

2024

ACCOUNTABILITY PLAN

FLORIDA

AGRICULTURAL

AND MECHANICAL

UNIVERSITY

*BOT Approved April 17, 2024*





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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.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



## STRATEGY

### Mission Statement

Florida Agricultural and Mechanical University is an 1890 land-grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

### Statement of Strategy

The Florida Agricultural and Mechanical University 2022-2027 Strategic Plan identifies several ambitious goals designed to elevate the University's performance outcomes, rankings, and profile. These goals include moving into the top tier of State University System (SUS) institutions in annual Performance Based Funding metrics, rising among the Top 100 public university rankings by U.S. World News & Report (currently #91), and being designated as a Carnegie R1 Research institution (currently R2). As the nation's highest ranked public HBCU for the fifth consecutive year, and amongst the SUS leaders in providing access to higher education for first-generation and low-income students, FAMU remains focused on addressing the critical needs of Florida's citizens and the nation.

Specific focus areas of the "Boldly Striking" Strategic Plan include:

- Increasing retention and graduation rates, and first-time licensure pass rates.
- Increasing degree production in Programs of Strategic Emphasis (PSE's).
- 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.

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.)

### Graduation Rate Improvement Plan Update

Florida A&M University prioritizes student success. By adopting best practices, implementing student success initiatives, and utilizing data analytics, FAMU has increased its four-year graduation rate to 35%—the highest ever, with a notable improvement of 12.5 percentage points since 2018. Also, the median wage of graduates with bachelor's degrees employed full-time has reached a new peak of \$43,700. Although the Academic Progress Rate (APR) has declined by one percentage point year-over-year to 81.8%, the university is looking into new strategies and interventions, such as its Academic Recovery Program, to enhance academic performance among first-year students and improve the APR.

#### Academic

**Learning Communities:** FAMU's 13 Living-Learning Communities (LLCs) are empowering 311 freshmen this year. These vibrant hubs offer diverse opportunities for experiential learning, including study groups, leadership workshops, career exploration, research, study abroad programs, and cultural activities. Our aim is to inspire and equip emerging leaders for success in a rapidly changing world.

**Academic Excellence Program:** The Academic Excellence Program provides crucial support to first-year students with GPAs below 2.0 in their initial semester. Boosting student performance is vital for enhancing the APR. In spring 2023, 81 students participated in this initiative. The program focuses on honing academic study skills, pinpointing obstacles hindering academic progress, and devising strategies for GPA enhancement. Furthermore, we equipped students with iPads loaded with training and time management apps to aid their journey towards success.

**Peer Mentoring:** During Fall 2023, the Office of Freshmen Studies enlisted 40+ peer mentors to guide 20 mentees each throughout the year. These mentors conducted bi-weekly one-on-one sessions and led academic and social workshops. They also connected with students through individual meetings, group study sessions/events, and Qooper, our peer mentor software. Remarkably, over 85% of first-year students reported forging meaningful relationships with their mentors.

#### Financial

**Academic Achievement Grants:** The University helped students overcome their financial challenges by giving out 836 awards for completion, performance, and retention worth \$2.08 million using the Performance-Based Funding (PBF) allocation.

#### Policy

**Textbook Affordability:** Starting in Fall 2022, Florida A&M University launched a new initiative to reduce costs for undergraduate students called the Rattler Pack, which gives students access to all their course materials for only \$24 per credit hour. Students have seen initial savings of 35-50% on the price of required materials each term with the program. Florida A&M University students saved \$2.5M during the 2022-23 academic year with the Rattler Pack.

#### Curricular Incentives

**Office of Undergraduate Research:** Since 2020, the office has sponsored more than 400 on-campus faculty-mentored research experiences for undergraduate students, known as the Undergraduate Rattler Researcher Program. Through this program, some students have co-authored scholarly, published research manuscripts. The Office of Undergraduate Research also helps students find off-campus research opportunities and sponsors an annual research symposium for students to present findings. Since its inception, the program has more than doubled the number of student participants. The program has received overwhelming positive feedback from the students.



