

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

2025 SYSTEM STRATEGIC PLAN

Revised November 6, 2014

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# 2025 System Strategic Plan

*Approved on Nov. 6, 2014*

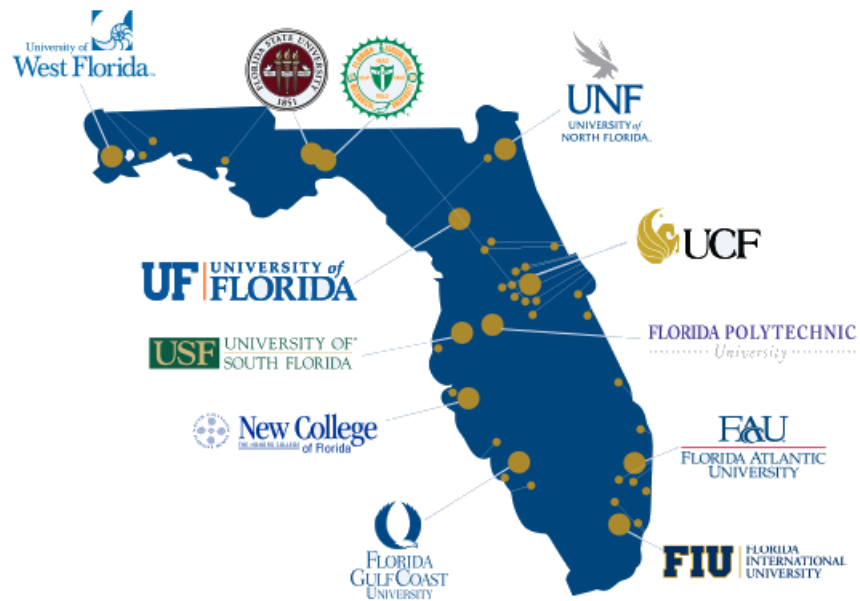
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## At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 12 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.





## Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *“operate, regulate, control, and be fully responsible for the management of the whole university system.”* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 337,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 81,000 degrees at all levels.





## The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. These changes are reflected by the need to revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12<sup>th</sup> university—Florida Polytechnic University—was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production, and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 to reflect changes in workforce demands. An Innovation and Online Committee and a Health Initiatives Committee were created to assist in System strategic planning. The University of Florida and Florida State University were designated as Preeminent Universities and rewarded with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance-Based Funding Model that is a dramatic change to how the System will receive funding. The Performance-Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

Looking ahead, the coming years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

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



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

The Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty/staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.
- Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System's public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance-Based Funding Model.
- Maintain a commitment to excellence and continuous improvement.





## Mission of the State University System for the 21<sup>st</sup> Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *“in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida’s citizens, their communities and economies.”* The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *“defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs.”*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

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**The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.**

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The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida’s state universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.



## 2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21<sup>st</sup> century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation – new technologies, new processes, new products, new ideas – in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

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**By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.**

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## 2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university’s teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

### *Excellence*

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida’s communities and businesses in a meaningful and measurable way.

### *Productivity*

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving its portfolio of research and intellectual property to outside investors.

### *Strategic Priorities for a Knowledge Economy*

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tri-partite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The chart below displays nine general goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce



## Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, inter-disciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in STEM and Health disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

### Excellence

#### **GOAL: Strengthen Quality and Reputation of the Universities**

- Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

### Productivity

#### **GOAL: Increase Degree Productivity and Program Efficiency**

- Increase access and efficient degree completion for students.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis**

- Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities. The list was last updated on November 20, 2013.*



## Scholarship, Research, Innovation

The component of the State University System’s tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida’s economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida’s businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida’s most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

### Excellence

#### **GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation**

- Improve the quality and impact of scholarship, research, and commercialization activities.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

### Productivity

#### **GOAL: Increase Research Activity and Attract More External Funding**

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase Research Commercialization Activities**

- Increase the number of patents, licenses and start-up companies created as a result of university research.



## Community and Business Engagement

A critical component of the State University System’s tripartite mission is public service and the commitment of state universities to reach out and engage with Florida’s communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national “community engagement” classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national “community engagement” classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university’s strategic plan.

### Excellence

#### **GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement**

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

### Productivity

#### **GOAL: Increase Levels of Community and Business Engagement**

- Increase faculty and student involvement in community and business engagement activities.

### Strategic Priorities for a Knowledge Economy

#### **GOAL: Increase Community and Business Workforce**

- Increase the percentage of graduates who continue their education or are employed full-time.



## 2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's 2025 System Strategic Plan is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. To that end, the Board of Governors spent over a year examining its strategic metrics and goals with a view toward adding metrics, eliminating others, and adjusting goals either upward or downward based on the best available trend data. The result of that examination is the revision of this Strategic Plan in 2014.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's 2025 System Strategic Plan.



