

2021  
ACCOUNTABILITY PLAN

FLORIDA  
GULF COAST  
UNIVERSITY

*UBOT Approved 4/13/2021*  
*BOG Approved 6/23/2021*





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



## STRATEGY

### Mission Statement

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

### Statement of Strategy

Florida Gulf Coast University (FGCU) is the only public regional comprehensive state university in Southwest Florida. It focuses primarily on students seeking opportunities for career preparation and advanced education to fulfill lifelong aspirations. FGCU has engaged with the Florida College System to provide multiple pathways to achieve a baccalaureate degree and principally contribute to the economy of Florida.

FGCU's strategy employs four key drivers:

1. Continue to create and refine our campus culture of "students first" through our comprehensive Student Success Initiative. (see below)
2. Adapt the administration and institutional organization to improve strategic direction, effectiveness and efficiency leading to improved student, program, and university outcomes (e.g., creation and development of the Division of Student Success & Enrollment Management in July 2018).
3. Seek new and expanded ways to engage and serve the citizens and communities of Southwest Florida, the state of Florida, and beyond. (see Key Initiatives and Investments)
4. Invest in physical and human capital to position FGCU for its next two decades of improvement, responsiveness, and strategic growth. (see Key Initiatives and Investments)



## STRATEGY (cont.)

### Strengths, Opportunities & Challenges

#### Major capabilities of Florida Gulf Coast University include the following:

- Meet the unique needs of Southwest Florida's growing workforce through traditional academic programs innovations such as micro-credentials
- Conservation of the environment
- Providing for the health and social welfare of the region
- Catalyzing economic development
- Facilitating diversity, equity, inclusion and social mobility
- Promoting entrepreneurship

#### Major opportunities include:

- Continue to leverage the newly created Division of Student Success & Enrollment Management to improve student retention, persistence, and the 4-yr graduation rate
- Increasing grant-based financial aid to eligible students
- Continue to renovate existing facilities to better support student success, scholarship and community engagement.
- Increasing programs and enrollments of underrepresented and non-traditional students in areas of strategic emphasis
- Growing graduate programs with regional relevance and impact.

#### Major challenges include:

- Collocation of activities, programs, and departments to optimize direct service to students
- Balancing in-person and online instructional delivery to provide high quality, flexible programs while reducing demands on campus infrastructure.
- Creating new resource streams to support people and programs while minimizing taxpayer burden and the need to increase tuition and fees.

### Three Key Initiatives & Investments

#### 1. Recruitment of Talented Students

- Developing and executing of an undergraduate admissions strategy that focuses on increasing the number of applicants and enrolled students who view FGCU as their first choice.
- Creating enhanced transfer articulation programs with Florida Southwestern State College and State College of Florida (2+2, *Destination FGCU*), fostering degree completion (*FGCU Complete*) and reengaging former FGCU students (Return to the Nest) for those who started but never completed a bachelor's program.

#### 2. Meeting the Workforce Needs of Southwest Florida

- Launching or expanding programs that meet the workforce needs of our region: entrepreneurship, health professions (nursing), construction management, teacher education, environmental geology, supply chain management, resort and hospitality management and agribusiness.
- Increasing access to academic programs to promote degree completion, upskilling and reskilling using online and on-demand approaches, including micro-credentials and digital skill badges.

#### 3. Applied and translational research to address issues critical to Southwest Florida

- Stimulating increased research and scholarship relevant to the unique character, challenges and opportunities in Southwest Florida. A primary initiative will focus on issues related to water quality, allocation, availability, and management with concomitant "downstream" effects on public health and economic development in our region. FGCU's Water School will serve as the locus of this initiative.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

FGCU's re-energized focus on student success has led to a dramatically improved 4-yr graduation rate of 41.4% for the latest cohort – representing over an 18-percentage point increase in just 3 years. The freshman to sophomore retention rate has increased to over 80% for the past two consecutive cohorts for the first time, and the average cost to students decreased by over 50% over the past 3 years.

#### **Academic:**

The continued expansion and academic focus of the Honor's College has resulted in a 14-point increase in 4-yr graduation rate among honors students over the past academic year, now at 72.1%. FGCU has continued to implement our new academic advising structure to improve advising practices with intentional interventions put into place to improve retention, persistence and the 4-yr graduation rate. Additionally, FGCU continues to increase student enrollment in popular, flexible online and hybrid bachelor's degree programs like Integrated Studies, and Entrepreneurship. The recent implementation of 7-week "mini-mesters" is facilitating student persistence and reducing time to degree. The continued implementation of the Learning Assistants program, the launch of a new pilot residency-based program for first year students, and further enhancing resources for the Center for Academic Achievement to increase tutoring and supplemental instruction in courses with high rates of D, F, W's for the Fall, Spring, and Summer terms occurred.

