2022

ACCOUNTABILITY PLAN

FLORIDA GULF COAST UNIVERSITY

BOG Approved June 30, 2022

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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 Southwest Florida's comprehensive university. FGCU serves its students and community by preparing graduates for immediate employment or further education in areas of regional importance.

FGCU's strategy employs four key drivers:

1. Enhance our campus culture of "students first" while engaging in relevant, impactful scholarship and service that benefits our community.

2. Position FGCU to be a national leader in innovative education by offering learner-centered, relevant educational programs, alternative credentials, and Bachelor's, Master's and Doctoral programs that flow from regional workforce needs.

3. Improve organizational efficiency to provide the strongest university outcomes for our students and community.

4. Continuously invest in human and physical capital to position FGCU to meet the needs of Southwest Florida as it grows and diversifies its population, economy and social fabric.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Major capabilities of Florida Gulf Coast University include the following:

- Meeting the unique needs of Southwest Florida's growing workforce through traditional degree programs, alternative credentials and outreach programs.
- Nationally recognized research, teaching and outreach programs in conservation and sustainability.
- Graduating large numbers of BS & MS students from strategic emphasis programs that enter FL's workforce.
- Meeting community needs for best-in-class programs in nursing, physical therapy, physician assistant, clinical mental health, small business, construction management, teacher education, and resort & hospitality industry.
- Promoting entrepreneurship and catalyzing regional economic development.

Major opportunities include:

- Continuing to enhance student success by improving student retention, persistence, and graduation rate.
- Increasing grant-based financial aid and scholarship support to eligible students.
- Full implementation of the FGCU Strategic Hiring Plan, which focuses on creating or enhancing faculty expertise in select areas to serve the needs of our students and community.
- Increasing enrollment and retention of underrepresented and non-traditional students in areas of strategic emphasis, and prepare for Hispanic-Serving Institution and Veteran-friendly campus status.
- Growing graduate programs with regional relevance and impact, including new opportunities for PhD degrees.
- Incentivizing summer term utilization, grantsmanship, and developing revenue-generating certificates and micro-credentials/digital badges to support faculty/staff, programs and infrastructure.

Major challenges include:

- Balancing in-person and online instructional delivery to provide high quality, flexible programs while reducing demands on campus infrastructure.
- Reimagining space utilization to better support students, scholarship, and community engagement.
- Recognition of certifications and micro-credentials/digital badges earned beyond high school to meet the goal of SAIL to 60 initiative regionally.

Three Key Initiatives & Investments

1. Recruitment, retention and timely graduation of talented students
   - Executing an undergraduate admissions strategy that focuses on increasing applicants and enrollees who view FGCU as their first-choice institution.
   - Serving transfer, stop-out and non-traditional student populations with programs such as *Destination FGCU, FGCU Complete* and *Return to the Nest* for completion of a degree.
2. Meeting the Workforce Needs of Southwest Florida
   - Launching or expanding programs that meet the workforce needs of our region: computing and data science, entrepreneurship, health professions (nursing and mental health), construction management, teacher education, coastal watershed science and policy, integrated studies, 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
   - Water science and policy, including effects on public health, well-being and economic development will be led by FGCU's Water School and involve all academic units.
   - Regionally relevant issues in data science, success across the lifespan, educational performance, health care, environmental quality, social justice, business and real estate development are being studied by FGCU faculty.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FGCU continued focus on student success has led to an improved 4-yr graduation rate of 42.1% for the latest cohort – **representing over a 20-percentage point** increase over the past 4 years. Although we haven't seen a large of an increase as in years past, we continue to improve in this critical metric. Our freshman to sophomore retention rate has remained **over 80%** for the past three consecutive cohorts for the first time in history, **and the average cost to students decreased by over 50% over the past 4 years.**

Academic:

Our intentional focus to expand the Honor's College has resulted in a 14-point increase in 4-yr graduation rate among honors students over the past five academic years, now at 68.8%. FGCU continues to implement our intentional interventions that are designed to reduce barriers to retention, persistence and graduating in 4-yrs. Additionally, FGCU continues to expand undergraduate enrollment in popular, flexible bachelor's degree programs (e.g. Integrated Studies, Entrepreneurship) that demonstrate excellent outcomes in 4-yr graduation rates. The continued implementation of condensed "A" and "B" terms within the Fall and Spring semesters continues facilitate student persistence and reducing time to degree. We have also expanded our continued use of Learning Assistants in courses with high DFWs, and enhancing resources for the Center for Academic Achievement aimed at increasing tutoring and supplemental instruction in courses with high rates of DFW's for the Fall, Spring, and Summer terms. Through the efforts of our Student Success Council, we have developed a comprehensive strategy aimed at minimizing DFWs in critical gateway courses. Lastly, FGCU continues to expand Summer Term courses contributing markedly to improving 4-yr graduation rate and persistence.

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 FL and across the US. Undergraduate student admissions practices continue to be optimized where our yield events are more intentional and structured to continue to enroll FGCU students who view us as their first choice. We also continue to implement new undergraduate admissions business processes with respect to improving the number of completed applications, students admitted, and enrollment deposits. We continue to utilize new technologies to assist students toward their degree completion. Specifically, we've added new chatbot technology s to facilitate the awarding of financial aid and scholarships for students. Lastly, FGCU is currently re-examining our key academic progression policies (e.g. Academic Standing, Grade Forgiveness, Course Withdrawal, etc. in an effort to minimize and reduce artificial barriers, and to help students progress more seamlessly in their matriculation.

Curricular:

First Year Experience & Retention Programs continues to work with each new FTIC cohort to promote engagement and improve GPA and APR throughout the first year, through an extensive portfolio of programs and initiatives. By the end of the 2020-2021 academic year, over 80% of the Fall 2020 class had actively and meaningfully engaged with the many FYE programs and initiatives, including two Living Learning Communities, the University Transition class (credit-bearing course designed to assist in the transition to college life and thought), EAGLES in 24 (with 65 unique programs, many in collaboration with campus partners), and numerous mentoring initiatives that targeted very specific subsets of the cohort. This accomplishment is even more significative as it was achieved as programs were transitioned to new formats to accommodate COVID-19 adjustments in campus operations.

Financial:

Investment of merit-based scholarships for in-state, out-of-state native students and for transfer students continued to be made - focusing on supporting students to accelerate their degree progression and attainment. These include scholarship opportunities for: first-year FTIC; transfer students; students pursuing STEM, teacher education and programs of strategic emphasis; students enrolled in the Honors College; and Collegiate High School graduates

STRATEGY (cont.)

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

Student:

1. John Ciocca, an Entrepreneurship major, was accepted into the exclusive Thiel Fellowship, which will provide a $100,000 grant to accelerate the growth of his startup company, Purple.
2. Elizabeth Recker, a bioengineering major, was awarded the Barry Goldwater Scholarship, the top undergraduate scholarship for STEM research. Nationally, only 8% (410 out of 5,000) of Goldwater Scholarship applicants received an award.
3. Victoria Paulino, Jair Zacarias and Arturo Fernandez from FGCU's Bower School of Music and Arts took a clean sweep of first through third places (respectively) at the 2021 Parnassus International Piano Competition.

Faculty:

1. Drs Allie Zhou, Michael McDonald and Hasan Aydin were awarded FGCU's first ever Fulbright Teaching Excellence and Advancement Grant, which brought 23 international secondary school teachers to campus to enhance STEM teaching in their home countries.
2. Based on a stellar record of scholarship and outreach in forensics, Dr. Heather Walsh-Haney and her Forensic Studies students were invited to assist recovery efforts after the tragic collapse of the Surfside condominiums in Miami, Florida in June, 2021.
3. Dr. Megan McShane, a professor in FGCU's Bower School of Music and the Arts, received a Fulbright Scholarship to conduct research in art history in Bosnia and Herzegovina.

Program:

1. The Daveler and Kauanui School of Entrepreneurship, which began in 2017, was ranked #22 nationally by the *Princeton Review* and #1 among Florida's SUS institutions. In August, 2021, the School moved into its new 27,000 square foot building, which was funded entirely by donors in the community.
2. The Marieb College of Health & Human Services received a $3 million endowment for scholarships that will support health profession students studying older adult care.
3. In 2021, the FGCU nursing students maintained their #1 ranking among SUS institutions in first-time passage rates of the pre-licensure nursing exam (NCLEX-RN). The program consistently outscores the national average for this metric by 8-12% and has achieved 100% first-time passage rates in two of the last four years.
4. The College of Education launched the *Soaring Eagle Academy at FGCU* in Fall, 2021, Southwest Florida's first academy for adults with intellectual disabilities. The College's first-time pass rate on the Florida Educators Leadership Exam (FELE) has increased from 50% in 2019 to 95% in 2021.