**PERFORMANCE INDICATORS AND 2025 GOALS****Teaching and Learning**

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
<b>EXCELLENCE</b>		
1) National Rankings for Universities PBF: NCF	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks

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

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

## Teaching and Learning (continued)



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

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

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

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



## Teaching and Learning (continued)

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

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


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

## Teaching and Learning (continued)

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


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

## Scholarship, Research and Innovation

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

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

## Scholarship, Research and Innovation (continued)

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

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

## Community and Business Engagement

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

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

Note: In 2014, Board staff have continued to work on adding non-Florida employment data to capture a greater proportion of the State University System graduating class.

## Teaching and Learning

### EXCELLENCE

#### 1. National Rankings for Universities

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**RATIONALE:** Excellence is a difficult thing to quantify and measure which is why university rankings are controversial. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations and government support. Others challenge the methodology by arguing the complex business of educating students, enabling cutting-edge research, and the many community and business engagement efforts cannot be boiled down into a single number -- Einstein's dictum that not everything that counts can be measured. Despite the arguments against any one ranking publication, the purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within, and to have an external evaluation of how well the universities have carried out their academic responsibilities.

**SOURCE:** Board staff analysis of various publications.

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

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**RATIONALE:** The Top 10% of the high school graduating class provides an indicator of the quality of the incoming First-Time-in-College class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class. The goal (of 50%) was based on the average of the top tier institutions (n=108) listed in the 2011 US News and World Reports National University rankings that cited 2009-10 Common Data Set data.

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

**SOURCE:** University submissions to the Common Data Set.



## Teaching and Learning (continued)

### 3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

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**RATIONALE:** Licensure & certification exam pass rates are one of the few indicators that measure how well universities are preparing students to enter professional occupations relative. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, the university pass rates are compared to the state and national averages for first-time pass rates.

**SOURCE:** Annual Accountability Reports.

## PRODUCTIVITY

### 4. Average Time To Degree

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**RATIONALE:** Traditionally, a bachelor's program required 120 credit hours and was expected to be completed in four calendar years for students enrolled full-time. This metric is similar to graduation rate because both are measuring completion based on time; however time-to-degree is a complement to graduation rates because it approaches the issue from the other-side. Time-to-degree looks backwards from the graduating class to see when the FTIC students first entered the university.

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

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

## Teaching and Learning (continued)

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

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

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

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

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

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

## Teaching and Learning (continued)

### 7. Percent of Bachelor's Degrees Without Excess Hours

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

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

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

## Teaching and Learning (continued)

### 8. Bachelor's Degrees Awarded Annually

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

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

### 9. Graduate Degrees Awarded Annually

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

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

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

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

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

## Teaching and Learning (continued)

### 11. Number of Adult (Aged 25+) Undergraduates Enrolled

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**RATIONALE:** This metric provides a sense of student diversity based on the age of the student at the time of enrollment (not upon entry). This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

In Fall 2012, Florida was ranked 4th in the country among public four-year institutions in the number of adult undergraduates enrolled. However, Florida was only 14th in terms of the percentage of adult undergraduates (at 19%). In addition, the SUS has many adults who never completed the bachelor's degree that they attempted - despite many folks who dropped out yet were near completion. The 2025 goal (of 75,000) was based on a trend line that projects 69,000 adult undergraduates enrolled in Fall 2025. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

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

### 12. Distance-Learning/Online Metric(s)

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**TO BE DETERMINED:** Recommendation from Innovation & Online Committee forthcoming

## Teaching and Learning (continued)

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

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**RATIONALE:** The Federal Pell grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percent of undergraduates enrolled in the Fall term who received a Pell grant (excludes unclassified and post-baccalaureate undergraduate students not coded as unclassified). The purpose for this metric within the System Strategic Plan is to serve as an 'access' measure - to ensure that the State University System continues to provide opportunities to all levels of the socio-economic strata. The goal is to have every university have at least 30% of their undergraduate students receiving a Pell grant. This goal serves as an 'access' baseline for the State University System in this new era of Performance-Based Funding.

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

### 14. Academic Progress Rate (2nd Fall Retention with GPA $\geq$ 2)

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

This is an alternative metric, to the standard second-year retention rate, and is a much better 'leading indicator' of student success – in fact, FTICs who return for their 2<sup>nd</sup> fall with a GPA above 2.0 are *eight times more likely to graduate* within six years than students who begin their second Fall with a GPA less than 2. This is one reason why the Board of Governors decided to include this metric into the new Performance Funding Model. The trend line for this metric fairly flat, so the Board has set a goal (of 90%) based on expected improvements resulting from university efforts to respond to the Board's Performance-Based Funding model.