#### **Policy:**

FGCU continues to optimize its recruitment and admissions strategy to focus on increasing the number of applicants who view FGCU as their preferred choice by using institutional and third-party data to target specific regions of the state, complemented by completely revised undergraduate admissions business practices and processes with respect to improving the number of completed applications, students admitted, and enrollment deposits. Moreover, acceptance and financial aid and scholarships communication packages students receive have also been vastly improved. FGCU continues to optimize the many technological advancements implemented that facilitate student applications, the processing of student information, as well as our comprehensive, automated course scheduling system that greatly enhances how students choose their courses, build their schedules, and register for their classes. Through the campus-wide Student Success Council, a number of existing policies are being re-examined in an effort to help students persist and graduate as swiftly as they can.

#### **Curricular:**

FGCU continues to implement our major program aimed at improving overall and APR for first year FTIC students. This is a full-year program designed for first-year students to engage in prescribed university events, activities, or programs identified as high-impact student success practices by the end of their first year at FGCU. For the Fall 2019 Freshman FTIC class, 77% of the entire freshman class enrolled had completed this program to the point of shifting to virtual instruction as a result of COVID-19. Collectively, FGCU delivered 35 different programs in collaborations with 16 different campus partners throughout the 2019-2020 academic year.

#### **Financial:**

Significant institutional investment of merit-based scholarships for in-state, out-of-state native students and for transfer students for Fall, Spring and Summer terms continued to be made, focusing on supporting students to accelerate their degree attainment. These include scholarship opportunities for: transfer students; students pursuing STEM and programs of strategic emphasis; students enrolled in the Honors College; and Collegiate High School graduates from Florida Southwestern State College and State College of Florida.



## STRATEGY (cont.)

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

#### Student:

1. Grace Anderson and Alexander Marsh were recognized as FGCU's first Goldwater Scholars, the highest national award recognizing emerging undergraduate scientists.
2. Entrepreneurship Major John Ciocca won a national entrepreneurship award and \$11,000 in seed funding for his business, Purple, from BizWorld based in California.
3. In the first ever national competition for the Gilman-McCain award for children of active military service members, FGCU's Spring Olivares (English major) won one of only 500 awards available nationwide. This award honors the memory of the Senator John McCain, providing \$5,000 to study or intern abroad.

#### Faculty:

1. Drs Mari DeWees and Amy Miller (Social Sciences) published the book chapter "The Costs of Care: A Content Analysis of Female Nurses' Media Visibility and Voices in the United States, China, and India During the COVID-19 Pandemic." in the book entitled COVID-19 Volume I: Global Pandemic, Societal Responses, Ideological Solutions.
2. Dr. Coleen Robb received the top paper at the USASBE Conference for 2020-21 (the premier national conference for Entrepreneurship) for her work on gender bias in entrepreneurship programs.
3. Drs Hidetoshi Urakawa and Barry Rosen of FGCU's Water School received over \$300,000 from the Florida Department of Environmental Protection to develop an early detection method (i.e., within hours) for identifying the presence of blue-green algae genes responsible for producing toxins and to test a mode of rapid response that can limit the subsequent formation of harmful algal blooms.

#### Program:

1. The Interdisciplinary Entrepreneurship Studies B.A., which began in 2017, was ranked #29 nationally by the Princeton Review and #1 among Florida's SUS institutions.
2. The College of Education and local school districts in Lee, Collier, Charlotte, Glades and Hendry counties offered the LEADs+ program for M.Ed. Educational Leadership students, which enters them automatically into the assistant principal pool after graduation.
3. The FGCU Physician Assistant program graduated its inaugural cohort of students in Fall 2020; this first class had a 95% first-time pass rate, a full 2% above the national average.
4. FGCU launched an accelerated online MBA in Fall 2019. With this addition, the total enrollment has risen from 186 in Spring '20 to 281 in Spring '21—a 51% percent increase in one year. This program is connecting graduate education to a broader segment of place bound, non-traditional students in the region.

