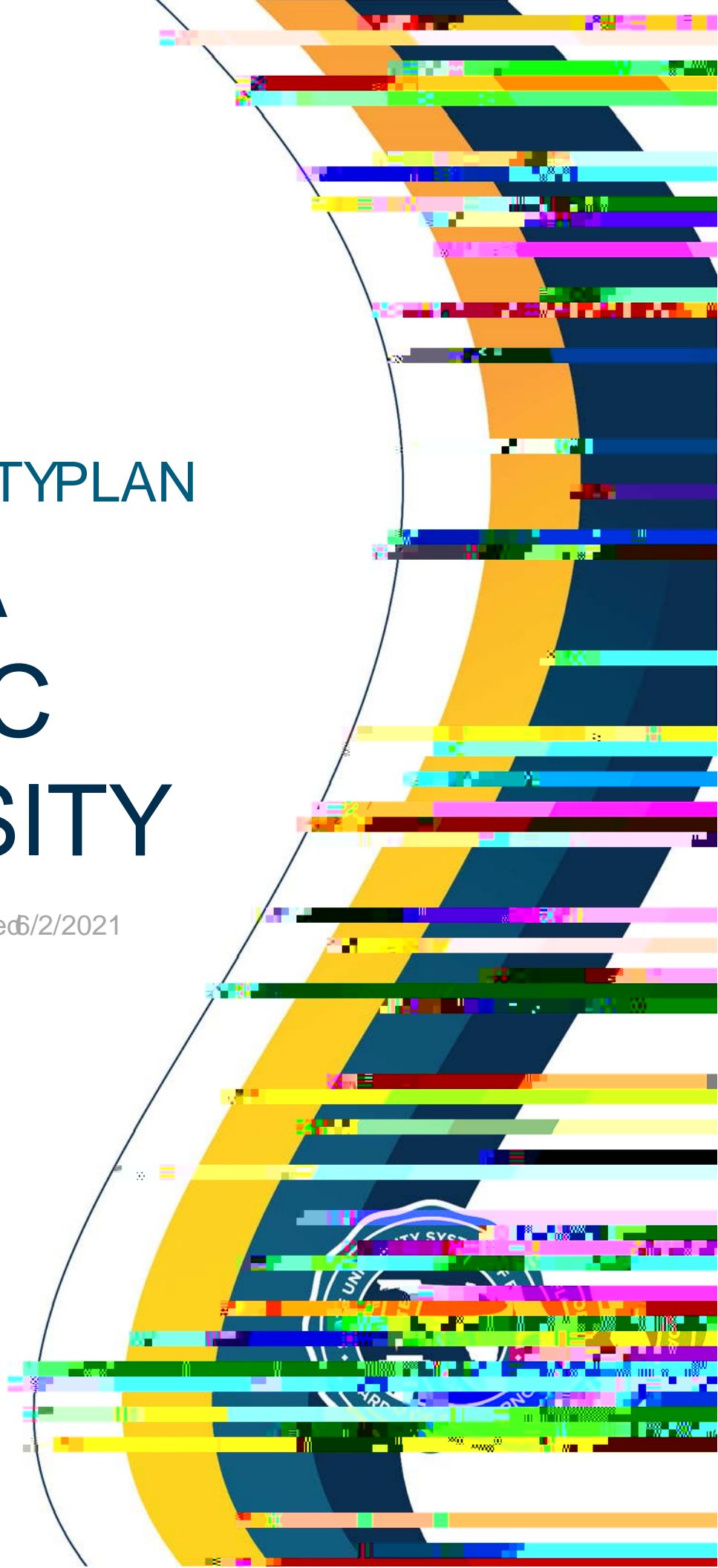


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UBOT Approved 4/20/2021, Revised 6/2/2021
BOG Approved 6/23/2021



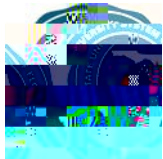
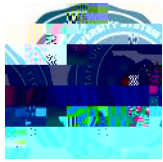
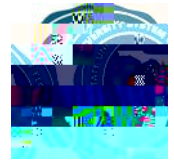


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STRATEGY (cont.)