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

## Teaching and Learning (continued)

### STRATEGIC PRIORITIES

#### 15 & 17. Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

**RATIONALE:** This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in November 2013. This list is comprised of the following four areas: STEM, Health, Education, Global and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

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

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

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

## Teaching and Learning (continued)

### 16 & 18. Bachelor’s and Graduate Degrees in STEM and Health (a subset of the larger Programs of Strategic Emphasis)

**RATIONALE:** This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in Science, Technology, Engineering and Mathematics (STEM) are vital to future of both the nation and the planet. In this 2014 revision of the plan, Health has been added in recognition that healthcare is an especially key component of Florida’s current and future workforce. The Board of Governors has decided to combine these two programmatic areas in the revised System Strategic Plan, and have established an aspirational goal in an effort to ramp up the Florida’s STEM- and Health-related workforce.

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

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

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



## Scholarship, Research and Innovation

### EXCELLENCE

#### 19. Faculty Membership in National Academies

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

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

#### Number of National Academy Members (Publics only)

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

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

## Scholarship, Research and Innovation (continued)

### 20. Faculty Awards

**RATIONALE:** Faculty Awards in the Arts, Humanities, Science, Engineering, and Health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the SUS was ranked 4th among states' public universities. Based on 10 year historical trends, SUS faculty are projected to receive 75 awards in 2023\*, which is projected to be ranked 3rd (assumes other state trends remain stable). The 2025 goal is to maintain the current trend. Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.

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

#### Number of Faculty Awards (Publics only)

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

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

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

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

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

## Scholarship, Research and Innovation (continued)

### PRODUCTIVITY

#### 22. Total Research & Development (R&D) Expenditures

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

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

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

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

## Scholarship, Research and Innovation (continued)

### 23. Percent of R&D Expenditures funded from External Sources

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**RATIONALE:** This metric reflects the ability of SUS institutions to win competitive grant funding from external sources (defined by NSF as from Federal, Private Industry and Other). The Board of Governors included this metric in the System Strategic Plan, because in FY2008-09, Florida was last among the Top 10 states (for public universities) in the percentage of R&D expenditures that were funded externally (with 59%). In FY2012-13, Florida still only received 59% of funding from external sources, while the top 10 average was 71% (up from the 67% in FY2008-09). The Board has decided to revise the 2025 goal so that it equals the top 10 average of 71% in FY2011-12.

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

## STRATEGIC PRIORITIES

### 24. Number of Patents Awarded Annually

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**RATIONALE:** An important aspect of university research is protecting any new Intellectual Property (IP) that results from the research. The overall number of patents awarded annually is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. It is worth noting that when the Florida Legislature created the Preeminence metrics, they only included utility patents in their patent metric definition. The SUS has annually increased the number of patents awarded annually by 35 for the past five years; however, Board staff have used a more conservative growth factor (of 10) based on the 2012 to 2017 projections made in the 2014-15 Work Plans. The System goal is to produce 410 patents during the 2024 calendar year.

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

## Scholarship, Research and Innovation (continued)

### 25. Number of Licenses and Options Executed

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

**SOURCE:** Annual Accountability reports.

### 26. Number of Start-Up Companies Created

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**RATIONALE:** In addition to licensing Intellectual Property, sometimes it is more effective to commercialize research via a small, start-up company that is founded by, or has a close relationship, with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators. In 2011-12, the State University System created a record 30 new start-up companies, which is 12 more than created in 2008-09. There is really no trend line that can support a reasonable prediction for this metric, so Board staff have set the goal to essentially grow one additional startup per year - this would result in about 40 by 2024-25.

**SOURCE:** Annual Accountability Reports

## Community and Business Engagement

### EXCELLENCE

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

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**RATIONALE:** Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

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

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

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

## Community and Business Engagement (continued)

### STRATEGIC PRIORITIES

#### 28. Percentage of Baccalaureate Graduates Continuing their Education or Employed

**RATIONALE:** It has always been difficult to quantify the journey of higher education graduates as they transition into the workforce. The Board of Governors included this metric in this 2011-2025 Strategic Plan to focus the System's efforts in better understanding this period of transition. Specifically, the intent of including this metric was to increase the percentage of graduates who continue their education or are found employed. In addition, it was expected that this effort would serve to better inform students about how previous graduating classes fared when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Funding Models that were created by the Legislature, Governor's Office and the Board of Governors.

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

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

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

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



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UNIVERSITY  
SYSTEM  
*of* FLORIDA  
**Board of Governors**

325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400  
Phone (850) 245-0466  
Fax (850) 245-9685

*[www.flbog.edu](http://www.flbog.edu)*