

2025 SYSTEM STRATEGIC PLAN

Amended October 2019

PENDING BOG APPROVAL



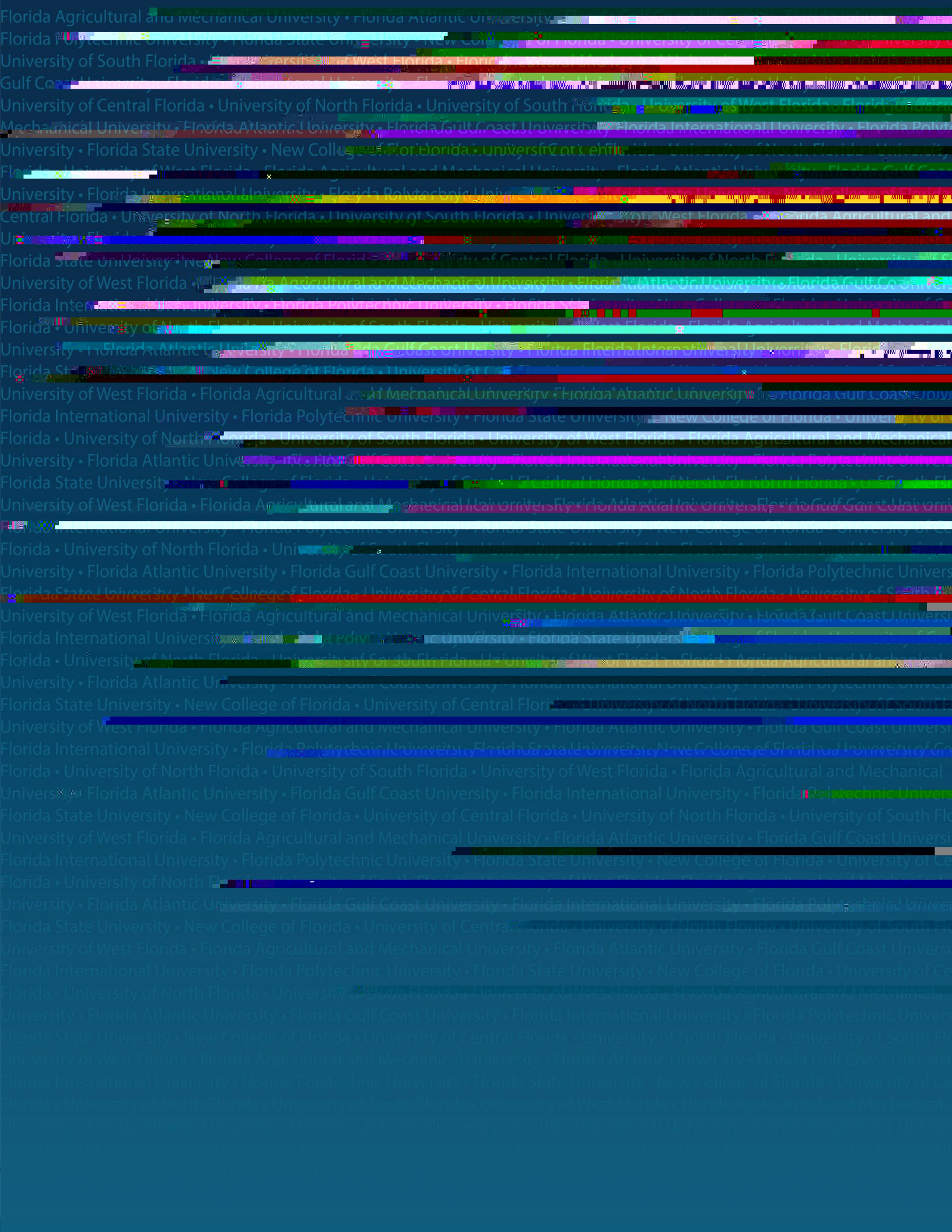
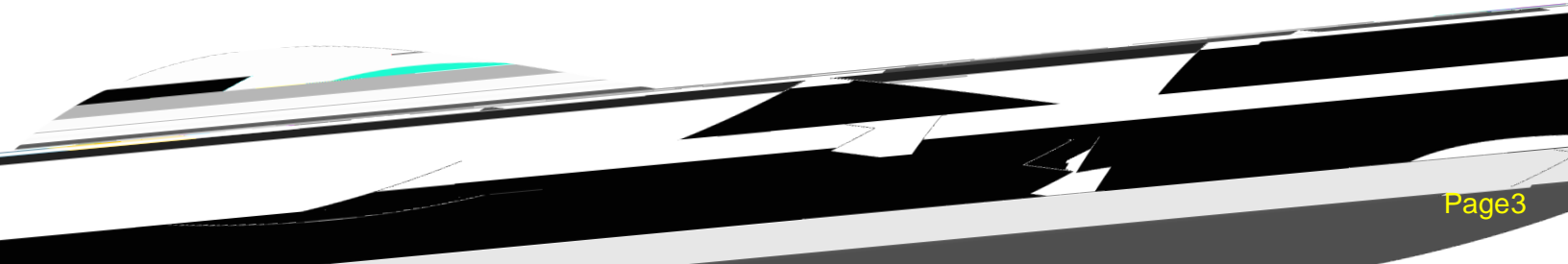


