2022

ACCOUNTABILITY PLAN

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

BOG Approved June 30, 2022

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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 committed to becoming a Top 100 public university (currently #104) and consistently ranking in the top tier of State University System (SUS) institutions on the Performance Based Funding outcomes. As the nation's highest ranked public HBCU, and a leader within the SUS in affordability and providing access to first-generation and low-income students, FAMU will continue to address critical needs for Florida's citizens and the nation.

Our efforts to elevate FAMU's performance outcomes and national rankings will be guided by the strategic priorities outlined in the new five-year University Strategic Plan, which is slated for implementation in summer 2022.

Specific areas of focus of the new strategic plan include:

- Increasing graduation rates and first-time licensure pass rates
- Increasing degree production in programs of strategic emphasis
- Recruiting, developing and retaining world-class faculty
- Increasing research productivity
- Ensuring long-term fiscal health and sustainability
- Improving organizational efficiency and effectiveness
- Positioning FAMU as a leader in healthcare education, research and service

As we continue to manage the university through the COVID-19 pandemic in the coming academic year, we remain focused on increasing student success outcomes and broadening FAMU's impact on local and regional communities. We will solidify FAMU's position as a "first-choice" destination for students, a principal source of talent for employers, 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. The University supports and endorses the Board of Governors' Statement of Free Expression and expects open-minded and tolerant civil discourse to take place throughout the campus community.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths

The University maintains a strong national profile and reputation, consistent with its rise from position #117 to #104 in the most recent rankings of national public universities, and status as the #1 public HBCU. The University's position as #13 for Social Mobility highlights its status as a state and national leader in 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, is highly productive in generating externally funded research projects, has high degree production in STEM and health-related disciplines, and provides extension and outreach services to communities across the state as an 1890 land-grant institution.

Opportunities

More progress is needed to elevate student success such that FAMU's performance outcomes are more consistently in alignment with our SUS peer institutions. Expanding distance education program offerings remains a top need and priority. The University's upward trajectory in research expenditures and productivity provides a strong foundation for the pursuit of the R1 Carnegie Classification. We will continue the implementation of more strategic and aggressive strategies to enhance student and faculty recruitment in the health professions and STEM programs.

Challenges

Major renovations are needed to upgrade aging academic facilities that support STEM teaching and research. Increasing competition for high-achieving undergraduate and graduate students will require increased investments for student scholarship and graduate assistantship awards. Additional investments are also needed to promote and sustain faculty excellence via enhanced recruitment, professional development and retention initiatives.

Three Key Initiatives & Investments

1. **Elevate and Sustain Student Success: Move into the top tier of State University System peers on performance outcomes**

- Expand and enhance strategic recruitment initiatives
- Increase the availability and use of academic support services and resources
- Increase online education via technology acquired using COVID-19 resources
- Increase the allocation of financial support to address unmet need
- Increase program offerings and degree production in programs of strategic emphasis
- Increase student participation in internship and research training opportunities
- Increase engagement with employers in the private and public sectors

2. **Foster Faculty Excellence and Vitality: Attract, develop and retain world-class faculty**

- Increase support for more competitive salaries and benefits packages
- Expand professional development and leadership training opportunities
- Increase funding for start-up-packages and research support
- Upgrade teaching and research facilities
- Enhance faculty recruitment in programs of strategic emphasis
- Evaluate faculty workloads to enhance teaching and research productivity

3. **Advance FAMU's Reputation, Rankings and Impact: Become a Top 100 public university**

- Expand and diversify the network of advocates and supporters to promote FAMU's mission and strategic priorities
- Garner additional financial support from the private sector for student success and faculty initiatives through expanded partnerships and increased philanthropy
- Implement a comprehensive marketing and communications plan to elevate the University's profile
- Establish the "FAMU Health" initiative to position FAMU as a national leader in healthcare education, research and service to address disparities, emergent needs, and advance holistic well-being

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Florida A&M University (FAMU) continues to make progress in the execution of its four-year graduation rate improvement plan. In the four years since the Board of Governors (BOG) approved the plan, the university has seen its Academic Progress Rate (APR) increase from 71.3% to 84.2%. While the university experienced a year-over-year decline in the most recent four-year graduation rate, projections have this trend reversing next year.

Academic

Strengthen and enhance academic support services: The University has achieved its strategic goals for academic support hires and is now fully staffed with 40 academic advisors, 10 academic coaches, five career counselors, and six mental health professionals. The Offices of Freshmen Studies, Transfer Services, and Transfer Student Success and Retention have been in operation for over two years.

Living-Learning Communities (LLC): The University now has an LLC for each school and college (332 total participants in the current academic year). LLC activities include out-of-class learning experiences, such as study groups, seminars, community service, leadership development, career exploration and development, research, global education, and cultural and social activities.

Academic Recovery Program: The Academic Recovery Program was implemented in spring 2020 to provide additional support for first-year students with first semester GPAs below a 2.0. Program components include a focus on strengthening academic study skills, identifying barriers to success, and developing a plan for GPA recovery. Since the program's inception over 150 students have completed the program.

Freshman Certified Courses: A faculty development initiative was implemented summer 2020 to assist faculty with redesigning first-year courses to better integrate best practices, principles, and design elements related to freshmen student retention and progression. Instructors collaboratively reshape their courses to focus on three critical areas: socializing students for academic excellence, student-centric course design, and developing cognitive connections with the course content. Since the program’s inception, 44 faculty have participated in the training.

Transfer Academic Success Program: Over 30 transfer workshops and events were facilitated for transfer students during the current academic year. Fourteen transfer peer mentors were employed to assist new and returning transfer students as resources for information about academic policies and programs, to provide encouragement for academic success, and to offer information about organizations, campus life, and events.

Peer Mentoring: During the Fall 2021 semester, more than 40 peer mentors were employed by the Office of Freshmen Studies. These students were assigned 10-15 mentees. The peer mentors held weekly one-on-one sessions, facilitated over 10 workshops, and provided coaching to mentees on academic success skills. The Office of Freshmen Studies also utilized a new peer mentor matching software that allowed mentors to record one-on-one session notes and provide analytics on the student's engagement.

Early Warning System: The University has fully adopted Civitas Inspire for advisement and early warning. During the first semester of implementation the system registered over 750 indicators that were submitted by faculty.

Financial

Academic Progression Grants: During the current academic year, the University addressed students’ financial needs by awarding 2,167 grants totaling $1.58M million using funds from its Performance-Based Funding (PBF) allocation.

Policy

Academic Policies: Several academic policy enhancements were completed that will foster increased student success outcomes. For example, the Academic Excellence Policy requires first-semester students with low GPAs to be placed in a systematic program to enable GPA recovery (effective Fall 2022).

STRATEGY (cont.)

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

Student

- Grant Steans and Nicholas Walker, students from the FAMU-FSU College of Engineering, were recipients of the 2021 Black Engineer of the Year Science, Technology, Engineering, and Math Student Leadership awards.
- FAMU's College of Agriculture and Food Sciences (CAFS) student DeAundre Newsome was awarded the John Deere Thurgood Marshall Scholarship.
- School of Journalism and Graphic Communication (SJGC) student Ezekiel Hobbs was selected as a Public Relations Student Society of America (PRSSA) District Ambassador.
- Lauren Rodgers, a second-year master of architecture student, was one of two students selected to receive a scholarship from Zimmer Gunsul Frasca Architects (ZGF) Architects, LLP.
- Five students were awarded Dwight David Eisenhower Transportation Fellowships from the Federal Highway Administration.

Faculty

- Henry Neal Williams, a professor in the School of the Environment, was elected to a three-year term to the Board of Governors of the American Academy of Microbiology.
- Gang Chen, Ph.D., a professor of civil and environmental engineering at the FAMU-FSU College of Engineering, received a $1.2 million grant from the U.S. Department of Agriculture to study the effects of farming and land development on the environment.
- Dr. Lambert Kanga, director for the FAMU Center for Biological Control in the College of Agriculture and Food Sciences, received the International Integrated Pest Management Award of Recognition for 2021.

Program Achievements

- The FAMU-FSU College of Engineering earned a spot on the U.S. News & World Report badge-eligible list, ranking 69th among the 206 Best Undergraduate Engineering schools offering doctorate degrees.
- The School of Journalism & Graphic Communication's student publication, Journey Magazine, won awards in five categories in the college division at the 2021 Society of Professional Journalists Sunshine State Awards.
- FAMU's office of communication won two Hermes Creative Awards.

Institutional Achievements

- Highest Ranked Public HBCU and Number 104 among public universities and ranked 13th in social mobility by U.S. News & World Report rankings.
- Diverse Issues in Higher Education recognized FAMU as the number one HBCU in the awarding of degrees to African Americans at the bachelor's level.
- FAMU's COVID-19 testing and vaccination site has administered 628,010 tests and 24,911 vaccinations since inception.
- FAMU received $1M from Dow Chemical as part of more than $5 million in Foundation and Company contributions to Historically Black Colleges and Universities (HBCUs) for programming, partnership and support to enhance the Black STEM talent pipeline.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

In response to the modifications made to PBF metrics 1 ,4 and 7, FAMU evaluated its outcomes and goals and made adjustments as indicated below.

PBF 1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000)
Our proposed goals for 2020-21 to 2024-25 were adjusted to reflect the new benchmarks for this metric.

PBF 4. FTIC Four-Year Graduation Rates
Our proposed goals for 2019-23 to 2022-26 were adjusted to reflect the new benchmarks for this metric.

PBF 7. University Access Rates [Percent of Undergraduates with a Pell grant]
Our proposed goals for fall 2021 to fall 2025 were adjusted due to the downward trends in the actual outcomes for the last few years.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	57.9	61.9	62.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*65*	*68*	*72*	*76*	*80*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33,000	31,600	33,500	34,500	37,000	.	.	.	.	.
APPROVED GOALS	33,350	34,000	34,700	35,900	37,400	37,800	38,200	38,600	39,000	.
PROPOSED GOALS	.	.	.	.	.	*37,800*	*38,200*	*38,600*	*39,000*	*39,400*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	9,410	7,640	6,570	2,360	-630	.	.	.	.	.
APPROVED GOALS	12,390	9,600	7,600	7,580	7,560	7,540	7,540	7,540	7,540	.
PROPOSED GOALS	.	.	.	.	.	*7,540*	*7,540*	*7,540*	*7,540*	*7,540*

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	21.6	22.5	27.7	34.6	27.0	.	.	.	.	.
APPROVED GOALS	20	25	30	35	38	40	42	45	48	.
PROPOSED GOALS	.	.	.	.	.	*40*	*43*	*46*	*50*	*55*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	70.0	71.3	73.0	82.2	84.2	.	.	.	.	.
APPROVED GOALS	77	80	85	86	88	88	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	*88*	*88*	*88*	*88*	*90*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	42.6	43.7	47.8	47.2	53.9	.	.	.	.	.
APPROVED GOALS	49	45	48	52	55	55	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	*55*	*55*	*55*	*55*	*55*

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	62.8	65.6	64.3	62.9	59.3	.	.	.	.	.
APPROVED GOALS	65	65	65	65	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	58.9	55.2	51.7	44.6	47.3	.	.	.	.	.
APPROVED GOALS	58	59	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	28.8	41.4	34.6	36.4	42.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	38	40	45	47	50	.
PROPOSED GOALS	.	.	.	.	.	*40*	*45*	*47*	*50*	*50*

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	43.0	48.4	51.5	53.3	52.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	55	58	61	63	65	
PROPOSED GOALS	.	.	.	.	.	*58*	*61*	*63*	*65*	*67*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	244	285	268	323	340	.	.	.	.	.
APPROVED GOALS	.	.	290	310	330	350	370	390	400	.
PROPOSED GOALS	.	.	.	.	.	*350*	*370*	*390*	*400*	*400*

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	12	11	14	18	21	.	.	.	.	.
APPROVED GOALS	17	18	20	25	30	35	35	35	35	.
PROPOSED GOALS	.	.	.	.	.	*23*	*27*	*30*	*33*	*35*

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	5.2	4.9	4.8	4.8	4.6	.	.	.	.	.
APPROVED GOALS	5.1	4.9	4.7	4.5	4.3	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	42	51	54	56	58	.	.	.	.	.
APPROVED GOALS	35	45	52	62	72	75	75	75	75	
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	47	50	52	55	55	.	.	.	.	.
APPROVED GOALS	45	49	51	55	57	60	63	65	65	.
PROPOSED GOALS	.	.	.	.	.	*60*	*63*	*65*	*67*	*69*

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	43	57	61	60	69	.	.	.	.	.
APPROVED GOALS	.	.	.	62	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*	*65*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	21	21	25	33	25	.	.	.	.	.
APPROVED GOALS	.	.	.	33	35	38	40	45	48	.
PROPOSED GOALS	.	.	.	.	.	*38*	*40*	*45*	*48*	*50*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,555	1,258	1,444	1,519	1,466	.	.	.	.	.
APPROVED GOALS	1,709	1,400	1,500	1,660	1,720	1,785	1,790	1,790	1,790	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,790*	*1,790*	*1,790*	*1,800*