## STRATEGY (cont.)

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

#### Student

- Comfort Itunu Adedeji and Dominique Ferguson were awarded 2022-2023 fellowships and grants from the American Association of University Women (AAUW).
- Afiya Ward, senior agribusiness student, and Maiya Lyn-Ah-Ping, junior business administration student, were selected as 2023 White House HBCU Scholars.
- Junior broadcast journalism student Lawrence Goss has been selected as a 2023-2024 Rhoden Fellow. The fellowship, launched by award-winning sports columnist William C. “Bill” Rhoden”, provides opportunities to increase belonging in sports journalism.
- Four students from the School of Business and Industry (Aunjoli Myers, Donovan Bryant, Jazmine Hughes, Timiah Sinclair) won the head-to-head competition with Hampton University in the inaugural PGIM Fixed Income Case Competition. PGIM, Inc., formerly Prudential Investment Management, is the asset management part of Prudential Financial.

#### Faculty

- Dr. Satayanryan Dev, associate professor and program chair of biological systems engineering, and Dr. Charles Magee, professor of biological systems engineering, were named National Academy of Inventors Senior Members.
- Dr. Odemari Mbuya, professor of agricultural sciences, director of the FAMU Center for Water Resources and university branch director for The Florida Climate Institute, led two teams that collectively received over \$9M in federal funding from the U.S. Department of Agriculture (USDA) – National Resources Conservation Services (NRCS) and the Georgia Alabama Land Trust.
- Dr. Beni Dangi, associate professor of chemistry in the College of Science and Technology, was awarded a \$1.5M grant through NASA’s new Data Science Equity, Access, and Priority in Research and Education initiative allowing faculty and students to conduct innovative data science research that contributes to the agency’s mission.
- Dr. Ren Moses, professor of civil engineering in the FAMU-FSU College of Engineering, will lead a 6 – institution consortium that was awarded \$10M from the U.S. Department of Transportation to establish a new Tier One University Transportation Center by serving as the center director.

#### Program Achievements

- The Chevron Corporation and the Fab Foundation created a digital fabrication lab, known as a Fab Lab, at FAMU DRS to foster student innovation, learning and invention. It will provide a place to play, create, learn, mentor, and invent to inspire students to learn about STEM.
- Whirlpool announced a partnership with the FAMU-FSU College of Engineering students Educating Engineering Students Innovatively (EESI) program that will provide scholarships and mentoring.
- The FAMU College of Education Developmental Research School (FAMU DRS) STREAM Robotics Team won the Energy Award at the 7<sup>th</sup> Annual Vex Regional Competition held February 2023. The team consisted of students enrolled in 2<sup>nd</sup> – 8<sup>th</sup> grades at FAMU DRS.

#### Institutional Achievements

- FAMU joins Grow with Google’s HBCU Career Readiness Program to Train 100,000 Black College Students in Digital Skills by 2025.
- FAMU ranked #1 among HBCUs for non-medical school R&D funding with \$59.3 million in research and development funds and \$75.5 million in total awards during 2021 – 2022 fiscal year.



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

FAMU has not adjusted any Performance-Based Funding goals on this Accountability Plan.



## STRATEGY (cont.)

### Enrollment Management

The Enrollment Management strategy at Florida A&M University (FAMU) is designed to optimize student recruitment, retention, and success while upholding academic excellence. Key components of our plan include targeted recruitment efforts, enhancement of retention initiatives, leveraging technology and data analytics, and strengthening community engagement.

FAMU received a record-breaking number of applications for 2023, more than 20,000. However, the University aimed to keep FTIC new student enrollment steady and focused on enhancing the academic profile (GPA, Standardized Test Scores, Dual Enrollment Credits) of the incoming cohort, which is the strongest predictor of the 4-year graduation rate. Moreover, FAMU wants to increase the number of undergrads in PSE disciplines. To attract higher-performing students, FAMU is using practices such as:

- 1) Implementing tailored marketing campaigns to attract students from various backgrounds and geographic regions.
- 2) Strengthening partnerships with high schools, community colleges, and other educational institutions to bolster the pool of prospective students.
- 3) Utilizing data analytics and predictive modeling for targeted recruitment and to identify enrollment and student success trends.
- 4) Establishing partnerships with alumni networks and affinity groups to engage current and prospective students in mentorship and networking activities.
- 5) Hiring dedicated STEM and Health Sciences Recruiters.