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The System at a Glance

To be truly great



Introduction

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

The 12 institutions within the System enhance the state and its many valuable assets by providing high-

The Planning Context

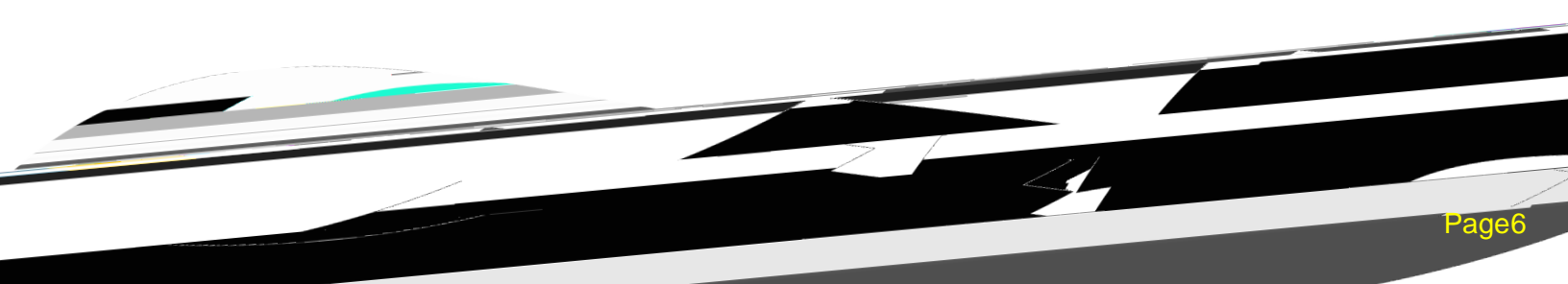
The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. During this time period, the System has also seen huge successes, the most notable being ranked the #1 state for higher education by U.S. News and World Report in 2017, 2018, and 2019. Other noteworthy recent successes include a 10% increase in the four-year graduation rate, an expansion in the System's research profile, and ranking 2nd in the nation for affordability. These achievements along with changes are reflected by the need to periodically revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12th university - Florida Polytechnic University - was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 and again in October 2019 to reflect changes in workforce demands. An Innovation and Online Committee, a Health Initiatives Committee, a Select Committee on 2+2 Articulation, and an Academic and Research Excellence Committee were created to assist in System strategic planning. The University of Florida, Florida State University, and the University of South Florida were designated as Preeminent Universities and provided with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance Based Funding Model that has dramatically changed how the System is funded. The Performance Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

technology, engineering, and math (STEM) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability and performance metrics in order to assess the System's efficiency and effectiveness. Utilizing the annual university accountability plans and the System's Accountability Plan, specific indicators have been identified to focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The coming years will present significant economic and societal challenges to the state universities that may influence access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not ba