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	579	643	630	616	607	.	.	.	.	.
APPROVED GOALS	609	621	660	646	659	665	670	675	675	.
PROPOSED GOALS	.	.	.	.	.	*550*	*560*	*570*	*600*	*630*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	97	96	93	92	93	.	.	.	.	.
APPROVED GOALS	96	96	95	94	94	93	93	93	90	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*93*	*90*	*90*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	9	8	8	8	8	.	.	.	.	.
APPROVED GOALS	10	10	10	10	12	14	14	14	14	.
PROPOSED GOALS	.	.	.	.	.	*8*	*10*	*12*	*14*	*14*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35	36	41	41	47	.	.	.	.	.
APPROVED GOALS	43	35	40	45	48	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	57	53	51	41	44	.	.	.	.	.
APPROVED GOALS	56	57	57	57	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	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	64	82	63	67	62	90	90	90	90	90
US Average	90	92	91	90	86	.	.	.	.	.
LAW	50	47	57	58	59	80	80	80	80	80
US Average	69	66	74	71	71	.	.	.	.	.
PHARMACY	74	75	83	83	90	90	92	94	94	95
US Average	88	89	88	88	84	.	.	.	.	.

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	61	69	69	83	86	90	92	94	94	95
US Average	92	92	92	91	90	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	0	0	0	0	1	3	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	0	0	0	0	1	.	.	.	.	.
APPROVED GOALS	2	2	3	3	3	3	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*3*	*5*	*5*	*5*	*5*

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	33	30	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*35*	*40*	*40*	*40*

18. Total Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38	40	43	41	47	.	.	.	.	.
APPROVED GOALS	45.8	38	41	42	43	44	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	*47*	*48*	*48*	*49*	*49*

19. Research Expenditures from External Sources ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	31	33	36	34	37	.	.	.	.	.
APPROVED GOALS	.	.	.	36	37	37	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*38*	*38*	*39*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	4	4	7	8	.	.	.	.	.
APPROVED GOALS	4	5	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2	2	4	5	2	.	.	.	.	.
APPROVED GOALS	2	2	3	4	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

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.

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,515	1,218	1,379	1,453	1,411	.	.	.	.	.
APPROVED GOALS	.	.	1,350	1,597	1,652	1,705	1,710	1,715	1,725	.
PROPOSED GOALS	.	.	.	.	.	*1,615*	*1,700*	*1,700*	*1,700*	*1,710*

Number of Graduate Degrees Awarded to African Americans

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	447	515	462	431	417	.	.	.	.	.
APPROVED GOALS	.	.	535	550	565	580	580	585	585	.
PROPOSED GOALS	.	.	.	.	.	*479*	*487*	*496*	*522*	*548*

Percent of Course Sections Offered via Distance and Blended Learning

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.5	5	7	8	71	.	.	.	.	.
APPROVED GOALS	.	.	6	8	10	14	18	22	25	.
PROPOSED GOALS	.	.	.	.	.	*20*	*22*	*24*	*25*	*26*

Number of students enrolled in graduate online programs

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	43	47	49	63	68	.	.	.	.	.
APPROVED GOALS	.	.	60	70	80	100	150	200	210	.
PROPOSED GOALS	.	.	.	.	.	*100*	*150*	*200*	*210*	*250*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	7,554	7,724	7,494	7,082	7,000	.	.	.	.	.
APPROVED GOALS	7,641	7,868	7,905	7,505	7,420	7,640	7,755	7,885	8,060	.
PROPOSED GOALS	.	.	.	.	.	*7,190*	*7,397*	*7,608*	*7,782*	*7,920*

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1,861	1,859	1,778	1,759	1,688	.	.	.	.	.
APPROVED GOALS	1,912	1,976	1,895	1,810	1,800	1,830	1,860	1,890	1,920	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,730*	*1,760*	*1,800*	*1,820*

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	1,636	1,468	1,362	1,041	1,170	1,410	1,410	1,460	1,460	1,460
FTIC: Returning	3,820	4,059	3,908	4,261	3,919	3,835	3,992	4,103	4,227	4,315
Transfer: FCS w/ AA	891	886	925	884	855	900	950	1,000	1,050	1,100
Other Undergraduates	1,207	1,310	1,264	852	1,005	1,000	1,000	1,000	1,000	1,000
Post-Baccalaureates	0	1	35	44	51	45	45	45	45	45
Subtotal	**7,554**	**7,724**	**7,494**	**7,082**	**7,000**	**7,190**	**7,397**	**7,608**	**7,782**	**7,920**