The university will increase undergraduate enrollment by attracting transfer students from Florida College System (FCS) institutions with academic profiles showing they can graduate in three years. The university will use the strategies mentioned above.

The university increased the number of master's students. The number of research doctoral students stayed steady, while a decrease in the number of professional doctorates occurred. For graduate and professional enrollments, FAMU attributes some of the decline to an increased focus toward improving pass rates on licensure exams that attract high-achieving students in law and pharmacy. The university plans to increase enrollment in all three areas, focusing on programs of strategic interest. Research doctoral enrollment is essential for the university's goal of R1 status. The university is using the same strategies for undergraduates to grow graduate enrollment, along with:

- 1) Expanding outreach efforts to other HBCUs to recruit qualified students.
- 2) Enhancing the profiles of faculty research.





## PERFORMANCE-BASED FUNDING METRICS

### 1. Percent of Bachelor’s Graduates Enrolled or Employed (\$40,000+)

|                | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | .       | .       | 60.1    | 67.8    | 66.9    | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | .       | 70      | 71      | 72      | 73      | 74      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 71      | 72      | 73      | 74      | 75      |

Note: In November 2022, the Board’s Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from \$30,000 to \$40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

|                | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 33,500  | 34,500  | 37,000  | 39,500  | 43,700  | .       | .       | .       | .       | .       |
| APPROVED GOALS | 34,700  | 35,900  | 37,400  | 37,800  | 40,000  | 40,500  | 41,000  | 41,500  | 42,000  | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 40,500  | 41,000  | 41,500  | 42,000  | 42,500  |

**PBF Metric #3 Note:** Beginning 2020-21, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2024.

#### 3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

|                | 2018-19 | 2019-20 | 2020-21* | 2021-22* | 2022-23* | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|----------|----------|----------|---------|---------|---------|---------|---------|
| ACTUAL         | 6,580   | 2,380   | -620     | -17,790  | 1,170    | .       | .       | .       | .       | .       |
| APPROVED GOALS | 7,600   | 7,580   | 7,560    | 7,540    | 1,000    | 4,000   | 4,000   | 4,000   | 4,000   | .       |
| PROPOSED GOALS | .       | .       | .        | .        | .        | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   |

#### 3.2. Average Cost to the Student [\[excludes federal emergency funds\]](#)

|                | 2018-19 | 2019-20 | 2020-21* | 2021-22* | 2022-23* | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|----------|----------|----------|---------|---------|---------|---------|---------|
| ACTUAL         | 6,580   | 5,450   | 5,170    | 3,980    | 1,210    | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .        | .        | 4,000    | 4,000   | 4,000   | 4,000   | 4,000   | .       |
| PROPOSED GOALS | .       | .       | .        | .        | .        | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   |



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

|                | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 | 2022-26 | 2023-27 | 2024-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 27.7    | 34.6    | 27.0    | 28.4    | 35.0    | .       | .       | .       | .       | .       |
| APPROVED GOALS | 30.0    | 35.0    | 38.0    | 40.0    | 43.0    | 46.0    | 50.0    | 55.0    | 57.0    | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 46.0    | 50.0    | 55.0    | 57.0    | 58.0    |

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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 73.0    | 82.2    | 84.2    | 82.8    | 81.8    | .       | .       | .       | .       | .       |
| APPROVED GOALS | 85.0    | 86.0    | 88.0    | 88.0    | 88.0    | 88.0    | 88.0    | 90.0    | 90.0    | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 88.0    | 88.0    | 90.0    | 90.0    | 90.0    |

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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25* | 2025-26* | 2026-27* | 2027-28* |
|----------------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|
| ACTUAL         | 47.8    | 47.2    | 53.9    | 51.8    | 54.3    | .       | .        | .        | .        | .        |
| APPROVED GOALS | 48.0    | 52.0    | 55.0    | 55.0    | 55.0    | 55.0    | 55.0     | 55.0     | 55.0     | .        |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 55.0    | 20.0     | 20.0     | 21.0     | 21.0     |

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

|                | FALL<br>2018 | FALL<br>2019 | FALL<br>2020 | FALL<br>2021 | FALL<br>2022 | FALL<br>2023 | FALL<br>2024 | FALL<br>2025 | FALL<br>2026 | FALL<br>2027 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| ACTUAL         | 64.3         | 62.9         | 59.3         | 56.8         | 56.1         | .            | .            | .            | .            | .            |
| APPROVED GOALS | 65.0         | 65.0         | 65.0         | 60.0         | 56.0         | 56.0         | 56.0         | 56.0         | 56.0         | .            |
| PROPOSED GOALS | .            | .            | .            | .            | .            | 56.0         | 56.0         | 56.0         | 56.0         | 56.0         |



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25* | 2025-26* | 2026-27* | 2027-28* |
|----------------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|
| ACTUAL         | 51.7    | 44.6    | 47.3    | 50.0    | 51.7    | .       | .        | .        | .        | .        |
| APPROVED GOALS | 60.0    | 60.0    | 60.0    | 60.0    | 60.0    | 60.0    | 60.0     | 60.0     | 60.0     | .        |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 60.0    | 35.0     | 35.0     | 36.0     | 36.0     |

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

### 9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

|                | 2016-19 | 2017-20 | 2018-21 | 2019-22 | 2020-23 | 2021-24 | 2022-25 | 2023-26 | 2024-27 | 2025-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 61.0    | 60.3    | 68.6    | 61.6    | 60.5    | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | 62.0    | 65.0    | 65.0    | 65.0    | 65.0    | 65.0    | 65.0    | 67.0    | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 65.0    | 65.0    | 65.0    | 67.0    | 67.0    |

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

|                | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 | 2020-26 | 2021-27 | 2022-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 51.5    | 53.3    | 52.0    | 57.4    | 49.8    | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | 55.0    | 58.0    | 61.0    | 63.0    | 65.0    | 67.0    | 69.0    | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 63.0    | 65.0    | 67.0    | 69.0    | 69.0    |

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

|                | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 | 2020-26 | 2021-27 | 2022-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 267     | 322     | 339     | 340     | 290     | .       | .       | .       | .       | .       |
| APPROVED GOALS | 290     | 310     | 330     | 350     | 370     | 390     | 400     | 400     | 400     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 390     | 400     | 400     | 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]

|                | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 0    | 0    | 0    | 0    | 0    | .    | .    | .    | .    | .    |
| APPROVED GOALS | 0    | 1    | 1    | 1    | 0    | 0    | 0    | 0    | 0    | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 0    | 0    | 0    | 0    | 0    |

Note: The Wall Street Journal/College Pulse “Best U.S. Colleges 2024 (public only)” ranking publication replaces the “Top Public Research University” ranking published by the Center for Measuring University Performance (discontinued).

#### 2. Freshmen in Top 10% of High School Class

|                | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 | FALL 2026 | FALL 2027 | FALL 2028 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 14        | 18        | 21        | 15        | 23        | .         | .         | .         | .         | .         |
| APPROVED GOALS | 20        | 25        | 30        | 23        | 27        | 30        | 33        | 35        | 35        | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 30        | 33        | 35        | 35        | 35        |

#### 3. Time to Degree for FTICs in 120hr programs

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 4.8     | 4.8     | 4.6     | 4.5     | 4.5     | .       | .       | .       | .       | .       |
| APPROVED GOALS | 4.7     | 4.5     | 4.3     | 4.1     | 4.1     | 4.1     | 4.1     | 4.0     | 4.0     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 4.1     | 4.1     | 4.1     | 4.0     | 4.0     |

#### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 54      | 56      | 58      | 61      | 61      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 52      | 62      | 72      | 75      | 75      | 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]

|                | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 | 2020-26 | 2021-27 | 2022-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 52      | 55      | 55      | 59      | 51      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 51      | 55      | 57      | 60      | 63      | 65      | 67      | 69      | 70      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 65      | 67      | 69      | 70      | 71      |

### 6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

|                | 2017-19 | 2018-20 | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 | 2024-26 | 2025-27 | 2026-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 35      | 36      | 43      | 39      | 36      | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | 38      | 40      | 45      | 47      | 50      | 50      | 50      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 47      | 50      | 50      | 50      | 51      |

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

|                | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 | 2022-26 | 2023-27 | 2024-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 25      | 33      | 25      | 25      | 32      | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | 33      | 35      | 38      | 40      | 45      | 49      | 54      | 56      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 45      | 49      | 54      | 56      | 56      |

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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 1,444   | 1,519   | 1,466   | 1,567   | 1,466   | .       | .       | .       | .       | .       |
| APPROVED GOALS | 1,500   | 1,660   | 1,720   | 1,700   | 1,500   | 1,550   | 1,600   | 1,650   | 1,700   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 1,550   | 1,600   | 1,650   | 1,700   | 1,700   |

### 9. Graduate Degrees Awarded [First Majors Only]

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 630     | 616     | 607     | 674     | 501     | .       | .       | .       | .       | .       |
| APPROVED GOALS | 660     | 646     | 659     | 550     | 600     | 620     | 640     | 660     | 680     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 620     | 640     | 660     | 680     | 700     |



## 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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 93      | 92      | 93      | 93      | 94      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 95      | 94      | 94      | 93      | 93      | 93      | 90      | 90      | 90      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 93      | 90      | 90      | 90      | 90      |

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

|                | FALL<br>2019 | FALL<br>2020 | FALL<br>2021 | FALL<br>2022 | FALL<br>2023 | FALL<br>2024 | FALL<br>2025 | FALL<br>2026 | FALL<br>2027 | FALL<br>2028 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| ACTUAL         | 8            | 8            | 8            | 8            | 9            | .            | .            | .            | .            | .            |
| APPROVED GOALS | 10           | 10           | 12           | 8            | 10           | 12           | 14           | 14           | 16           | .            |
| PROPOSED GOALS | .            | .            | .            | .            | .            | 12           | 14           | 14           | 16           | 16           |

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

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 41      | 41      | 47      | 43      | 47      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 40      | 45      | 48      | 50      | 50      | 50      | 50      | 50      | 50      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 50      | 50      | 50      | 50      | 50      |

### 13. Percent of Graduate Degrees in STEM & Health

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 51      | 41      | 44      | 46      | 49      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 57      | 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

#### NURSING

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 63   | 67   | 62   | 68   | 82   | .    | .    | .    | .    | .    |
| BENCHMARK      | 91   | 90   | 86   | 82   | 90   | .    | .    | .    | .    | .    |
| APPROVED GOALS | 85   | 80   | 80   | 90   | 90   | 90   | 90   | 90   | 90   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 90   | 90   | 90   | 90   | 90   |

#### PHYSICAL THERAPY

|                | 2017-19 | 2018-20 | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 | 2024-26 | 2025-27 | 2026-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 69      | 83      | 86      | 83      | 79      | .       | .       | .       | .       | .       |
| BENCHMARK      | 92      | 91      | 90      | 88      | 86      | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 90      | 92      | 94      | 94      | 95      | 95      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 94      | 94      | 95      | 95      | 96      |

#### LAW

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 57   | 58   | 59   | 53   | 41   | .    | .    | .    | .    | .    |
| BENCHMARK      | 74   | 71   | 71   | 65   | 70   | .    | .    | .    | .    | .    |
| APPROVED GOALS | 80   | 80   | 80   | 80   | 80   | 80   | 80   | 80   | 80   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 80   | 80   | 80   | 80   | 80   |

#### PHARMACY

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 83   | 83   | 90   | 85   | 70   | .    | .    | .    | .    | .    |
| BENCHMARK      | 88   | 88   | 84   | 80   | 79   | .    | .    | .    | .    | .    |
| APPROVED GOALS | 85   | 85   | 88   | 90   | 92   | 94   | 94   | 95   | 95   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 94   | 94   | 95   | 95   | 96   |

#### Exam Scores Relative to Benchmarks

|              | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| ABOVE / TIED | 0    | 0    | 1    | 1    | 0    | 4    | 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

|                | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 0    | 0    | 0    | 0    | 0    | .    | .    | .    | .    | .    |
| APPROVED GOALS | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 1    | 1    | 1    | 1    | 1    |

#### 16. Percent of Undergraduates Engaged in Research

|                | SPRING<br>2019 | SPRING<br>2020 | SPRING<br>2021 | SPRING<br>2022 | SPRING<br>2023 | SPRING<br>2024 | SPRING<br>2025 | SPRING<br>2026 | SPRING<br>2027 | SPRING<br>2028 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| ACTUAL         | .              | 33             | 30             | 28             | 35             | .              | .              | .              | .              | .              |
| APPROVED GOALS | .              | .              | .              | 30             | 35             | 40             | 40             | 40             | 40             | .              |
| PROPOSED GOALS | .              | .              | .              | .              | .              | 40             | 40             | 40             | 40             | 40             |

#### 17. Total Research Expenditures (\$M)

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22* | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 43      | 41      | 47      | 51       | 66      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 41      | 42      | 43      | 47       | 59      | 62      | 64      | 66      | 68      | .       |
| PROPOSED GOALS | .       | .       | .       | .        | .       | 62      | 64      | 66      | 68      | 68      |

Note: FAMU's FY2022 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

#### 18. Research Expenditures from External Sources (\$M)

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 36      | 34      | 37      | 43      | 57      | .       | .       | .       | .       | .       |
| APPROVED GOALS | .       | 36      | 37      | 37      | 40      | 50      | 52      | 54      | 56      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 50      | 52      | 54      | 56      | 56      |





## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 4    | 7    | 8    | 6    | 6    | .    | .    | .    | .    | .    |
| APPROVED GOALS | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 5    | 5    | 5    | 5    | 5    |

#### 20. Number of Licenses/Options Executed Annually

|                | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 4       | 5       | 2       | 1       | 0       | .       | .       | .       | .       | .       |
| APPROVED GOALS | 3       | 4       | 4       | 2       | 2       | 2       | 2       | 2       | 2       | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 2       | 2       | 2       | 2       | 2       |

#### 21. Number of Start-up Companies Created

|                | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 0       | 0       | 0       | 0       | 0       | .       | .       | .       | .       | .       |
| APPROVED GOALS | 2       | 2       | 2       | 1       | 1       | 1       | 1       | 1       | 1       | .       |
| 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)

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 1,379   | 1,453   | 1,411   | 1,510   | 1,385   | .       | .       | .       | .       | .       |
| APPROVED GOALS | 1,350   | 1,597   | 1,652   | 1,615   | 1,700   | 1,700   | 1,700   | 1,700   | 1,700   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 1,700   | 1,700   | 1,700   | 1,700   | 1,700   |

#### Number of Graduate Degrees Awarded to African Americans

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 462     | 431     | 417     | 472     | 363     | .       | .       | .       | .       | .       |
| APPROVED GOALS | 535     | 550     | 565     | 479     | 487     | 496     | 522     | 548     | .       | .       |
| PROPOSED GOALS | .       | .       | .       | .       | 487     | 496     | 522     | 548     | 574     | 600     |

#### Percent of Course Sections Offered via Distance and Blended Learning

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 7       | 8       | 71      | 25      | 24      | .       | .       | .       | .       | .       |
| APPROVED GOALS | 6       | 8       | 10      | 20      | 22      | 24      | 25      | 26      | .       | .       |
| PROPOSED GOALS | .       | .       | .       | .       | 22      | 24      | 25      | 26      | 27      | 28      |

#### Number of Students Enrolled in Graduate Online Programs

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 49   | 63   | 68   | 83   | 125  | .    | .    | .    | .    | .    |
| APPROVED GOALS | 60   | 70   | 80   | 100  | 150  | 200  | 210  | 250  | .    | .    |
| PROPOSED GOALS | .    | .    | .    | .    | 150  | 200  | 210  | 250  | 290  | 330  |



## ENROLLMENT PLANNING

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

| UNDERGRADUATE  | 2019  | 2020  | 2021  | 2022  | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ACTUAL         | 7,494 | 7,082 | 7,000 | 7,464 | 7,512 | .     | .     | .     | .     | .     |
| APPROVED GOALS | 7,905 | 7,505 | 7,420 | 7,190 | 7,637 | 7,798 | 7,972 | 8,110 | 8,250 | .     |
| PROPOSED GOALS | .     | .     | .     | .     | .     | 7,798 | 7,972 | 8,110 | 8,250 | 8,440 |
| GRADUATE       | 2019  | 2020  | 2021  | 2022  | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  |
| ACTUAL         | 1,778 | 1,759 | 1,688 | 1,486 | 1,443 | .     | .     | .     | .     | .     |
| APPROVED GOALS | 1,895 | 1,810 | 1,800 | 1,700 | 1,530 | 1,580 | 1,620 | 1,660 | 1,700 | .     |
| PROPOSED GOALS | .     | .     | .     | .     | .     | 1,580 | 1,620 | 1,660 | 1,700 | 1,740 |

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

| UNDERGRADUATE         | 2019         | 2020         | 2021         | 2022         | 2023         | 2024         | 2025         | 2026         | 2027         | 2028          |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| FTIC: New             | 1,362        | 1,041        | 1,170        | 1,540        | 1,397        | 1,500        | 1,500        | 1,500        | 1,500        | 1,500         |
| FTIC: Returning       | 3,908        | 4,261        | 3,919        | 3,667        | 3,741        | 4,103        | 4,227        | 4,315        | 4,405        | 4,495         |
| Transfer: FCS w/ AA   | 925          | 884          | 855          | 964          | 985          | 1,000        | 1,050        | 1,100        | 1,150        | 1,250         |
| Other Undergraduates  | 1,264        | 852          | 1,005        | 1,225        | 1,317        | 1,150        | 1,150        | 1,150        | 1,150        | 1,150         |
| Post-Baccalaureates   | 35           | 44           | 51           | 45           | 72           | 45           | 45           | 45           | 45           | 45            |
| <b>Subtotal</b>       | <b>7,494</b> | <b>7,082</b> | <b>7,000</b> | <b>7,441</b> | <b>7,512</b> | <b>7,798</b> | <b>7,972</b> | <b>8,110</b> | <b>8,250</b> | <b>8,440</b>  |
| GRADUATE              | 2019         | 2020         | 2021         | 2022         | 2023         | 2024         | 2025         | 2026         | 2027         | 2028          |
| Master's              | 609          | 681          | 678          | 576          | 612          | 620          | 640          | 660          | 680          | 700           |
| Research Doctoral     | 238          | 259          | 245          | 273          | 266          | 300          | 310          | 320          | 330          | 340           |
| Professional Doctoral | 931          | 819          | 765          | 636          | 565          | 660          | 670          | 680          | 690          | 700           |
| <b>Subtotal</b>       | <b>1,778</b> | <b>1,759</b> | <b>1,688</b> | <b>1,485</b> | <b>1,443</b> | <b>1,580</b> | <b>1,620</b> | <b>1,660</b> | <b>1,700</b> | <b>1,740</b>  |
| <b>TOTAL</b>          | <b>9,272</b> | <b>8,841</b> | <b>8,688</b> | <b>8,926</b> | <b>8,955</b> | <b>9,378</b> | <b>9,592</b> | <b>9,770</b> | <b>9,950</b> | <b>10,180</b> |

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.

### Non-Resident Undergraduate Enrollment Rate [Fall term]

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 16   | 16   | 20   | 23   | 25   | .    | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | .    | .    | .    | .    | .    | .    | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 20   | 20   | 20   | 20   | 20   |



## ENROLLMENT PLANNING (cont.)

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

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 27   | 28   | 24   | 23   | 28   | .    | .    | .    | .    | .    |
| APPROVED GOALS | 30   | 30   | 30   | 30   | 30   | 30   | 30   | 30   | 30   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 30   | 30   | 30   | 30   | 30   |

### Full-Time Equivalent (FTE) Enrollment by Course Level

|              | 2018-19      | 2019-20      | 2020-21      | 2021-22      | 2022-23      | 2023-24      | 2024-25      | 2025-26      | 2026-27*     | 2027-28      | 2029-30       |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| LOWER        | 4,241        | 4,025        | 3,607        | 3,486        | 3,773        | 3,868        | 3,957        | 4,047        | 4,122        | 4,196        | 4,271         |
| UPPER        | 3,524        | 3,502        | 3,469        | 3,502        | 3,545        | 3,640        | 3,724        | 3,809        | 3,879        | 3,948        | 4,019         |
| GRAD 1       | 652          | 596          | 670          | 645          | 577          | 593          | 607          | 620          | 632          | 643          | 654           |
| GRAD 2       | 1,347        | 1,297        | 1,192        | 1,127        | 1,000        | 1,022        | 1,045        | 1,069        | 1,089        | 1,113        | 1,137         |
| <b>TOTAL</b> | <b>9,763</b> | <b>9,420</b> | <b>8,939</b> | <b>8,760</b> | <b>8,895</b> | <b>9,123</b> | <b>9,333</b> | <b>9,546</b> | <b>9,723</b> | <b>9,898</b> | <b>10,076</b> |

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

|                          | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2029-30 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>UNDERGRADUATE</b>     |         |         |         |         |         |         |         |         |         |         |         |
| All Distance (100%)      | 10      | 12      | 79      | 27      | 26      | 28      | 33      | 38      | 40      | 43      | 48      |
| Primarily Dist. (80-99%) | 0       | 2       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 2       |
| Flex                     | 0       | 0       | 12      | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Hybrid (50-79%)          | 2       | 1       | 1       | 1       | 2       | 2       | 2       | 2       | 2       | 2       | 2       |
| Classroom (0-49%)        | 87      | 85      | 8       | 71      | 72      | 70      | 66      | 60      | 58      | 57      | 48      |
| <b>GRADUATE</b>          |         |         |         |         |         |         |         |         |         |         |         |
| All Distance (100%)      | 4       | 4       | 73      | 24      | 21      | 28      | 30      | 33      | 36      | 39      | 43      |
| Primarily Dist. (80-99%) | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Flex                     | 0       | 0       | 12      | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Hybrid (50-79%)          | 1       | 0       | 1       | 1       | 0       | 1       | 1       | 1       | 1       | 1       | 1       |
| Classroom (0-49%)        | 95      | 95      | 13      | 75      | 78      | 71      | 69      | 66      | 63      | 60      | 56      |

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. 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.



## DEFINITIONS

### Performance Based Funding (PBF)

**PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) 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 \$40,000) somewhere in the United States. This data 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. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. 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 4<sup>th</sup> 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: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

**PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and 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).

**PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]:** 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-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.



## DEFINITIONS (cont.)

**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 passed an Entrepreneurship Class:** The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student 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:** Percent 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 degree-seeking students 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) ePortfolios, (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, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

**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 degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> 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 Annual 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.

**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 eight 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)". System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. 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.

**PRE-L: Total Annual 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.



## DEFINITIONS (cont.)

### 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 the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

**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.

**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 degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

**KPI-6: 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. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**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 degree-seeking students 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).

**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 high school 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 convey 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.



## DEFINITIONS (cont.)

**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.

**KPI-16: 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-17: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

**KPI-19: Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**KPI-20: 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-21: 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.



## DEFINITIONS (cont.)

### 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 result in all students in the section having the same percentages of remote work is not a FLEX section and are 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).

**ENRL-5: Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA