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

- x Focus on students and enhancing their learning, development, and success.
- x Recognize and value the roles and contributions of faculty and staff.
- x Partner with university boards of trustees to provide support and oversight for the institutions.
- x The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the

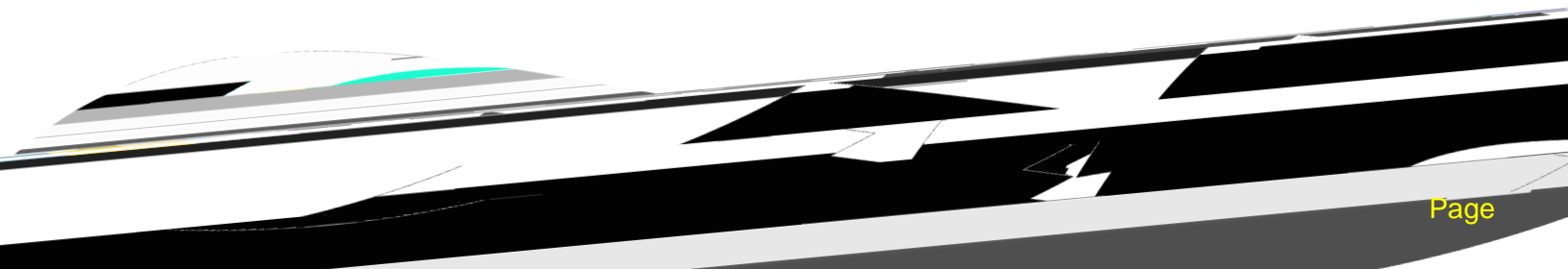
Mission of the State University System for the 21st Century

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

In light of this constitutional framework for the State University System, the Board of

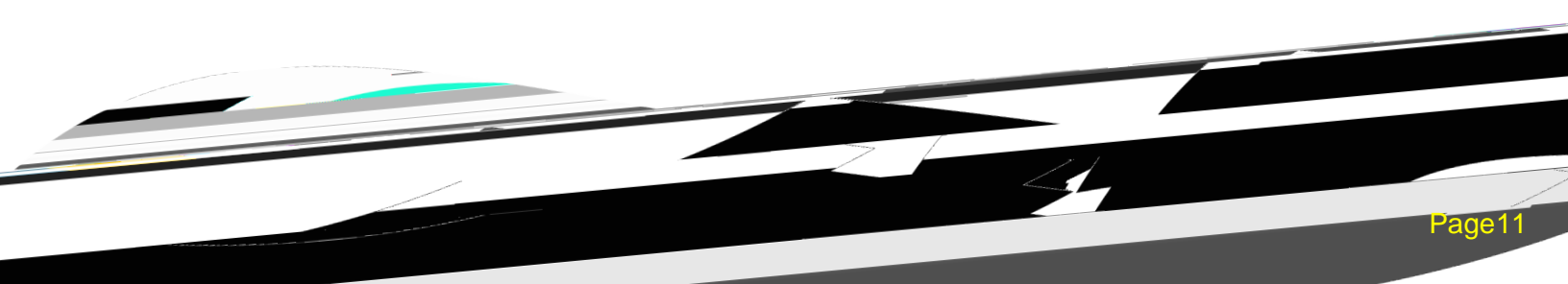
To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to focus on the following priorities.