#### Institutional:

1. FGCU hosted the largest Florida Undergraduate Research Conference to date in February 2020 (800+ participants).
2. The Office of Competitive Fellowships within the Honors College, founded in July 2019, fostered 25 recipients for national competitive awards and a 600% increase in Gilman Scholars over the previous 22 years.
3. Days after the pandemic arrived in Florida, FGCU launched ReStart SWFL, helping area businesses communicate the presence of a safe environment for customers to return after the lockdowns. To date, over 60 businesses have received the Restart SWFL Seal of Confidence to display at their workplaces and their web sites, and area firms still apply for this certification.



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

PBF10 BOT Choice: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:

The proposed goal set for 2020-21 was adjusted downward compared to what was previously approved to reflect a more accurate prediction of the number of degrees we expect to award to Hispanic and African-American students graduating in 2021. The proposed goal for the 2021-2022 year reflects our ambition to reach a full 10 pts for excellence. The proposed goals set for the 2022-2023 year and beyond represents our ambition to continue to earn the largest amount of excellence points while being more realistic with the number of degrees awarded given our current enrollment data and degree projections.





## 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	65.8	68.7	69.2	70.2	70.7	.	.	.	.	.
APPROVED GOALS	66	67	69	70	71	72	73	74	75	.
PROPOSED GOALS	.	.	.	.	.	72	73	74	75	76

### 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	36,300	38,000	38,000	39,000	40,400	.	.	.	.	.
APPROVED GOALS	37,000	37,500	39,000	40,000	40,500	41,000	41,500	42,000	42,500	.
PROPOSED GOALS	.	.	.	.	.	41,000	41,500	42,000	42,500	43,000

### 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	18,910	17,630	15,350	11,970	8,750	.	.	.	.	.
APPROVED GOALS	.	18,690	18,000	15,000	11,800	11,500	11,250	11,000	10,750	.
PROPOSED GOALS	.	.	.	.	.	8,750	11,250	11,000	10,750	10,500

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	21.7	23.0	28.8	35.7	41.4	.	.	.	.	.
APPROVED GOALS	21	22	24	33	40	42	45	47	49	.
PROPOSED GOALS	.	.	.	.	.	43	46	49	50	51

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	72.9	75.3	72.4	75.2	76.7	.	.	.	.	.
APPROVED GOALS	74	75	76	77	78	80	82	83	84	.
PROPOSED GOALS	.	.	.	.	.	80	82	83	84	85



## 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	47.9	52.5	53.1	52.3	52.2	.	.	.	.	.
APPROVED GOALS	47	49	53	53	54	54	55	56	57	.
PROPOSED GOALS	.	.	.	.	.	54	55	56	57	58

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	31.9	30.6	32.5	32.2	32.5	.	.	.	.	.
APPROVED GOALS	36	33	31	32	33	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	34	35	36	37	38

### 8. Percentage of Graduate 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	65.3	62.0	64.2	64.4	65.7	.	.	.	.	.
APPROVED GOALS	62	66	63	64	65	70	71	72	73	.
PROPOSED GOALS	.	.	.	.	.	70	71	72	73	74

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

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	39.2	33.6	40.6	42.7	41.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	45	47	49	50	52

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	41.9	43.6	43.6	46.6	50.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	54	57	60	62	64

### 10. BOT Choice: Bachelor's Degrees Awarded to Hispanic & African-Americans

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	549	608	706	833	800	.	.	.	.	.
APPROVED GOALS	524	569	625	740	850	875	900	950	1,000	.
PROPOSED GOALS	.	.	.	.	.	820	860	900	900	940



## 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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	14	14	14	17	20	.	.	.	.	.
APPROVED GOALS	14	15	15	16	19	20	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24	24

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.5	4.5	4.5	4.4	4.2	.	.	.	.	.
APPROVED GOALS	4.2	4.4	4.4	4.3	4.2	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	76	76	76	79	79	.	.	.	.	.
APPROVED GOALS	76	77	77	78	79	80	81	82	83	.
PROPOSED GOALS	.	.	.	.	.	80	81	82	83	83

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	46	48	47	49	52	.	.	.	.	.
APPROVED GOALS	45	47	50	50	55	57	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	57	58	60	62	64



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	45	55	56	58	59	.	.	.	.	.
APPROVED GOALS					58	59	60	61	62	.
PROPOSED GOALS	.	.	.	.	.	60	61	62	63	63

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	18	21	26	33	37	.	.	.	.	.
APPROVED GOALS					33	34	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	42

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2,331	2,399	2,675	3,005	2,930	.	.	.	.	.
APPROVED GOALS	2,132	2,400	2,450	2,725	3,050	3,100	3,200	3,300	3,400	.
PROPOSED GOALS	.	.	.	.	.	3,100	3,200	3,300	3,400	3,400

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	300	328	321	334	362	.	.	.	.	.
APPROVED GOALS	350	325	350	350	375	400	425	435	450	.
PROPOSED GOALS	.	.	.	.	.	400	425	435	450	475

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	24	26	27	29	28	.	.	.	.	.
APPROVED GOALS		25	26	27	30	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	29	30	31	32	33



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	12	11	11	11	11	.	.	.	.	.
APPROVED GOALS	13	12	12	13	14	15	16	17	18	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	18	18

### 12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	21	19	22	21	22	.	.	.	.	.
APPROVED GOALS	19	23	19	22	23	27	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	27	30	31	32	32

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33	30	32	33	35	.	.	.	.	.
APPROVED GOALS	32	34	33	35	37	38	39	40	41	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	41

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	36	38	38	39	41	.	.	.	.	.
APPROVED GOALS	38	39	40	41	42	43	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	43	44	45	46	46



## KEY PERFORMANCE INDICATORS (cont.)

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

### 15. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
<b>NURSING</b>	99	99	100	100	98	100	100	100	100	100
<i>US Average</i>	88	90	92	91	90	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
<b>PHYSICAL THERAPY</b>	93	91	94	96	93	97	97	98	100	100
<i>US Average</i>	92	92	92	92	91	.	.	.	.	.

### Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	2	1	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

#### 17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	0	1	2	2	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	2	2	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	3	4	4	4

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	7	8	5	6	7	.	.	.	.	.
APPROVED GOALS	.	8	9	10	11	12	13	14	15	.
PROPOSED GOALS	.	.	.	.	.	12	13	14	15	15

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	6	6	4	5	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	10	11	12	13	14	.
PROPOSED GOALS	.	.	.	.	.	11	12	13	14	14



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS		0	0	1	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS		0	0	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS		0	0	0	0	1	1	3	4	.
PROPOSED GOALS	.	.	.	.	.	1	1	3	4	4





## 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.

#### Undergraduate Student Publications

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	11	31	60	76	42	.	.	.	.	.
APPROVED GOALS	.	15	35	40	45	50	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	82	84	86	88	88

#### Number of Students in Honor Program/College

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	674	944	1,007	1,130	1,199	.	.	.	.	.
APPROVED GOALS	.	770	1,000	1,200	1,200	1,200	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,200	1,200	1,200	1,200

#### Number of Students Entrepreneurs Starting a Business

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	5	22	44	50	67	.	.	.	.	.
APPROVED GOALS	.	xx	26	30	34	38	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	56	60	65	70	70



## ENROLLMENT PLANNING

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

<b>UNDERGRADUATE</b>	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	13,544	13,582	13,624	13,426	13,491	.	.	.	.	.
APPROVED GOALS		13,680	13,711	13,846	13,670	13,807	13,882	14,020	14,160	.
PROPOSED GOALS	.	.	.	.	.	13,553	13,690	13,826	13,965	14,004
<b>GRADUATE</b>	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	986	1,014	1,060	1,150	1,394	.	.	.	.	.
APPROVED GOALS	.	1,070	1,024	1,075	1,200	1,300	1,376	1,426	1,476	.
PROPOSED GOALS	.	.	.	.	.	1,390	1,410	1,430	1,450	1,470

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

<b>UNDERGRADUATE</b>	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	2,593	2,673	2,936	2,817	2,657	2,700	2,727	2,754	2,782	2,810
FTIC: Returning	6,947	6,894	6,675	6,588	6,606	6,550	6,616	6,682	6,748	6,816
Transfer: FCS w/ AA	1,606	1,717	1,703	1,688	1,667	1,700	1,717	1,734	1,752	1,769
Transfer: Other	2,241	2,116	2,159	2,197	2,420	2,450	2,475	2,499	2,524	2,549
Post-Baccalaureates	157	182	151	136	141	153	155	157	159	160
<b>Subtotal</b>	<b>13,544</b>	<b>13,582</b>	<b>13,624</b>	<b>13,426</b>	<b>13,491</b>	<b>13,553</b>	<b>13,690</b>	<b>13,826</b>	<b>13,965</b>	<b>14,004</b>
<b>GRADUATE</b>	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	798	822	852	936	1,149	1,160	1,170	1,180	1,190	1,200
Research Doctoral	72	67	71	71	75	80	85	90	95	100
Professional Doctoral	116	125	137	143	170	150	155	160	165	170
<b>Subtotal</b>	<b>986</b>	<b>1,014</b>	<b>1,060</b>	<b>1,150</b>	<b>1,394</b>	<b>1,390</b>	<b>1,410</b>	<b>1,430</b>	<b>1,450</b>	<b>1,470</b>
<b>TOTAL</b>	<b>14,530</b>	<b>14,596</b>	<b>14,684</b>	<b>14,576</b>	<b>14,885</b>	<b>14,943</b>	<b>15,100</b>	<b>15,256</b>	<b>15,415</b>	<b>15,474</b>

