Strategic Planning Committee

Tuesday, June 7, 2022

SUBJECT: REQUEST FOR APPROVAL OF AMENDMENTS TO THE 2022 FAU ACCOUNTABILITY PLAN

PROPOSED COMMITTEE ACTION

Request for approval to amend nursing professional licensure exam passage rates and new programs for consideration tables. The State University System of Florida Statement of Free Expression has been added as appendix A per recent recommendations from Vice Chancellor for Academic and Student Affairs, Dr. Christy England.

BACKGROUND INFORMATION

On April 5, 2022, the FAU Board of Trustees approved the 2022 FAU Accountability Plan. On April 28, 2022, the Florida Board of Governors advised FAU executive leadership that the nursing professional licensure & certification exam pass rate for 2021 only reflected the quarter 1 pass rate for first time test takers (91%). The passage rate has been updated with the rate for all test takers for calendar year 2021 (83%). On May 4, 2022, the board suggested that the annual passage rate for the post-baccalaureate nursing program on the Davie campus should be included separately in the report. The board also advised corrections to three CIP codes on the academic program coordination tables. Additionally, on April 22, 2022, Dr. Christy England informed university presidents that all universities within the system would be responsible for implementing the Board of Governor's civil discourse recommendations. Per these recommendations, an endorsement of this statement has been added to the "Statement of Strategy" section and the State University System Statement of Free Expression has been added as appendix A.

IMPLEMENTATION PLAN/DATE

The Florida Board of Governors (BOG) staff has requested that FAU submit the revised 2022 accountability plan prior to the BOG's June 29-30, 2022, meeting in Orlando, FL.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: Revised 2022 FAU Accountability Plan

Presented by: Dr. Michele Hawkins, Interim Provost and VP for Academic Affairs

Phone: 561-297-3062

The following amendments have been suggested by the Board of Governors office of Data Analytics:

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

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING - Boca	100	97	92	96	~~91~~ 83	*100*	*100*	*100*	*100*	*100*
NURSING - Davie	.	.	.	.	67	*86*	*100*	*100*	*100*	*100*
US Average	90	92	91	90	86	.	.	.	.	.

New Programs for Consideration by Institution in AY 2022-23 (pg. 20)

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						
BABA General Business	52.0101 ~~51.0101~~		FSU, UCF, USF, UWF	No	350	Fall 2022

New Programs for Consideration by Institution in AY 2023-24 (pg. 20)

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						
BA Human Development & Community Engagement	13.9999		None	No	40	Spring 2023
MASTER'S, SPECIALIST AND OTHER ADVANCES MASTER'S PROGRAMS						
MS Marketing	52.1401 ~~13.9999~~	GAP	None	No	30	Fall 2023

2022
ACCOUNTABILITY PLAN

FLORIDA ATLANTIC UNIVERSITY

Pending BOT Reapproval
5/4/2022

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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 Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Statement of Strategy

Florida Atlantic University (FAU) is known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution. The University is internationally recognized for its contributions to creativity and research as well as its collaborations with regional partners.

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University capitalizes on its strategic location, to address some of humanity's most challenging problems, addressing issues that impact Florida, our nation and beyond. By blending student outreach, cutting-edge research, and partnerships with its community, Florida Atlantic embodies an innovative model where traditional equity gaps vanish and not only does everyone succeed, but scholarship and research thrive. The University is executing the FAU Strategic Plan for the Race to Excellence 2015 – 2025 through recruitment and retention of talented faculty and students, investment in focused research areas, and enhancement of organizational efficiencies to increase the university's self-reliance and sustainability.

Strategies include:
1. Building on our ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region.
2. Aligning academic programs to the overall goals of the State University System (SUS) to address the economic and workforce needs of South Florida and beyond.
3. Investing in the Strategic Plan's Pillars and Platforms – strategic areas of research, scholarship, and instruction – to connect the most talented faculty, staff, and students and expand the University's robust culture of nationally respected research and inquiry. Pillars are more narrowly defined areas, such as Neuroscience, whereas Platforms, such as Undergraduate Research and Inquiry, connect across the University.
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic, and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy.
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development.
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities.
7. Communicating the University's many remarkable success stories to an increasingly large e-Global audience to enable key internal stakeholders to link with external constituency groups.

Florida Atlantic University strongly endorses the Florida Board of Governors State University System Free Expression Statement as stated in appendix A of this plan.

STRATEGY (cont.)
Strengths, Opportunities & Challenges

Strengths/ Opportunities

Florida Atlantic University is a national model for diversity and globally relevant research. In recent years, the University has earned national recognition for undergraduate degree completion. Transformational changes to student support mechanisms have shifted the academic culture and have improved success rates for all students. The university is most proud of its success in eliminating achievement gaps by race, ethnicity, and socioeconomic status as underrepresented minorities and Pell-eligible first-time-in-college students graduate at higher rates than the overall student population. FAU has created a sustained culture that is committed to student learning, academic achievement, innovative research, and success beyond graduation.

Center for Connected Autonomy and Artificial Intelligence (CCAAI): This new center housed in the College of Engineering and Computer Science combines the expertise of industry-leading scientists in artificial intelligence, supercomputing, sensing solutions, big data analytics, and autonomous technologies.

Faculty Innovation Hub: Located on the Davie campus, this transformational technological sandbox provides AR, VR, 360◦ video, and gamification where faculty can experiment with next-level technologies and provide FAU students with immersive, media-rich content in their online courses.

International Max Planck Research School (IMPRS): This unique program between Max Planck Florida Institute and FAU's Ph.D. in Integrative Biology-Neuroscience provides training on new technologies in cellular imaging and neuroscience and provides access to comprehensive Max Planck educational resources worldwide.

Rubin and Cindy Gruber Sandbox: One of the nation's first multi-disciplinary, state of the art artificial intelligence (AI) labs provides opportunities for students of all levels, from all disciplines, to engage with AI technology capabilities.

Challenges

The university will continue to face modern challenges to further improve student learning and increase our standings in various state and national rankings. A new partnership with the Association of College and University Educators' (ACUE) is focused on faculty professional development and seeks to equip them with evidenced-based teaching practices that improve student achievement and close equity gaps.

Three Key Initiatives & Investments

Student Learning/ Support: FAU will implement a new comprehensive student success management system that builds upon advancements made in recent years. Students will gain increased support from administrators, advisors, faculty, and support staff through use of a new platform that provides an enhanced structure and delivers proactive, holistic support from this network approach. FAU will also expand mentoring opportunities. In partnership with Mentor Collective, The FAU Mentoring Project will launch a re-purposed version of First-Year Connections, focusing on the needs of both first year and transfer students.

Growth in Research and Scholarly Activity: FAU is engaged in meaningful research that affects and supports our community. With particular focus on its research institutes or 'Pillars', interdisciplinary research drawing on faculty expertise in all FAU's Colleges in the areas of sensing, neuroscience, health, and marine & environmental sciences, which assist in developing solutions to regional, national, and global challenges. In the upcoming years, we will continue our mission to address important societal problems by building partnerships, engaging in research and education, and preparing the next generation of scientists.

First-Choice University: FAU has improved the standings of several prominent programs in recent years. Programs in nursing, business, and engineering have all increased in U.S. News and World Report annual rankings. The university will further distinguish these programs by increasing the number of high-impact practices offerings including academic service-learning and interprofessional education and practice programming.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

Florida Atlantic University's Strategic Plan for the Race to Excellence, 2015-2025, outlines a clear commitment to timely graduation. Additionally, this improvement plan has relied on a variety of nationally- recognized best practices and innovative strategic actions. As a result, FAU has increased the four-year graduation rate for full-time first-time-in-college freshman by 30% since 2014.

Academic and Curricular Incentives for Timely Graduation
- **Jump Start** – This program gives first time-in-college freshman the opportunity to access key university academic support resources and network with peers in the summer prior to their first fall term. In summer 2021, 1,693 students participated and got a jump start on their undergraduate endeavors.
- **Soar-in-4 Scholars** – This timely graduation incentive program provides participants with priority course registration, guaranteed course availability, and other benefits. There were 108 Soar-in-4 Scholars in the 2020-21 academic year.
- **Accelerated 3-year Degree Programs** – 355 students (11% of the fall 2018 cohort) will have graduated in three years, which is up 1% from the previous year. In addition to launching accelerated programs, FAU is also committed to developing nimble curricula whenever feasible.
- **Bachelor of Arts in Health Science** – In 4 years, this degree program has awarded 476 degrees and has become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

Financial Incentives
- **Launch Scholarship** – In 2020-21, Launch scholarships were offered to 1,002 students who were incentivized to enroll in an extra course to help them stay on track towards timely graduation. The total amount awarded to students was $1.2M.
- **Intern Owls Network (iON Internships)** – 650 students participated in on-campus internships, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

Policy and Disincentives for Untimely Graduation
- **Timely Graduation Policy** – Changes in this policy resulted in a 2.2% increase in the average credits attempted by FTIC cohorts (from Fall 2016 to Fall 2020). Students are taking more credit hours – and more students are maintaining full-time course loads throughout their entire four years.
- **Supporting Lower-Level Mathematics Courses** – FAU continues to revamp its placement processes for mathematics, promoting coordinated and concurrent enrollments in prerequisite coursework.

Proactive Financial Aid Program
- **FAU Academic Achievement Grant -** 1,051 students benefited from this $3.0M grant program that renews each year if students complete a minimum of 30 credits per year.
- **FAU Academic Grant** – 582 students benefited from this $2.5M progressive grant program that increases in the annual award amount as the student continues to the next year.
- **Recruitment Scholarships** – 4,037 students received these renewable awards which have expectations for full-time enrollment in the fall and spring terms.
- **Pathways to Graduate Education Scholarship** – These scholarships incentivize students to finish their undergraduate degrees and start their graduate degrees at FAU earlier. In 2020-21, 103 students received $2K and 63 students received $1k totaling $143K total funds awarded.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS
- The Leon Charney Diplomacy Program finished 1st overall at the annual diplomacy competition in Washington D.C.
- A total of 34 dual-enrolled Florida Atlantic University High School students were named semifinalists in the 2021 National Merit Scholarship Competition making FAU High #1 out of all public and charter schools in the state for these honorees.
- FAU College of Business student, Hannah Herbst, won 1st place in the Florida Venture Forum's Statewide Collegiate Startup Competition.

FACULTY ACHIEVEMENTS
- Dr. Herbert Weissbach, of the Charles E. Schmidt College of Science received BioFlorida's "Lifetime Achievement Award," reserved to recognize outstanding leadership in the life sciences industry throughout an individual's career and for significant contributions to industry growth.
- Dr.'s Waseem Asghar, Behnaz Ghooraani and Feng-Hao Liu of the College of Engineering and Computer Science as well as Dr. Marianne Porter of the Charles E. Schmidt College of Science were each awarded the National Science Foundation (NSF) Early Career Award.
- Dr. Ruth Tappen of the Christine E. Lynn College of Nursing was recognized as the 2021 Alliance World Class Faculty.

PROGRAM ACHIEVEMENTS
- FAU's Academy for Community Inclusion (ACI) in the College of Education was awarded a $1.5 million grant from the Taft Foundation to assist high school graduates with intellectual and developmental disabilities.
- FAU's College of Engineering and Computer Science in collaboration with the Charles E. Schmidt College of Medicine, Christine E. Lynn College of Nursing, and Charles E. Schmidt College of Science was awarded a $2.4 million grant from the National Science Foundation (NSF) to train graduate students in data science technologies and applications.
- FAU's International Business program in the College of Business was ranked #22 in U.S. News & World Report national rankings, moving up three spots from the previous year.
- FAU's Christine E. Lynn College of Nursing in collaboration with the College of Engineering and Computer Science and Charles E. Schmidt College of Science received a $5.3 million R01 grant from the National Institute on Aging of the National Institute of Health to test and evaluate unobtrusive in-vehicle sensing systems to detect cognitive changes in older drivers.

INSTITUTIONAL ACHIEVEMENTS
- FAU earned the 2021-22 Military Friendly School "Gold Designation" which recognized the institution for exceptional success rates for student veterans.
- FAU received a $20 million gift, the largest in school history, from benefactors Kurt and Marilyn Wallach to create the Kurt and Marilyn Wallach Institute for Holocaust and Jewish Studies of the Dorothy F. Schmidt College of Arts and Letters.
- The FAU/Northwest Community Health Alliance Community Health Center (FAU/NCHA Community Health Center), operated by the Christine E. Lynn College of Nursing, is the first university-run center in Florida to be designated by the United States Health Resources and Services Administration (HRSA), as a "Federally Qualified Health Center (FQHC) Look-Alike"

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

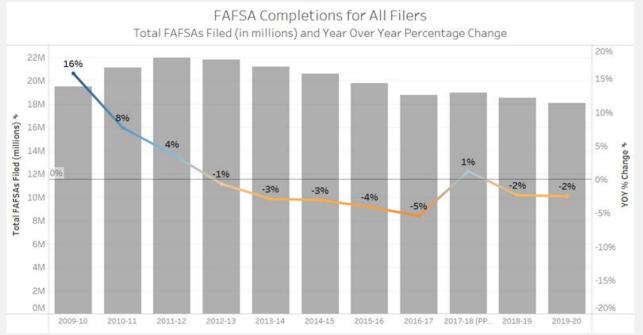**Average Cost to the Student** [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	14,880	12,230	9,760	7,690	6,100	.	.	.	.	.
APPROVED GOALS	16,380	15,210	12,218	9,500	7,600	7,600	7,600	7,600	7,600	.
PROPOSED GOALS	.	.	.	.	.	6,100	8,000	8,000	8,000	8,000

- Out-year goals for 2022-23 to 2025-26 have been slightly increased with consideration of the reduction of total federal aid from a potentially smaller Pell recipient population and the depletion of HEERF funds.

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	41.1	42.9	42.4	41.5	39.6	.	.	.	.	.
APPROVED GOALS	41	41	42	42	40	40	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	40	40	41	42	42

- The out-year goals for 2022 and 2023 have been reduced with consideration of the recent trend of lower FAFSA completers nationwide [1].
- The university will continue efforts to actively recruit and retain Pell eligible students in the coming years but considers that the nationwide population of Pell recipients will likely be reduced based on recent application trends.

[1] Table: FAFSA Completions for All Filers 2009-10 to 2019-20, National College Attainment Network (2021)

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	.	.	63.2	65.8	64.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65.5*	*66*	*66.5*	*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	39,800	38,200	39,500	41,000	41,500	.	.	.	.	.
APPROVED GOALS	39,200	40,300	40,000	41,000	42,000	43,000	44,000	45,000	46,000	.
PROPOSED GOALS	.	.	.	.	.	*43,000*	*44,000*	*45,000*	*46,000*	*46,500*

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	14,880	12,230	9,760	7,690	6,100	.	.	.	.	.
APPROVED GOALS	16,380	15,210	12,218	9,500	7,600	7,600	7,600	7,600	7,600	.
PROPOSED GOALS	.	.	.	.	.	*6,100*	*8,000*	*8,000*	*8,000*	*8,000*

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	27.5	33.9	37.4	47.5	49.8	.	.	.	.	.
APPROVED GOALS	26	30	36.8	39	48	48.5	49	49.5	50	.
PROPOSED GOALS	.	.	.	.	.	*50.0*	*50.5*	*51.0*	*51.5*	*52.0*

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	78.6	80.4	79.2	81.0	78	.	.	.	.	.
APPROVED GOALS	78	84	82.2	80.6	81	81.9	83.2	84.5	85.8	.
PROPOSED GOALS	.	.	.	.	.	*81.9*	*83.2*	*84.5*	*85.8*	*87.1*

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	50.7	49.3	52.2	52.8	58.3	.	.	.	.	.
APPROVED GOALS	51	51	51.8	52.9	53.1	53.3	53.5	53.5	53.5	.
PROPOSED GOALS	.	.	.	.	.	*58.5*	*58.5*	*58.5*	*58.5*	*58.5*

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	41.1	42.9	42.4	41.5	39.6	.	.	.	.	.
APPROVED GOALS	41	41	42	42	40	40	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*41*	*42*	*42*

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	62.4	64.4	65.4	65.7	66.5	.	.	.	.	.
APPROVED GOALS	61	62	62	63	63	63	63	63	63	.
PROPOSED GOALS	.	.	.	.	.	*67*	*67*	*67*	*67*	*67*

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	37.8	39.5	41.8	46.2	48.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	47	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	*48.2*	*49*	*50*	*50*	*50*

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	50.6	51.9	51.1	55.3	55.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	56	57	58	58	58	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*58*	*58*	*59*

10. BOT Choice: 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	46	48	51	54	58	.	.	.	.	.
APPROVED GOALS	35	57	66	53	56	59	62	65	68	.
PROPOSED GOALS	.	.	.	.	.	*59*	*62*	*65*	*68*	*71*

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	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

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	12	16	15	14	.	.	.	.	.
APPROVED GOALS	.	.	.	16	16	16	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

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	4.8	4.7	4.4	4.4	4.3	.	.	.	.	.
APPROVED GOALS	4.8	4.7	4.5	4.4	4.3	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2	4.2

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	75	77	80	81	82	.	.	.	.	.
APPROVED GOALS	74	76	79	80	81.4	82.7	82.7	82.7	82.7	.
PROPOSED GOALS	.	.	.	.	.	82.7	82.7	82.7	82.7	82.7

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	51	51	49	55	54	.	.	.	.	.
APPROVED GOALS	51	50	51.5	54	55.5	56.5	57.5	58.5	58.5	.
PROPOSED GOALS	.	.	.	.	.	*56.5*	*57.5*	*58.5*	*58.5*	*58.5*

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	46	49	55	58	60	.	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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	27	33	37	48	51	.	.	.	.	.
APPROVED GOALS	.	.	.	41	50	51	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	*51*	*51*	*51*	*51*	*51*

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	5,694	5,822	5,786	5,969	5,915	.	.	.	.	.
APPROVED GOALS	5,645	5,722	5,851	5,880	5,910	5,939	5,950	6,000	6,050	.
PROPOSED GOALS	.	.	.	.	.	*5,939*	*5,950*	*6,000*	*6,050*	*6,050*

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	1,688	1,790	1,758	1,856	1,814	.	.	.	.	.
APPROVED GOALS	1,726	1,696	1,847	1,808	1,817	1,826	1,840	1,860	1,880	.
PROPOSED GOALS	.	.	.	.	.	*1,826*	*1,840*	*1,860*	*1,880*	*1,900*

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	47	48	49	50	50	.	.	.	.	.
APPROVED GOALS	47	48	49	50	51	52	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	*52*	*52*	*52*	*52*	*52*

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	26	24	22	21	19	.	.	.	.	.
APPROVED GOALS	25	24	24	25	21	21	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	*21*	*21*	*21*	*21*	*21*

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	32	32	34	35	38	.	.	.	.	.
APPROVED GOALS	32	32	32	32	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	*35*	*35*	*35*	*35*	*35*

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	44	46	47	45	45	.	.	.	.	.
APPROVED GOALS	44	44	46	46	47	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	*47*	*47*	*47*	*47*	*47*

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 - Boca	100	97	92	96	83	*100*	*100*	*100*	*100*	*100*
NURSING - Davie	.	.	.	.	67	*86*	*100*	*100*	*100*	*100*
US Average	90	92	91	90	86	.	.	.	.	.
MEDICINE (2YR)	97	97	95	95	98	*100*	*100*	*100*	*100*	*100*

CROSS-YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
MEDICINE (4Y-CK)	100	98	100	100	100	*100*	*100*	*100*	*100*	*100*
US Average	96	97	98	98	99	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	3	2	2	3	2	3	3	3	3	3
TOTAL	3	3	3	3	3	3	3	3	3	3

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

15. National Academy Memberships

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

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	2	2	2	5	1	.	.	.	.	.
APPROVED GOALS	1	2	0	2	2	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	3	4

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	.	.	.	23	17	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	18	19	20	21	22

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	46	48	51	54	58	.	.	.	.	.
APPROVED GOALS	35	57	66	53	56	59	62	65	68	.
PROPOSED GOALS	.	.	.	.	.	59	62	65	68	71

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	24	26	31	35	39	.	.	.	.	.
APPROVED GOALS	.	.	.	33	35	36	38	40	42	.
PROPOSED GOALS	.	.	.	.	.	43	45	47	49	51

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	1	3	1	5	.	.	.	.	.
APPROVED GOALS	0	1	1	2	2	3	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	4	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	22	2	3	3	3	.	.	.	.	.
APPROVED GOALS	29	23	0	1	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

Note*: The 2016-17 actual and out-year goals exclude IP provisions in sponsored research agreements and IP assignments in this category. After further review of this metric's definition and the AUTM Licensing Survey definitions of "License/ Option Agreement" it was determined that these two types of agreements were not appropriate to include.

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	2	2	3	1	1	.	.	.	.	.
APPROVED GOALS	2	3	1	2	3	4	5	6	6	.
PROPOSED GOALS	.	.	.	.	.	4	5	6	6	6

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.

Percent of Course Sections Offered Via Distance and Hybrid Learning

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	27	30	32	35	89	.	.	.	.	.
APPROVED GOALS	.	.	.	34	36	38	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	38	39	39	40	40

Time to Degree for FTIC's in 120hr Programs

	2016-17	2017-18	2018-19	2019-20	202-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.8	4.7	4.4	4.4	4.3	.	.	.	.	.
APPROVED GOALS	4.8	4.7	4.5	4.4	4.3	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2	4.2

Percent of Undergraduates who Attend Full-time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	66	68	69	66	65	.	.	.	.	.
APPROVED GOALS	.	.	.	.	70	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	66	66.5	67	67.5	68

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	23,766	23,238	23,424	24,379	23,683	.	.	.	.	.
APPROVED GOALS	24,474	24,257	23,887	23,905	25,310	25,484	25,660	25,838	26,017	.
PROPOSED GOALS	.	.	.	.	.	*23,507*	*23,563*	*23,620*	*23,676*	*23,733*

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	4,901	4,868	4,940	5,013	5,064	.	.	.	.	.
APPROVED GOALS	4,901	4,950	4,917	4,989	5,063	5,114	5,165	5,217	5,269	.
PROPOSED GOALS	.	.	.	.	.	*5,115*	*5,166*	*5,217*	*5,270*	*5,322*

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	2,793	3,165	3,284	4,251	3,925	4,000	4,000	4,000	4,000	4,000
FTIC: Returning	8,749	8,681	8,916	9,017	9,378	9,117	9,163	9,209	9,255	9,301
Transfer: FCS w/ AA	7,328	6,856	6,565	6,266	5,873	5,873	5,873	5,873	5,873	5,873
Other Undergraduates	4,012	3,749	3,797	3,844	3,487	3,487	3,487	3,487	3,487	3,487
Post-Baccalaureates	884	787	862	1,001	1,020	1,030	1,041	1,051	1,061	1,072
Subtotal	**23,766**	**23,238**	**23,424**	**24,379**	**23,683**	**23,507**	**23,563**	**23,620**	**23,676**	**23,733**

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	3,756	3,677	3,704	3,738	3,759	3,797	3,835	3,873	3,912	3,951
Research Doctoral	766	781	796	838	898	907	916	925	934	944
Professional Doctoral	379	410	440	437	407	411	415	419	424	428
Subtotal	**4,901**	**4,868**	**4,940**	**5,013**	**5,064**	**5,115**	**5,166**	**5,217**	**5,270**	**5,322**
TOTAL	**28,667**	**28,106**	**28,364**	**29,392**	**28,747**	**28,622**	**28,729**	**28,837**	**28,946**	**29,055**

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	10	12	15	13	12	.	.	.	.	.
APPROVED GOALS	.	.	13	15	13	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	*13*	*13*	*13*	*13*	*13*

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	9,439	9,376	9,785	9,904	10,313	9,861	9,865	9,869	9,873	9,878	9,886
UPPER	11,997	12,063	12,137	12,402	12,838	12,164	12,169	12,174	12,179	12,185	12,195
GRAD 1	2,854	2,917	2,918	2,962	2,996	3,015	3,045	3,076	3,106	3,137	3,200
GRAD 2	541	564	576	615	647	631	637	644	650	657	670
TOTAL	**24,831**	**24,920**	**25,416**	**25,883**	**26,794**	**25,671**	**25,717**	**25,763**	**25,809**	**25,856**	**25,951**

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%)	20	22	24	28	79	44	40	40	40	40
Primarily Dist. (80-99%)	1	1	1	1	0	0	1	1	1	1
Flex	0	0	0	0	11	13	9	7	5	2
Hybrid (50-79%)	5	5	5	5	9	5	5	7	9	12
Classroom (0-49%)	74	72	70	66	0	38	45	45	45	45
GRADUATE										
All Distance (100%)	31	35	37	38	78	55	40	40	40	40
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	8	11	10	10	10	10
Hybrid (50-79%)	5	5	5	5	13	4	5	5	5	5
Classroom (0-49%)	63	61	58	57	1	30	45	45	45	45

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						
BFA Graphic Design	50.0409	GAP	FAMU, UF, USF, UNF	No	105	Fall 2022
BABA General Business	52.0101		FSU, UCF, USF, UWF	No	350	Fall 2022
BA Global Studies	30.2001	Global	FIU, NCF, UCF, UF, UNF	No	65	Fall 2022
BS Biomedical Engineering	14.0501	STEM	FAMU, FGCU, FIU, FSU, UF, USF	No	40	Fall 2022
BPS Professional Studies	30.9999		UF	Yes	200	Fall 2022

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						
BA Human Development & Community Engagement	13.9999		None	No	40	Spring 2023
BS Communication Sciences & Disorders	51.0204	HEALTH	FSU, UCF, UF, USF	No	40	Spring 2023
BSE Secondary Education & Teaching	13.1205		FAMU, FGCU, FSU, UCF, UNF	No	100	Fall 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Marketing	52.1401	GAP	None	No	30	Fall 2023
MED Research Methodology	13.0603		FSU, UF, FIU	No	30	Fall 2023
MS Architecture	04.0902	STEM	FIU	No	30	Fall 2023
MS Urban Design	04.0401	STEM	USF	No	40	Fall 2023
MS Aerospace Engineering	14.0201	STEM	UCF, UF	No	30	Fall 2023

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
MS Engineering & Computer Sci	15.1599	STEM	None	No	30	Fall 2023
MPH Public Health	51.2201	HEALTH	FAMU, FIU, FSU, UF, UNF, USF, UWF	No	30	Fall 2023
MS Financial Technology	30.7104		UCF	No	30	Spring 2024
MS Clinical & Translational Sci	51.4102	HEALTH	None	No	30	Spring 2024
DOCTORAL PROGRAMS						
PhD Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	No	30	Spring 2024

Appendix A
State University System of Florida Statement of Free Expression

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own worldview. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of each of our institutions' academic and research missions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so without fear of being bullied, threatened, or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict unlawful expression, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus Free Expression Act, section 1004.097, Florida Statutes, and the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions while preserving campus order and security.

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).