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



2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors



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



Teaching and Learning

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

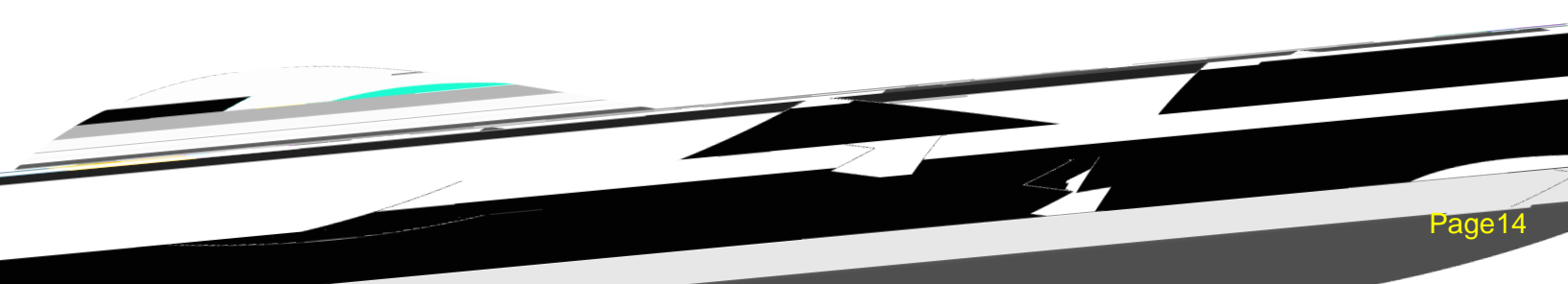
The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, interdisciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate

Scholarship, Research, and Innovation

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

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

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida’s most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entve resbyis(s)4 ((s) bus)

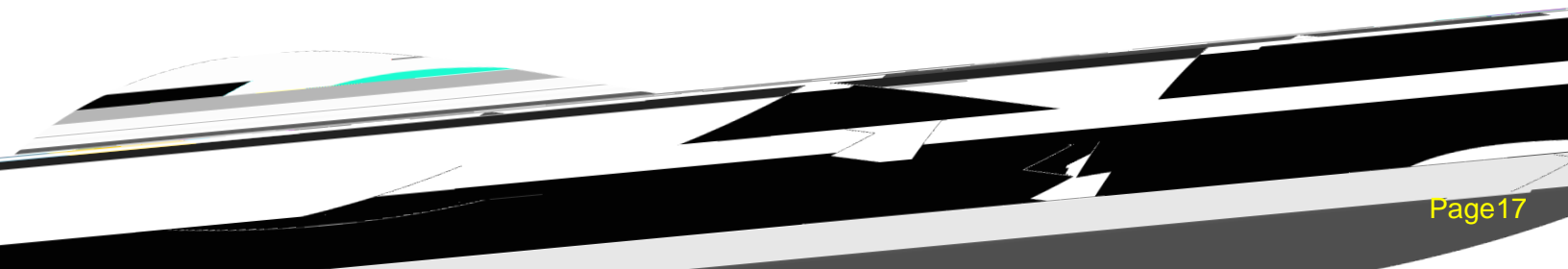


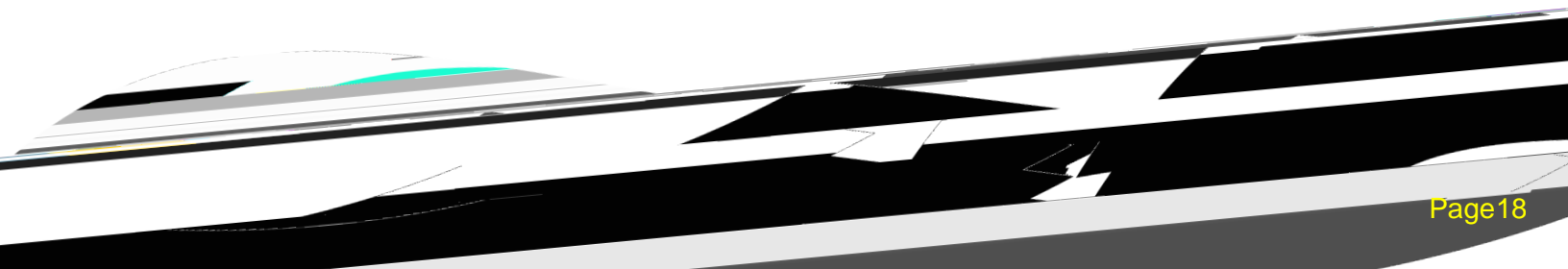
2025 Goals: Performance Indicators

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

The Board's 2025 System Strategic Plan is not a static document but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. Most recently, in 2019, the Board of Governors examined the strategic metrics and goals with a view towards adding metrics related to new priorities and revising others based on changes in either trends or the environment.