Institutional:

1. In January, 2022, FGCU was reclassified from a Master's- to a Doctoral-serving institution by the Carnegie Commission on Higher Education. FGCU now graduates 40-50 doctoral students annually and has surpassed $15 million in sponsored program expenditures in the last two years.
2. FGCU's enrollment grew to nearly 16,000 students in fall, 2021, up 3% from previous year.
3. The Water School became the seventh academic unit at FGCU in 2022. Fifteen faculty searches, made possible by *University of Distinction* funds, will increase the size of its faculty nearly 50%, using joint hiring across disciplines ranging from economics, chemistry and human health.
4. A newly established *Office of Innovative Education & Partnerships* has aligned programs and services important to degree completion, workforce development, career-readiness, micro-credentialing/digital badges, and continuing education under one unit. Over 100 students have graduated through FGCU Complete (accelerated and online) and more than 350 stop-out students returned to the nest and completed 123 degrees. Most notably, 30 students graduated within one term and another 23 within two terms. FGCU successfully launched a credit for prior learning program resulting in graduation for two students a year ahead of schedule. More than 20 digital badge programs are ready to launch.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 7: University Access Rate (Percent of Undergraduates with a Pell grant)

Nationwide, the number of PELL grant recipients decreased 25% between 2014 and 2021 as wage increases have reduced the number of families qualifying for this form of aid. However, FGCU's PELL population declined by only 14% during the same period. While FGCU has remained one of only three SUS institutions that experienced growth for this metric last year, we propose to adjust the goals to better reflect national and regional trends and continue to meet the 2025 System Strategic Plan Goal of 30%.

Metric 8: Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

FGCU's graduate enrollment increased 49% in the last three years. The number of MBA students, in particular, doubled in the last two years. The MBA program remains one of the most successful and recognized credentials in our region and leads all Master's-level business programs in the SUS regarding Employment Outcomes (FETPIP 2019-20). As continued growth in the MBA is projected to outpace growth of programs of strategic emphasis, a slight downward adjustment in goals is reasonable based on reliable projections while fully committing to meet Excellence benchmark rates of 60%. FGCU has also expanded the growth in current strategic emphasis programs, such as a new graduate program in Biology (MS), to improve this metric.

Metric 9a: FCS AA Transfer Two-Year Graduation Rate

FGCU re-estimated this newly introduced metric based on the historical data available between 2017 and 2021. The data analysis indicated that the prior goals over-projected the FCS AA Transfer Two-Year graduation rate growth; therefore, the adjusted goals for this new metric will better reflect a realistic growth pattern. FGCU is committed to improve and achieve *excellence* and has developed new initiatives and articulation agreements with the regional FCS partners, which will surely impact this metric over the next five years.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	62.9	64.6	64.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*65*	*66*	*66*	*67*	*67*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	38,000	38,000	39,000	40,400	40,200	.	.	.	.	.
APPROVED GOALS	37,500	39,000	40,000	40,500	41,000	41,500	42,000	42,500	43,000	.
PROPOSED GOALS						*42,000*	42,500	*43,000*	*43,500*	*44,000*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	17,630	15,350	11,970	8,750	8,740	.	.	.	.	.
APPROVED GOALS	18,690	18,000	15,000	11,800	8,750	11,250	11,000	10,750	10,500	.
PROPOSED GOALS						*8,700*	*11,500*	*11,000*	*10,500*	*10,000*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	23.0	28.8	35.7	41.4	42.1	.	.	.	.	.
APPROVED GOALS	22	24	33	40	43	46	49	50	51	.
PROPOSED GOALS						*46*	*48*	*50*	*51*	*52*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	75.3	72.4	75.2	76.7	76.8	.	.	.	.	.
APPROVED GOALS	75	76	77	78	80	82	83	84	85	.
PROPOSED GOALS						*82*	*83*	*84*	*85*	*85*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	52.5	53.1	52.3	52.2	55.4	.	.	.	.	.
APPROVED GOALS	49	53	53	54	54	55	56	57	58	.
PROPOSED GOALS						*56*	*57*	*58*	*59*	*60*

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	30.6	32.5	32.2	32.5	30.6	.	.	.	.	.
APPROVED GOALS	33	31	32	33	34	35	36	37	38	.
PROPOSED GOALS						*31*	*31*	*31*	*31*	*31*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	62.0	64.2	64.4	65.7	64.5	.	.	.	.	.
APPROVED GOALS	66	63	64	65	70	71	72	73	74	.
PROPOSED GOALS						*65*	*65*	*65*	*65*	*65*

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

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	33.6	40.6	42.7	41.9	40.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	45	47	49	50	52	.
PROPOSED GOALS						*43*	*45*	*47*	*49*	*51*

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	43.6	43.6	46.6	50.1	51.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	54	57	60	62	64	.
PROPOSED GOALS						*57*	*60*	*62*	*64*	*65*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	635	738	872	838	813	.	.	.	.	.
APPROVED GOALS	.	.	.	.	820	860	900	900	940	.
PROPOSED GOALS						*860*	*900*	*900*	*940*	*950*

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
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 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	14	14	17	20	17	.	.	.	.	.
APPROVED GOALS	15	15	16	19	21	22	23	24	24	.
PROPOSED GOALS	.	.	.	.	.	*20*	*21*	*22*	*23*	*24*

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.5	4.5	4.4	4.2	4.3	.	.	.	.	.
APPROVED GOALS	4.4	4.4	4.3	4.2	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*4*	*4*	*4*	*4*	*4*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	76	76	79	79	74	.	.	.	.	.
APPROVED GOALS	77	77	78	79	80	81	82	83	83	.
PROPOSED GOALS	.	.	.	.	.	*81*	*82*	*83*	*83*	*84*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	48	47	49	52	56	.	.	.	.	.
APPROVED GOALS	47	50	50	55	57	58	60	62	64	.
PROPOSED GOALS	.	.	.	.	.	*58*	*60*	*62*	*64*	*65*

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	55	56	58	59	57	.	.	.	.	.
APPROVED GOALS	.	.	.	58	60	61	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	*61*	*62*	*63*	*63*	*64*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	21	26	33	37	37	.	.	.	.	.
APPROVED GOALS	.	.	.	33	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*39*	*40*	*41*	*42*	*43*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	2,399	2,675	3,004	2,930	2,818	.	.	.	.	.
APPROVED GOALS	2,400	2,450	2,725	3,050	3,100	3,200	3,300	3,400	3,400	.
PROPOSED GOALS	.	.	.	.	.	*3,100*	*3,200*	*3,300*	*3,400*	*3,500*

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	328	321	334	362	451	.	.	.	.	.
APPROVED GOALS	325	350	350	375	400	425	435	450	475	.
PROPOSED GOALS	.	.	.	.	.	*425*	*435*	*450*	*475*	*500*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	26	27	29	28	28	.	.	.	.	.
APPROVED GOALS	25	26	27	30	29	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*33*	*34*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	11	11	11	11	10	.	.	.	.	.
APPROVED GOALS	12	12	13	14	15	16	17	18	18	.
PROPOSED GOALS	.	.	.	.	.	*12*	*12*	*13*	*13*	*14*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	30	32	33	35	35	.	.	.	.	.
APPROVED GOALS	34	33	35	37	38	39	40	41	41	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*37*	*37*	*37*

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38	38	39	41	42	.	.	.	.	.
APPROVED GOALS	39	40	41	42	43	44	45	46	46	.
PROPOSED GOALS	.	.	.	.	.	*44*	*45*	*46*	*46*	*46*

KEY PERFORMANCE INDICATORS (cont.)

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

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	99	100	100	98	98	100	100	100	100	100
US Average	90	92	91	90	86	.	.	.	.	.

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	91	94	96	95	98	98	98	100	100	100
US Average	92	92	92	91	90	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	1	2	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

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1	2	2	0	1	.	.	.	.	.
APPROVED GOALS	0	0	0	2	2	3	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*3*	*3*	*3*

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	11	32	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*33*	*33*	*34*

18. Total Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	8	5	6	7	8	.	.	.	.	.
APPROVED GOALS	8	9	10	11	12	13	14	15	15	.
PROPOSED GOALS	.	.	.	.	.	*8*	*9*	*9*	*10*	*10*

19. Research Expenditures from External Sources ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	6	4	5	6	5	.	.	.	.	.
APPROVED GOALS	.	.	.	10	11	12	13	14	14	.
PROPOSED GOALS	.	.	.	.	.	*5*	*6*	*6*	*7*	*7*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	1	1	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Undergraduate Student Publications

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	31	60	76	42	36	.	.	.	.	.
APPROVED GOALS	15	35	40	45	82	84	86	88	88	.
PROPOSED GOALS	.	.	.	.	.	*60*	*62*	*64*	*66*	*68*

Number of Students in Honor Program/College

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	944	1,007	1,130	1,199	1,234	.	.	.	.	.
APPROVED GOALS	770	1,000	1,200	1,200	1,200	1,200	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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	22	44	50	67	56	.	.	.	.	.
APPROVED GOALS		26	30	34	56	60	65	70	70	.
PROPOSED GOALS	.	.	.	.	.	*60*	*65*	*70*	*70*	*70*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	13,582	13,624	13,426	13,491	13,855	.	.	.	.	.
APPROVED GOALS	13,680	13,711	13,846	13,670	13,553	13,690	13,826	13,965	14,004	.
PROPOSED GOALS	.	.	.	.	.	*13,994*	*14,133*	*14,275*	*14,418*	*14,562*