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	668	669	609	681	678	690	700	710	730	740
Research Doctoral	201	217	238	259	245	245	255	265	275	280
Professional Doctoral	992	973	931	819	765	765	775	785	795	800
Subtotal	**1,861**	**1,859**	**1,778**	**1,759**	**1,688**	**1,700**	**1,730**	**1,760**	**1,800**	**1,820**
TOTAL	**9,415**	**9,583**	**9,272**	**8,841**	**8,688**	**8,890**	**9,127**	**9,368**	**9,582**	**9,740**

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., 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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	30	29	27	28	24	.	.	.	.	.
APPROVED GOALS	.	.	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LOWER	4,072	4,229	4,241	4,025	3,607	3,486	3,640	3,709	3,810	3,900	3,956
UPPER	3,363	3,414	3,527	3,502	3,469	3,498	3,549	3,616	3,715	3,803	3,857
GRAD 1	645	653	652	596	670	662	728	742	762	780	791
GRAD 2	1,300	1,294	1,347	1,297	1,192	1,133	1,183	1,205	1,238	1,268	1,286
TOTAL	**9,380**	**9,590**	**9,767**	**9,420**	**8,939**	**8,779**	**9,100**	**9,272**	**9,525**	**9,750**	**9,890**

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	2	2	10	12	79	23	26	28	33	38
Primarily Dist. (80-99%)	2	4	0	2	0	0	0	0	0	0
Flex	0	0	0	0	12	0	0	0	0	0
Hybrid (50-79%)	2	2	2	1	1	2	2	2	2	2
Classroom (0-49%)	94	92	87	85	8	75	72	70	66	60
GRADUATE										
All Distance (100%)	2	2	4	4	73	24	26	28	30	33
Primarily Dist. (80-99%)	0	1	0	0	0	0	0	0	0	0
Flex	0	0	0	0	12	0	0	0	0	0
Hybrid (50-79%)	1	1	1	0	1	0	1	1	1	1
Classroom (0-49%)	97	96	95	95	13	76	73	71	69	66

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

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 2021 Accountability Plan list for programs under consideration for 2022-23.

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		FAU, FGCU, UF	Y	50	Fall 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Data Science	30.7001	STEM	FAU, FSU	N	30	Spring 2023
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

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						
Business Analytics	52.1301	STEM	FIU, UF	N	50	Fall 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Health Informatics	51.0706	Health	UCF, FIU, USF	Y	50	Fall 2023
DOCTORAL PROGRAMS						
Sustainability Science	30.3301	STEM	NONE	N	20	Fall 2023
Biology	26.0101	STEM	FAU, FIU, FSU, USF	N	20	Fall 2023

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) 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 $30,000) 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 all 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 State Wage Interchange System (SWIS), 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 all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

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. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

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-baccalaureate students) 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 New College of Florida and Florida Polytechnic University)*
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 each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-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 and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. 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).

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).

PBF-10.FAU: Total Research Expenditures: Total expenditures 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 to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: 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 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete 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, and (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). Source: New College of Florida student survey data reported to the Florida Board of Governors.

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 Hispanic and non-Hispanic African American 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: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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 Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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) collaborative 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). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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 the most recent rankings. Sources: 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, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the 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).

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).

DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: 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 (NSF) 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, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded 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)". Source: United States Patent and Trademark Office (USPTO).

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

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: 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. Sources: 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, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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 each university on the Common Data Set.

DEFINITIONS (cont.)

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: 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: 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. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: 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-6: 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 are excluded. Source: State University Database System (SUDS).

KPI-7: 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-8: Bachelor's Degrees Awarded & KPI-9: 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).

DEFINITIONS (cont.)

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American and Hispanic categories 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 excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: 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. Unclassified students with a HS diploma (or GED) and above are included in this calculation. 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 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, Veterinary, Pharmacy, Dental, 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 is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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

DEFINITIONS (cont.)

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, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: 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-19: 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: 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 (e.g., 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, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

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. Source: State University Database System (SUDS).

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 Integrated Postsecondary Education Data System (IPEDS) 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. Source: State University Database System (SUDS).

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 Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA