOALS	.	.	.	0	1	2	3	4	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	3

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	6	17	23	22	2*	.	.	.	.
APPROVED GOALS	.	.	13	29	23	24	25	26	.
PROPOSED GOALS	.	.	.	.	.	1*	1*	2*	2*

*The 2016-17 actual and out-year goals exclude IP provisions in sponsored research agreements and IP assignments in this category. After further review of this metric's definition and the AUTM Licensing Survey definitions of "License/ Option Agreement" it was determined that these two types of agreements were not appropriate to include.

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	1	0	3	2	2	.	.	.	.
APPROVED GOALS	.	.	2	2	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	1	1	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. Number of Undergraduate Research Activities

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
.	2,187	4,602	5,073	6,011	6,612	7,207	7,784	8,329

Notes: Activities involve faculty mentored undergraduates who engage in curricular and co-curricular research (e.g., enrollment in research-based curriculum, participation in internal university undergraduate research grants), and the products of that inquiry which contributes to the discipline or practice (e.g., internal and external presentations, competitions, publications, etc.). Counts represent the number of research activities and may include duplicate counts of undergraduates who have participated in more than one research activity.

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

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
21%	23%	25%	27%	30%	32%	34%	36%	38%

3. Seek Carnegie Foundation for the Advancement of Teaching Classification

FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teachings' "Community Engaged" Classification in Spring 2019. According to the Carnegie Foundation timeline, designation will be announced in January 2020.

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	24,240	24,229	24,225	23,766	23,238	.	.	.	.
APPROVED GOALS	.	.	.	24,474	24,257	24,763	25,284	25,820	.
PROPOSED GOALS	.	.	.	.	.	23,887	24,371	24,870	25,384
GRADUATE									
ACTUAL	4,589	4,651	4,852	4,901	4,868	.	.	.	.
APPROVED GOALS	.	.	.	4,901	4,950	5,000	5,050	5,100	.
PROPOSED GOALS	.	.	.	.	.	4,917	4,966	5,016	5,066

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	11,698	11,896	11,779	11,543	11,846	12,146	12,267	12,390	12,514
FCS AA Transfers	7,229	7,202	7,391	7,175	6,715	6,982	7,261	7,551	7,853
Other AA Transfers	585	578	555	544	482	501	521	542	564
Post-Baccalaureates	807	823	860	881	787	799	811	823	835
Other Undergraduates	3,921	3,730	3,640	3,623	3,408	3,459	3,511	3,564	3,617
Subtotal	**24,240**	**24,229**	**24,225**	**23,766**	**23,238**	**23,887**	**24,371**	**24,870**	**25,384**
GRADUATE									
Master's	3,483	3,538	3,728	3,756	3,677	3,714	3,751	3,788	3,826
Research Doctoral	795	796	759	766	781	789	797	805	813
Professional Doctoral	316	322	369	379	410	414	418	422	427
Subtotal	**4,594**	**4,656**	**4,856**	**4,901**	**4,868**	**4,917**	**4,966**	**5,016**	**5,066**
TOTAL	**28,834**	**28,885**	**29,081**	**28,667**	**28,106**	**28,803**	**29,337**	**29,886**	**30,449**

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. 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	9	9	9	10	12	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	15	16	17

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	8,693	8,346	8,612	8,466	8,392	8,743	8,920	9,108	9,310	9,525
UPPER	11,345	11,376	11,351	11,364	11,316	11,192	11,418	11,660	11,918	12,193
GRAD I	2,338	2,227	2,083	2,069	1,988	1,945	1,997	2,052	2,110	2,171
GRAD II	414	394	376	374	393	409	420	431	444	456
TOTAL	**22,790**	**22,343**	**22,422**	**22,273**	**22,089**	**22,289**	**22,755**	**23,251**	**23,781**	**24,346**
NON-RESIDENT										
LOWER	502	594	820	973	984	1,049	1,070	1,093	1,117	1,143
UPPER	471	465	525	634	746	912	930	950	971	994
GRAD I	280	372	570	785	929	971	997	1,024	1,053	1,084
GRAD II	132	140	151	167	172	165	169	174	179	184
TOTAL	**1,384**	**1,571**	**2,066**	**2,558**	**2,831**	**3,097**	**3,167**	**3,241**	**3,320**	**3,404**
TOTAL										
LOWER	9,195	8,940	9,432	9,439	9,376	9,792	9,990	10,201	10,427	10,668
UPPER	11,816	11,841	11,876	11,997	12,063	12,104	12,349	12,610	12,889	13,187
GRAD I	2,618	2,599	2,653	2,854	2,917	2,916	2,994	3,076	3,163	3,255
GRAD II	545	534	527	541	564	574	589	605	623	641
TOTAL	**24,174**	**23,914**	**24,488**	**24,831**	**24,920**	**25,386**	**25,922**	**26,492**	**27,101**	**27,750**

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	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	10%	11%	19%	21%	23%	25%	25%	26%	27%	29%
Hybrid (50-79%)	9%	10%	4%	5%	5%	5%	5%	6%	6%	6%
Classroom (0-50%)	81%	79%	77%	74%	72%	70%	70%	68%	67%	65%
GRADUATE										
Distance (80-100%)	26%	27%	29%	32%	35%	37%	39%	40%	41%	42%
Hybrid (50-79%)	2%	4%	5%	5%	5%	5%	5%	5%	6%	6%
Classroom (0-50%)	72%	69%	66%	63%	61%	58%	56%	55%	53%	52%

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*.

BOT Approved
3/26/2019

ACADEMIC PROGRAM COORDINATION

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						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Data Science and Analytics	30.0601	STEM	FIU, UCF, NCF, FGCU	No	100	Fall 2019
MS Artificial Intelligence	11.0102	STEM	None	No	100	Fall 2019
DOCTORAL PROGRAMS						

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						
BS Bioengineering	14.0501	STEM	FGCU, FIU, UF	No	100	Fall 2020
BS Environmental Science	3.0104	STEM	FAMU, FSU, UF, USF, UWF	No	120	Fall 2020
BS Data Science & Analytics	30.0601	STEM	FIU, FGCU, NCF, UCF	No	120	Fall 2020
BS in Pre-Health Professions	26.0102	STEM	UCF, USF, UWF	No	2,000	Fall 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Neurotechnology	26.1501	STEM, Health	None	No	30	Fall 2020
MS Supply Chain Management	52.0203	STEM	FAMU, FIU, UNF	No	50	Fall 2020
DOCTORAL PROGRAMS						
PhD Transport & Environmental Engineering	14.0804	STEM	None	No	15	Fall 2020

2019 Accountability Plan

GLOSSARY

3/22/2019

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

Performance Based Funding

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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had 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).
6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. 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).
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).
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.

BOG Choice Metric

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. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, 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). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	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).
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.

Freshman Retention Rate (Full-time, FTIC)	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.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
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.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. 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 WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
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

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating 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.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (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).
Bachelor's Degrees Awarded To African-American and 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).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
Percent of Undergraduate FTE Enrolled 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).
Percent of Bachelor's And 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).

Scholarship, Research & Innovation Metrics

National Academy Members	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.
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.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D 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: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	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.