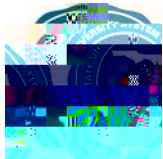
Strengths, Opportunities & Challenges

Three Key Initiatives & Investments

Student Learning: FAU will modernize the university's academic support structure to incorporate multi-modal support resources and outreach efforts. Students will have increased engagement opportunities through various in-person and remote solutions to enable their success. Academic coaching, tutoring, timely financial support, and other supplemental services are available via the Success Network. Experiential learning opportunities such as academic service-learning offerings and undergraduate research will continue to increase as these high-impact practices augment retention and graduation rates. Over the past academic year, high-impact practice offerings increased by over 25% which produced an increase of student engagement in academic service learning of 32% and interprofessional education and practice of

2021 ACCOUNTABILITY



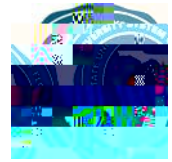


STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	67.5	69.0	68.2	68.4	70.6	.	.	.	.	.
APPROVED GOALS	.	.	.	[REDACTED]						



PERFORMANCE-BASED FUNDING METRICS

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

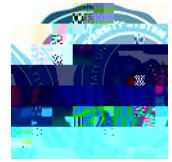
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	67.5	69.0	68.2	68.4	70.6	.	.	.	.	.
APPROVED GOALS	70	68	69	70	72	74	75	75	76	.
PROPOSED GOALS	.	.	.	.	.	70.8	71.0	71.2	72.2	73.2

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	38,700	39,800	38,200	39,500	41,000	.	.	.	.	.
APPROVED GOALS	37,000	39,200	40,300	40,000	41,000	42,000	43,000	44,000	45,000	.
PROPOSED GOALS	.	.	.	.	.	42,000	43,000	44,000	45,000	46,000

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2,500	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	52.7	50.7	49.3	52.2	52.8	.	.	.	.	.
APPROVED GOALS	53	51	51	51.8	52.9	53.1	53.3	53.5	53.5	.
PROPOSED GOALS	53.1	53.3	53.5	53.5	53.5

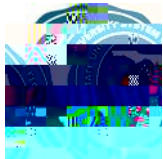
7. University Access Rate [Percent of Undergraduates with a Pell grant]

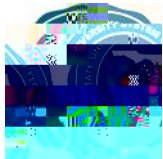
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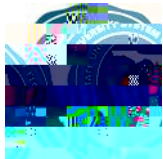


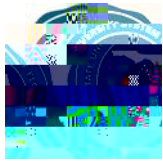
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KEY PERFORMANCE INDICATORS (cont.)

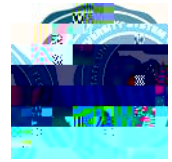
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

15. Professional Li

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KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

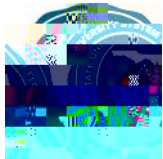
16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	1	1	1	1	.	.	.	.	.
APPROVED GOALS	1	2	3	2	1	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2	2

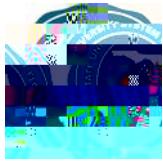
17. Faculty Awards

FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023

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FLORIDA ATLANTIC UNIVERSITY



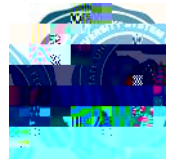




ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	9	10	12	15						



ACADEMIC PROGRAM COORDINATION

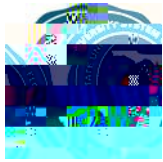
New Programs for Consideration by Institution in AY 2021-22

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2020 Accountability Plan list for programs under consideration for 2021-22.

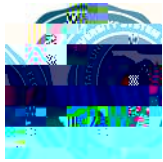
PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
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UNDERGRADUATE

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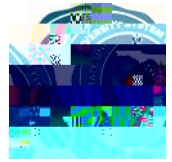


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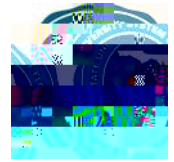
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DEFINITIONS (cont.)

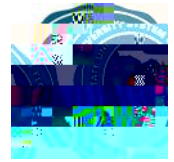
PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students to the university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is ba (s)-7.3 (/1.1 (H)1.5 (i)5.68)5.i o6.9 (ri)0.6 (cda)0.6 (-)-5.9 (e



DEFINITIONS (cont.)

PRE-E: National Academy Memberships:





KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

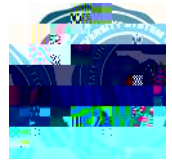
KPI-12: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: 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-15: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees

2021





DEFINITIONS (cont.)

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). Source: State University Database System (SUDS).

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