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



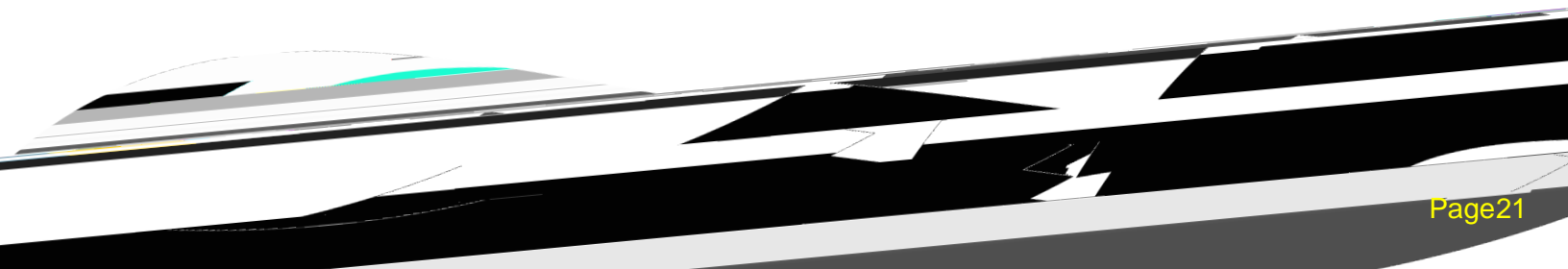


TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
20) Number & Percent of Graduate Degrees in Programs of Strategic Emphasis	20,000 (50%)	18,200 (60%)	18,200 (60%)
21) Number & Percent of Graduate Degrees in STEM & Health	n/a	15,200 (50%)	15,200 (50%)

SCHOLARSHIP, RESEARCH, & INNOVATION	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
22) Faculty Membership in National Academies	75	75	75
23) Faculty Awards	n/a	75	75

COMMUNITY & BUSINESS ENGAGEMENT	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
30) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All	All
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
31) Percent of Bachelor's Graduates Employed Earning \$30,000+ or Continuing Their Education	90%	90%	80% Added wage threshold
32) Median Wages of Bachelors of			

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Teaching and Learning (continued)

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

DEFINITION: Percentage 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.

GOAL: 50%

RATIONALE: The top 10% of the high school graduating class provides an indicator of the quality of the incoming first-time-in-college (FTIC) class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class.

The goal of 50% was based on the average of the 108 institutions in the top tier of the 2011 U.S. News and World Report national university rankings based on the 2009-10 Common Data Set data.

SOURCE: University submissions to the Common Data Set

3. Professional Licensure and Certification Exam Pass Rates Above Benchmarks

DEFINITION: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark.

GOAL: All exam pass rates above benchmarks

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

The goal to have all exam pass rates above benchmarks was set to ensure excellence and that all graduates are employable.

SOURCE: Annual university accountability plan

Teaching and Learning (continued)

4. Quality Online Courses (REVISED METRIC 2019)

DEFINITION: New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing

Teaching and Learning (continued)

5. Average Time- to-Degree

DEFINITION: This metric is the number of years between the start date based on the student entry date and the end date based on the last month of the term degree was granted for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a year (summer, fall, spring).

GOAL: 4.0 years

RATIONALE: This metric is similar to graduation rate because both are measuring completion based on time; however, time-to-degree is a complement to graduation rates. Time-to-

Teaching and Learning (continued)

6. Four-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled full-time in their first semester; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 65%

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 65% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

SOURCE: Board of Governors staff analysis of the State University Database System

7. Six-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The six-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled either part-time or full-time in their first semester; and graduated from the same institution within six years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL:

Teaching and Learning (continued)

8. Percent of Bachelor's Degrees Without Excess Hours

DEFINITION: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the official program length recorded in the Board of Governors' Academic Program Inventory. It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in multiple cohorts of students with different requirements. In accordance with statute, 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 program.

GOAL: 80%

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. The Legislature established a threshold of 110% for students starting in the 2012-13 academic year. More recently, in 2019, the Legislature changed the benchmark to 120% of required program hours. However, in 2019, the Board decided to continue using a threshold of 110% of required program hours to ensure a continued focus on graduating students within four years.

The 2025 goal of 80% was set to reflect growth based on prior trends.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

9. Bachelor's Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major baccalaureate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. 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.

GOAL: 78,500

RATIONALE: Since 2012, the State University System has had the largest public undergraduate enrollment in the country compared to other public university systems, and it remains one of the fastest-growing systems. Based on enrollment growth for both FTICs and AA Transfers and improvements in university graduation rates, the number of bachelor’s degrees awarded annually was initially projected to increase to 90,000.

In 2019, the Board9.9 (on)JTJojha

Teaching and Learning (continued)

10. Graduate Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one CIP code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. 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.

GOAL:

Teaching and Learning (continued)

12. Number and Percent of Adult Aged 25+ Undergraduates Enrolled

DEFINITION: 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 general education diploma and above are included in this calculation.

GOAL: 75,000 (21%)

RATIONALEThis metric provides a sense of student diversity based on the age of the student at the time of enrollment. This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

The 2025 goal of 75,000 was based on a trend line that projects 69,000 adult undergraduates enrolled in fall 2025. Due to the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

13. Percent of Undergraduate FTE in Online Courses

DEFINITION: This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% 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 as defined by Florida Statute (per 1009.24(17), F.S.).

GOAL: 40%

RATIONALE: The Board's Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets.

The average growth rate from 2010-11 through 2013-14 was used to determine the growth beyond the universities' accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

14. Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant

DEFINITION: This metric is based on the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Unclassified students who are not eligible for Pell Grants are excluded from this metric.

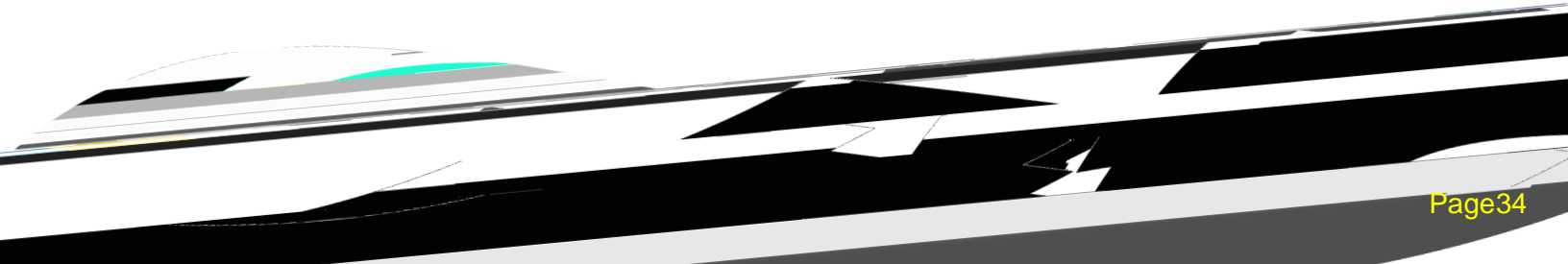
GOAL: All institutions above 30%

RATIONALE: The Federal Pell Grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percentage of undergraduates enrolled in the fall term who received a Pell grant. The purpose of this metric within the System Strategic Plan is to serve as an access measure - to ensure that the System continues to provide opportunities to students from all socio-economic levels.

The goal to have all institutions with 30% of fall undergraduates receiving a Pell Grant was established to ensure that while pursuing excellence, the System continues to maintain access.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning



Teaching and Learning (continued)

16. Pell Recipient Four -Year Graduation Rate for Full -Time FTIC (NEW METRIC 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer continuing immediately to a fall term; were enrolled full-time in their first semester; received a Pell grant; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

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Teaching and Learning (continued)

17.FCS AA Transfer Three -Year Graduation Rate (NEW METRIC 2019)

DEFINITION: This metric is based on the three-year graduation rate of students who transferred from the Florida College System with an Associate in Arts (AA) degree. The three-year metric is based on the percentage of students who started in the fall term, (or summer continuing immediately to a fall term); were enrolled full-time in their first semester; and graduated with a bachelor's degree from the same SUS institution within three years.

GOAL: 62%

RATIONALE: AA transfer students from the Florida College System make up a large proportion of upper-division undergraduate students in the System. These students also warrant special attention in monitoring their progress to graduation. AA transfer students are more likely to be older and enroll part-time. In 2019, the Board decided to include an AA transfer graduation rate metric for both full- and part-time students to ensure these students are graduating in a timely manner.

The goal was set at 62%, which is 5% higher than the 2015-18 rate of 57%.

SOURCE: Board of Governors staff analysis of the State University Database System

18. & 20. Number and Percent of Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

DEFINITION: This metric is based on the number and percentage of baccalaureate and 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 CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. 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 one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 45,000 (50%); Graduate: 18,200 (60%)

RATIONALE: This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in October 2019. This list is comprised of the 2 an [()-3Lh n[(G)-20h2 ()10 (d b3 Tc id[(n)7-(904)80.94)dM

Teaching and Learning (continued)

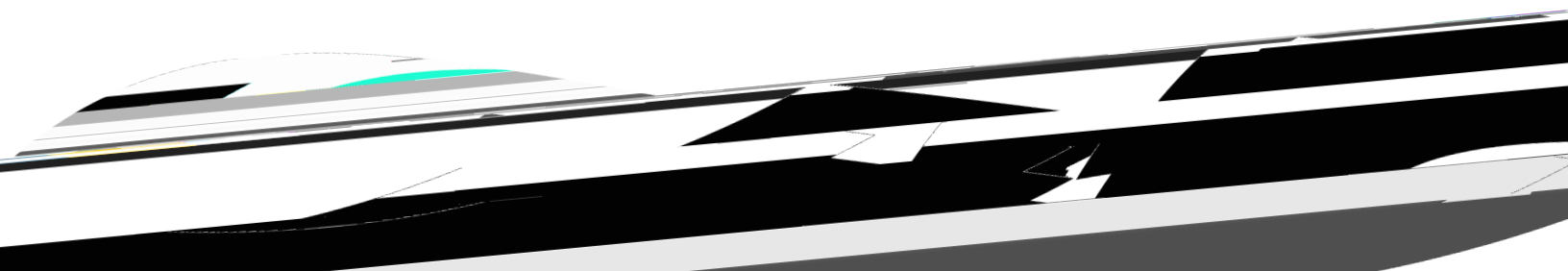
19. & 21. Number and Percent of Bachelor's and Graduate Degrees in STEM and Health

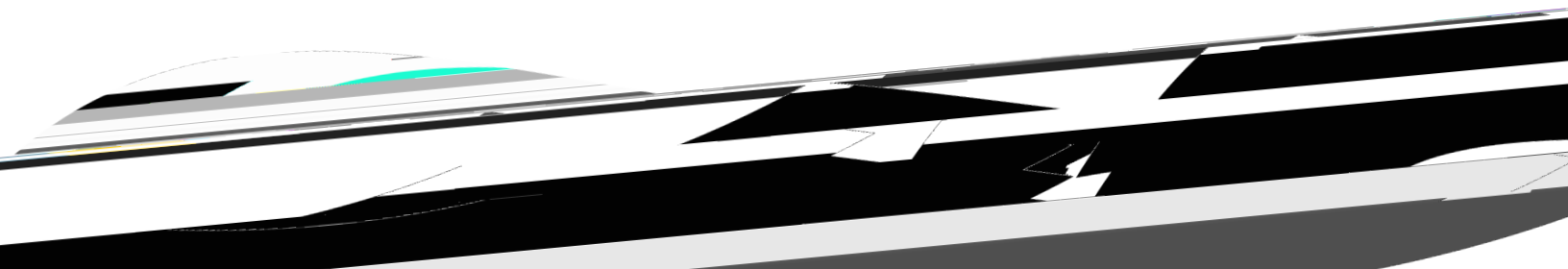
DEFINITION: This metric is based on the number and percentage of baccalaureate degrees that are classified as STEM or health disciplines by the Board of Governors in the Academic Program Inventory. A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. 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 one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 30,000 (35%); Graduate: 15,200 (50%)

RATIONALE: This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in STEM is vital. In the 2014 revision of the plan, health was added in recognition that healthcare is an especially critical component of Florida's current and future workforce. The Board of Governors decided to combine these two programmatic areas in the revised System Strategic Plan and has established an aspirational goal in an effort to better support Florida's STEM- and health-related workforce.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM and health degrees awarded as well as the proportion of degrees awarded in STEM





STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

27. Number of Patents Awarded Annually

DEFINITION: The number of utility patents awarded by the U.S. Patent and Trademark Office by calendar year. This does not include design, plant or other types of patents.

GOAL: 410

RATIONALE: An important aspect of university research is protecting any new intellectual property (IP) that results from the research. The overall number of patents awarded in a calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. The System's goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of U.S. Patent Office data

28. Number of Licenses and Options Executed Annually (REVISED GOAL 2019)

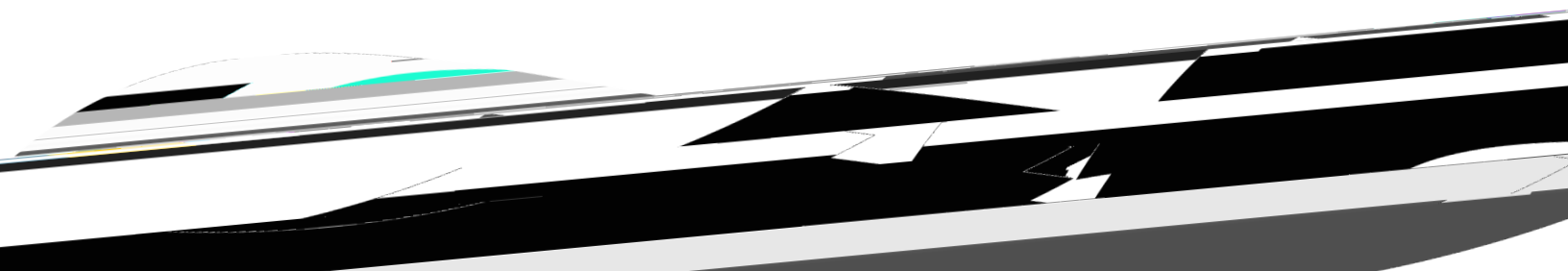
DEFINITION: Licenses and options executed in the fiscal year for all technologies as reported by universities on the Association of University Technology Managers (AUTM) Licensing Activity Survey.

GOAL: 500

RATIONALE: Another important measure of university research tracks the transition of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which produce commercial products based on the IP. The overall number of licenses and options that have been executed annually provides a measure of the entrepreneurial nature of the university.

In 2019, the Board set an aspirational goal of 500.

SOURCE: AUTM Licensing Activity Survey



Community and Business Engagement

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

DEFINITION: Count of universities with the Carnegie Foundation's Community Engagement Classification.

GOAL: All institutions

RATIONALE: Community engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The Carnegie Foundation's Community Engagement Classification is an elective classification, meaning that it is based on voluntary participation by individual institutions and is not available for systems. The elective classification involves extensive data collection and documentation of important aspects of institutional mission, identity,

Community and Business Engagement (continued)

32. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation (NEW METRIC 2019)

DEFINITION: This metric is based on annualized Unemployment Insurance wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid Social Security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

GOAL: \$43,200

RATIONALE: In 2019, the Board added this metric to further emphasize p(i)6 (c)4.