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



## ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	20	23	23	24	22	.	.	.	.	.
APPROVED GOALS	.	.	.	24	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27	28

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	6,147	6,091	5,991	6,099	6,076	6,182	6,247	6,309	6,372	6,436
UPPER	5,582	5,779	6,128	6,350	6,399	6,504	6,568	6,634	6,700	6,767
GRAD 1	661	633	677	701	766	965	977	988	1,000	1,012
GRAD 2	161	193	200	218	221	269	278	287	296	305
<b>TOTAL</b>	<b>12,551</b>	<b>12,696</b>	<b>12,996</b>	<b>13,368</b>	<b>13,462</b>	<b>13,920</b>	<b>14,070</b>	<b>14,218</b>	<b>14,368</b>	<b>14,520</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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>UNDERGRADUATE</b>										
All Distance (100%)	19	19	21	20	21	68	28	29	30	30
Primarily Dist. (80-99%)	2	0	1	1	0	1	1	1	2	2
Hybrid (50-79%)	1	0	0	1	0	1	2	3	3	3
Classroom (0-49%)	78	80	78	79	78	30	69	67	65	65
<b>GRADUATE</b>										
All Distance (100%)	30	30	30	29	31	67	33	33	34	34
Primarily Dist. (80-99%)	5	0	0	0	0	1	1	2	2	2
Hybrid (50-79%)	1	1	1	2	2	1	3	4	4	4
Classroom (0-49%)	64	69	68	69	67	31	63	62	60	60



## 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 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Physics	40.0801	STEM	FAMU, FAU, FIU, FSU, UCF, UF, UNF, USF, UWF	No	25	4/2022
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF	No	45	6/2021
Health Administration	51.0701	HEALTH	FAMU, FAU, FIU, UF, UNF, USF, UWF	Yes	75	4/2022
<b>DOCTORAL PROGRAMS</b>						
None						

### New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Professional Sales	52.1804	None	None	No	75	4/2023
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Educational Technology	13.0501	STEM	FAU, FSU, UCF, UNF, USF, UWF	Yes	50	4/2023
<b>DOCTORAL PROGRAMS</b>						
None						



## DEFINITIONS

### Performance Based Funding (PBF)

#### **PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) 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 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

#### **PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

#### **PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours**

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

#### **PBF-4. Four Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 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. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)**

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

**PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. 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. Full-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 were not excluded. Source: State University Database System (SUDS).

**PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]:** This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-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 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. 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 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: Percent of Bachelor's Graduates who took an Entrepreneurship Class:** The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

**PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percentage of Degrees is based on the number of baccalaureate degrees awarded to 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).

**PBF-10.UF: 6-Year Graduation Rates (full-time only):** 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. Only full-time students are included in this calculation. FTIC also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10.UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-10.USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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 and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System (SUDS).

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 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 Science & Engineering Research Expenditures:** Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences:** Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-H: National Ranking in Research Expenditures:** The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

**PRE-I: Patents Awarded:** Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

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

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

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

## Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

**KPI-2: Freshmen in Top 10% of High School Class:** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.



## DEFINITIONS (cont.)

**KPI-3: Time to Degree for FTICs in 120hr programs:** This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

**KPI-4: Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]:** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

**KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

**KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).



**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 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. 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 are based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

**KPI-16: National Academy Memberships:** National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.



## DEFINITIONS (cont.)

**KPI-17: Faculty Awards:** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

**KPI-18: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-19: Research Expenditures Funded from External Sources:** This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

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

**KPI-22: Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

## Enrollment Planning (ENRL)

**ENRL-1: Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

**ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits:** This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).



## 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).



# STATE UNIVERSITY SYSTEM OF FLORIDA