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1,014	1,060	1,150	1,394	1,588	.	.	.	.	.
APPROVED GOALS	1,070	1,024	1,075	1,200	1,390	1,410	1,430	1,450	1,470	.
PROPOSED GOALS	.	.	.	.	.	*1,620*	*1,652*	*1,685*	*1,719*	*1,753*

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	2,673	2,936	2,817	2,657	3,135	*3,166*	*3,198*	*3,230*	*3,262*	*3,295*
FTIC: Returning	6,894	6,675	6,588	6,606	6,492	*6,557*	*6,622*	*6,689*	*6,756*	*6,823*
Transfer: FCS w/ AA	1,717	1,703	1,688	1,667	1,607	*1,623*	*1,639*	*1,656*	*1,672*	*1,689*
Other Undergraduates	2,116	2,159	2,197	2,420	2,496	*2,521*	*2,546*	*2,572*	*2,597*	*2,623*
Post-Baccalaureates	182	151	136	141	125	*126*	*128*	*129*	*130*	*131*
Subtotal	**13,582**	**13,624**	**13,426**	**13,491**	**13,855**	***13,994***	***14,133***	***14,275***	***14,418***	***14,562***

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	822	852	936	1,149	1,322	*1,348*	*1,375*	*1,403*	*1,431*	*1,460*
Research Doctoral	67	71	71	75	79	*81*	*82*	*84*	*86*	*87*
Professional Doctoral	125	137	143	170	187	*191*	*195*	*198*	*202*	*206*
Subtotal	**1,014**	**1,060**	**1,150**	**1,394**	**1,588**	*1,620*	*1,652*	*1,685*	*1,719*	*1,753*
TOTAL	**14,596**	**14,684**	**14,576**	**14,885**	**15,443**	***15,614***	***15,785***	***15,960***	***16,137***	***16,315***

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

ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	23	23	24	22	21	.	.	.	.	.
APPROVED GOALS	.	.	24	25	24	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	*23*	*24*	*25*	*26*	*27*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	6,091	5,991	6,099	6,076	6,178	*6,290*	*6,309*	*6,372*	*6,436*	*6,501*	*6,636*
UPPER	5,779	6,128	6,350	6,399	6,500	*6,499*	*6,563*	*6,630*	*6,700*	*6,767*	*6,903*
GRAD 1	633	677	701	766	964	*1060*	*1083*	*1,105*	*1,128*	*1,152*	*1,199*
GRAD 2	193	200	218	221	269	*302*	*308*	*314*	*320*	*325*	*335*
TOTAL	**12,696**	**12,996**	**13,368**	**13,462**	**13,910**	***14,151***	***14,263***	***14,421***	***14,584***	***14,745***	***15,073***

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	19	21	20	21	68	*36*	*32*	*33*	*34*	*35*
Primarily Dist. (80-99%)	0	1	1	0	1	*0*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	0	0	1	0	1	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	80	78	79	78	30	*63*	*66*	*65*	*64*	*63*
GRADUATE										
All Distance (100%)	30	30	29	31	67	*57*	*56*	*58*	*60*	*62*
Primarily Dist. (80-99%)	0	0	0	0	1	*0*	*0*	*0*	*0*	*0*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	2	2	1	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	69	68	69	67	31	*42*	*43*	*41*	*39*	*37*

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

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 2021 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 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
None						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU, FSU, UCF, UNF, USF, UWF	Yes	50	4/2023
DOCTORAL PROGRAMS						
None						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Computer Science	11.0101	STEM	FAMU, FAU, FIU FSU, UCF, UF, UNF, USF, UWF	Yes	125	4/2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Computer Science	11.0101	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, UWF	Yes	30	4/2024
FinTech	30.7104	STEM	UCF	Yes	30	4/2024
DOCTORAL PROGRAMS						
Coastal Watershed Science and Policy	03.0201	STEM	None	No	25	4/2024

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) 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 $30,000) 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 4th 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 and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-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-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10.FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. 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 Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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

DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as 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) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, 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 4th 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. Also includes veterinary medicine. Source: State University Database System (SUDS).

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

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

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, 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).

DEFINITIONS (cont.)

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

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-16: 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-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-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.

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA