Item:AS-A4

Tuesday, June 8, 2021

SUBJECT: APPROVAL OF AMENDMENTS TO THE 2021 FAU ACCOUNTABILITY PLAN

PROPOSED Board ACTION

Approval to amend two tables (Percent FTE Enrollment by Method of Instruction and Percent of Undergraduate FTE in Online Courses) from the 2021 FAU Accountability Plan.

BACKGROUND INFORMATION

On April 20, 2021, the FAU Board of Trustees approved the 2021 FAU Accountability Plan. In recent days, the Florida Board of Governors has advised FAU executive leadership of a change in the data definitions for the instructional methods used to calculate enrollment projections for the 2020-2021 academic year. The previous version of the plan relied on pre-pandemic goals to set targets for the current year, but the university has been asked to make adjustments to reflect the impact of COVID-19 on academic operations. The attached proposed changes are technical in nature and do not reflect any change in enrollment strategy or academic plans.

IMPLEMENTATION PLAN/DATE

The Florida Board of Governors (BOG) staff has requested that FAU submit revised BOT-approved goals for enrollment by method of instruction prior to the BOG's June 22, 2021 accountability planning meeting.

FISCAL IMPLICATIONS

N/A

Supporting Documentation:	Proposed amendments to two tables (Percent FTE Enrollment by Method of Instruction and Percent of Undergraduate FTE in Online Courses) from the 2021 FAU Accountability Plan
	Clean revised 2021 FAU Accountability Plan
Presented by:	Dr. Bret Danilowicz, Provost and VP for Academic Affairs
Phone:	561-297-3062

With these technical changes, the Office of the Provost recommends the following amendments:

Percent FTE Enrollment by Method of Instruction (from Page 19)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance(100%)	18	20	22	24	28	26->>78	30	30	30	30
Primarily Dist.(80-99%)	1	1	1	1	1	0	1	1	1	1
Hybrid (50-79%)	4	5	5	5	5	10	5	5	5	5
Classroom*(0-49%)	77	74	72	70	66	64->>12	64	64	64	64
GRADUATE										
All Distance(100%)	29	31	35	37	38	41->>78	40	40	40	40
Primarily Dist.(80-99%)	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	5	5	5	5	5	13	5	5	5	5
Classroom*(0-49%)	66	63	61	58	57	46->>9	55	55	55	55

12. Percent of Undergraduate FTE in Online Courses (from Page 13)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	19	21	23	25	29	.	.	.	.	.
APPROVEDGOALS	19	21	24	25	27	28	30	30	30	.
PROPOSEDGOALS	.	.	.	.	.	28->>78	30->>31	30->>31	30->>31	30->>31

2021
ACCOUNTABILITY PLAN

FLORIDA
ATLANTIC
UNIVERSITY

BOT APPROVED 4/20/2021, REVISED 6/2/2021

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INTRODUCTION

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

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

STRATEGY

Mission Statement

Florida 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 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.

Florida Atlantic University is recognized as a university 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 that is internationally acclaimed 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 is capitalizing on its strategic location, blending student outreach, cutting- edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. 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 universities 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 that represent strategic areas of research, scholarship and instruction, that connect the most talented faculty, staff and students to 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 all 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 eGlobal audience to enable key internal stakeholders to link with external constituency groups.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths
- Student success culture-shift (Year-to-year increases in attempted student credit hours and graduation rates)
- Increased research activity (Total research expenditures increased $23M since 2016)
- Diversity/ inclusiveness (Highest campus diversity index score in State University System by U.S. News and World Report)
- Emerging national rankings

Opportunities
- Scholarly activity
- Community partnerships

Challenges
- Improving student learning/ success rates amidst a global pandemic

Three Key Initiatives & Investments

Student Learning: FAU will modernize the university's academic support structure to incorporate multi-modal support resources and outreach efforts. Students will have increased engagement opportunities through various in-person and remote solutions to enable their success. Academic coaching, tutoring, timely financial support, and other supplemental services are available via the Success Network. Experiential learning opportunities such as academic service-learning offerings and undergraduate research will continue to increase as these high-impact practices augment retention and graduation rates. Over the past academic year, high-impact practice offerings increased by over 25% which produced an increase of student engagement in academic service learning of 32% and interprofessional education and practice of 10%.

Growth in Research and Scholarly Activity: FAU is engaged in meaningful research that affects and supports our community. With particular focus on its Pillars, interdisciplinary research in Sensing, Neuroscience, Health, and Marine & Environmental Sciences assists in developing solutions to regional, national and global challenges. The Pillars are recruiting world-class researcher who have been very successful in securing extramural funding. FAU has indeed doubled its research expenditures in the last five years. The Pillars have strong collaborations with FAU's colleges and external collaborators, including other SUS. The upcoming years will continue on our mission to solve problems by building partnerships, bringing bright new minds together and engage students in the process.

First-Choice University: FAU's commitment to excellence will continue to improve the university's standings in respected national rankings and further establish itself as an institution of choice for National Merit Scholars and talented student-athletes. Academic programs will continue to improve their standings in national program specific rankings as graduation, retention, and employment outcomes for students increase year-to-year. The university will invest in a benchmarking platform and a peer institutional engagement campaign to communicate successes from its classrooms, laboratories, and playing fields and expand the university's footprint on a national scale.

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 nearly doubled its 4-year graduation rate in only five years (up from 25.6% in 2015).

Academic and Curricular Incentives for Timely Graduation
- Jump Start – This program continues to serve as a prime example of a wide-ranging student success intervention at FAU. In summer 2020, the program provided 1,100 students with a comprehensive support system to begin their studies early and ease them into collegiate life.
- Soar-in-4 Scholars – Recently expanded to all colleges, participants agree to finish in 4 years, and in return they receive early registration, guaranteed course availability, and other benefits. There are currently 188 Soar-in-4 Scholars.
- Accelerated 3-year Degree Programs – 283 students (10% of the fall 2017 cohort) will have graduated in three years, which is up 2% 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 only 3 years, this degree program has awarded 381 degrees and has quickly 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 2019-20, Launch scholarships were offered to 794 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 $970,321.
- Intern Owls Network (iON Internships) – 759 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 5% increase in the average credits attempted by FTIC cohorts (from Fall 2015 to Fall 2019). 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 Grant – 1,026 students benefited from this $4.45M progressive grant program that increases in the annual award amount as the student continues to the next year.
- Recruitment Scholarships – 1,690 students received $3.3M (includes new and renewable scholarships), resulting in a diverse class with expectation of full-time enrollments.
- Pathways to Graduate Education Scholarship – 60 students received $2K each to incentivize them to finish theirundergraduate degrees and start their graduate degrees earlier.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS
- Students representing the Leon Charney Diplomacy Program in the Dorothy F. Schmidt College of Arts & Letters received 5 delegation awards at the National Model United Nations annual competition.
- Twenty-five dual enrolled FAU High School students were named semifinalists in the 2020 National Merit Scholarship Competition, representing the largest group of semifinalists in the school's history.

FACULTY ACHIEVEMENTS
- Dr. Borivoje Furht of the College of Engineering and Computer Science was appointed as a member of the prestigious Academia Europaea.
- Dr.'s Oscar Curet and KwangSoo Yang of the College of Engineering and Computer Science were each awarded the National Science Foundation (NSF) Early Career Award.
- Dr.'s Mark Kantorow and Lisa Ann Brennan, of Charles E. Schmidt College of Medicine received a received a $1.73M R01 grant from the National Eye Institute of the National Institutes of Health (NIH) for a novel project titled "Hypoxia Regulation of the Lens" which will focus on identifying the role of hypoxia or lack of oxygen to the cells and tissues in the body, and oxygen on the formation of the eye lens.

PROGRAM ACHIEVEMENTS
- The Christine E. Lynn College of Nursing's Online Graduate Nursing Program was ranked 7th by US News and World Report (USNWR) making it the top ranked program of its kind in the State University System (SUS) and among the best in the nation.
- FAU's College of Engineering and Computer Science launched the state's first Master of Science in with Major in Artificial Intelligence (MSAI) which will prepare students for careers in this emerging field.
- FAU's Executive Education program in the College of Business, ranked No. 1 in both Florida and the U.S. Southeast and also ranked No. 11 nationally and No. 59 globally (up from No. 71 in 2019) in the Financial Times Executive Rankings.

INSTITUTIONAL ACHIEVEMENTS
- FAU received the Carnegie Community Engagement Classification from the Carnegie Foundation in recognition of the university's commitment to community engagement.
- FAU earned the 2020-21 Military Friendly School "Gold Designation which recognized the institution for exceptional success rates for student veterans.
- The Avron B. Fogelman Sports History Museum opened in the recently opened in the Schmidt Family Complex for Academic and Athletic Excellence exhibiting more than 1,200 artifacts that offer visitors an intimate and visual progression of American Sports.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

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

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

- The 2018-19 actual (70.6) fell short of the of last year's approved goal by 1.4%.
- Regional and national job markets have been negatively impacted by economic conditions created by the Covid-19 pandemic, which we hope to counter with reinforced skills development and deeper industry engagement.

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	74.7	78.6	80.4	79.2	81	.	.	.	.	.
APPROVED GOALS	.	.	.	.	80.6	81.9	83.2	84.5	85.8	.
PROPOSED GOALS	.	.	.	.	.	81.0	81.9	83.2	84.5	85.8

- Fall-to-spring retention is an important indicator used to project retention rates for our student's mid-year. After 5 years of consecutive increases in this leading indicator (Fall 2015 – 2019, +3.31%), we experienced a reduction in this rate of 1.33% from the previous year. Over the past year, several incoming students informed us of their intention to transfer before graduation based on various factors related to the pandemic. Out-year goals have been slightly reduced based on these considerations.
- Nevertheless, FAU will seek to mitigate any drop in retention with an all-hands-on-deck outreach campaign (text, email, phone), steering resources (federal grants and institutional dollars) to students financially suffering due to the pandemic and committing to provide returning students with a vibrant traditional campus experience in the fall.

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	41.8	41.1	42.9	42.4	41.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	42.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	40	40	42	42	42

- The fall 2020 and 2021 goals have been slightly reduced with consideration that Pell eligible populations may be more adversely impacted by financial challenges associated with the COVID-19 pandemic. Goals return to previously approved levels in fall 2022 – fall 2024.

PERFORMANCE-BASED FUNDING METRICS

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

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

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

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

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	16,650	14,880	12,230	9,760	7,690	.	.	.	.	.
APPROVED GOALS	.	16,380	15,210	12,218	9,500	9,300	9,100	8,900	8,700	.
PROPOSED GOALS	.	.	.	.	.	7,600	7,600	7,600	7,600	7,600

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

	2012-16	2013-17	2014-28	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	25.6	27.5	33.9	37.4	47.5	.	.	.	.	.
APPROVED GOALS	24	26	30	36.8	39	41.1	43.3	44	45	.
PROPOSED GOALS	.	.	.	.	.	48.0	48.5	49	49.5	50

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	74.7	78.6	80.4	79.2	81.0	.	.	.	.	.
APPROVED GOALS	74	78	84	82.2	80.6	81.9	83.2	84.5	85.8	.
PROPOSED GOALS	.	.	.	.	.	81.0	81.9	83.2	84.5	85.8

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

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

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	41.8	41.1	42.9	42.4	41.5	.	.	.	.	.
APPROVED GOALS	39	41	41	42	42	42	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	40	40	42	42	42

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	59.4	62.4	64.4	65.4	65.7	.	.	.	.	.
APPROVED GOALS	58	61	62	62	63	63	63	63	63	.
PROPOSED GOALS	.	.	.	.	.	63	63	63	63	63

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

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	30.1	37.8	39.5	41.8	46.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	47	48	49	50	50

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	50.8	50.6	51.9	51.1	55.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	56	57	58	58	58

10. BOT Choice: Total Research Expenditures (NSF HERD) ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	31	46	48	51	54	.	.	.	.	.
APPROVED GOALS	23	35	57	66	53	56	59	62	65	.
PROPOSED GOALS	.	.	.	.	.	56	59	62	65	68

KEY PERFORMANCE INDICATORS

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

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

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

2. Freshmen in Top 10% of High School Class

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

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.9	4.8	4.7	4.4	4.4	.	.	.	.	.
APPROVED GOALS	4.9	4.8	4.7	4.5	4.4	4.3	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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	73	75	77	80	81	.	.	.	.	.
APPROVED GOALS	74	74	76	79	80	81	83	81	81	.
PROPOSED GOALS	.	.	.	.	.	81.4	82.7	82.7	82.7	82.7

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	49	51	51	49	55	.	.	.	.	.
APPROVED GOALS	49	51	50	51.5	54	55.5	56.5	57.5	58.5	.
PROPOSED GOALS	.	.	.	.	.	55.5	56.5	57.5	58.5	58.5

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	46	46	49	55	58	.	.	.	.	.
APPROVED GOALS	.	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60	60

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	25	27	33	37	48	.	.	.	.	.
APPROVED GOALS	.	.	.	.	41	43	44	45	47	.
PROPOSED GOALS	.	.	.	.	.	50	51	51	51	51

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5,640	5,694	5,822	5,786	5,969	.	.	.	.	.
APPROVED GOALS	5,625	5,645	5,722	5,851	5,880	5,910	5,939	5,950	6,000	.
PROPOSED GOALS	.	.	.	.	.	5,910	5,939	5,950	6,000	6,050

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1,515	1,688	1,790	1,758	1,856	.	.	.	.	.
APPROVED GOALS	1,618	1,726	1,696	1,847	1,808	1,817	1,826	1,840	1,860	.
PROPOSED GOALS	.	.	.	.	.	1,817	1,826	1,840	1,860	1,880

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	46	47	48	49	50	.	.	.	.	.
APPROVED GOALS	46	47	48	49	50	51	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	51	52	52	52	52

KEY PERFORMANCE INDICATORS (cont.)

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

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	27	26	24	22	21	.	.	.	.	.
APPROVED GOALS	28	25	24	24	25	26	27	27	27	.
PROPOSED GOALS	.	.	.	.	.	*21*	*21*	*21*	*21*	*21*

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	19	21	23	25	29	.	.	.	.	.
APPROVED GOALS	19	21	24	25	27	28	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*78*	*31*	*31*	*31*	*31*

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

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

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	42	44	46	47	45	.	.	.	.	.
APPROVED GOALS	43	44	44	46	46	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)

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	96	100	97	92	96	100	100	100	100	100
US Average	88	90	92	91	90	.	.	.	.	.
MEDICINE (2YR)	97	97	95	95	97	100	100	100	100	100
US Average	96	96	96	97	97	.	.	.	.	.

CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	100	100	98	100	100	100	100	100	100	100
US Average	96	96	97	98	98	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	3	3	2	2	3	3	3	3	3	3
TOTAL	3	3	3	3	3	3	3	3	3	3

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

16. National Academy Memberships

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

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	0	2	2	2	5	.	.	.	.	.
APPROVED GOALS	5	1	2	0	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	2	3	3	3	3

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	31	46	48	51	54	.	.	.	.	.
APPROVED GOALS	23	35	57	66	53	56	59	62	65	.
PROPOSED GOALS	.	.	.	.	.	56	59	62	65	68

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	21	24	26	31	35	.	.	.	.	.
APPROVED GOALS	.	.	.	.	33	35	37	38	40	.
PROPOSED GOALS	.	.	.	.	.	35	36	38	40	42

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

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	1	1	3	1	.	.	.	.	.
APPROVED GOALS	.	0	1	1	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	2	3	3	3	4

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17*	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	23	22	2	3	3	.	.	.	.	.
APPROVED GOALS	13	29	23	0	1	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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3	2	2	3	1	.	.	.	.	.
APPROVED GOALS	2	2	3	1	2	3	4	5	6	.
PROPOSED GOALS	.	.	.	.	.	3	4	5	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 Blended Learning

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	24	27	30	32	35	.	.	.	.	.
APPROVED GOALS	.	.	.	.	34	36	38	.	.	.
PROPOSED GOALS	.	.	.	.	.	36	38	39	40	40

Time to Degree for FTICs in 120hr Programs

	2015-16	2016-17	2017-18	2018-19	2019-30	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.9	4.8	4.7	4.4	4.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	4.4	4.3	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

	2015-16	2016-17	2017-18	2018-19	2019-30	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	65	65	67	69	69	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	70	71	72	73	74

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	24,225	23,766	23,238	23,424	24,379	.	.	.	.	.
APPROVED GOALS	.	24,474	24,257	23,887	23,905	24,174	24,448	24,727	25,010	.
PROPOSED GOALS	.	.	.	.	.	*25,310*	*25,484*	*25,660*	*25,838*	*26,017*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	4,856	4,901	4,868	4,940	5,013	.	.	.	.	.
APPROVED GOALS	.	4,901	4,950	4,917	4,989	5,039	5,090	5,141	5,192	.
PROPOSED GOALS	.	.	.	.	.	*5,063*	*5,114*	*5,165*	*5,217*	*5,269*

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	3,192	2,793	3,165	3,284	4,251	4,000	4,000	4,000	4,000	4,000
FTIC: Returning	8,587	8,750	8,681	8,916	9,016	9,790	9,839	9,888	9,937	9,987
Transfer: FCS w/ AA	7,391	7,175	6,715	6,234	6,266	6,329	6,392	6,456	6,520	6,586
Transfer: Other	4,195	4,167	3,890	4,128	3,844	4,169	4,211	4,253	4,296	4,339
Post-Baccalaureates	860	881	787	862	1,002	1,022	1,042	1,063	1,085	1,106
Subtotal	**24,225**	**23,766**	**23,238**	**23,424**	**24,379**	**25,310**	**25,484**	**25,660**	**25,838**	**26,017**

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	3,728	3,756	3,677	3,704	3,738	3,775	3,813	3,851	3,890	3,929
Research Doctoral	759	766	781	796	838	846	855	863	872	881
Professional Doctoral	369	379	410	440	437	441	446	450	455	459
Subtotal	**4,856**	**4,901**	**4,868**	**4,940**	**5,013**	**5,063**	**5,114**	**5,165**	**5,217**	**5,269**
TOTAL	**29,081**	**28,667**	**28,106**	**28,364**	**29,392**	**30,373**	**30,598**	**30,825**	**31,054**	**31,286**

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

ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	9	10	12	15	13	.	.	.	.	.
APPROVED GOALS	.	.	.	13	15	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	*13*	*13*	*13*	*13*	*13*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	9,432	9,439	9,376	9,785	9,904	10,034	10,165	10,298	10,433	10,570
UPPER	11,876	11,997	12,063	12,137	12,402	12,564	12,729	12,896	13,064	13,235
GRAD 1	2,653	2,854	2,917	2,918	2,962	2,992	3,022	3,052	3,082	3,113
GRAD 2	527	541	564	576	615	621	627	634	640	646
TOTAL	**24,488**	**24,831**	**24,920**	**25,416**	**25,883**	**26,211**	**26,543**	**26,879**	**27,220**	**27,565**

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	18	20	22	24	28	78	30	30	30	30
Primarily Dist. (80-99%)	1	1	1	1	1	0	1	1	1	1
Hybrid (50-79%)	4	5	5	5	5	10	5	5	5	5
Classroom (0-49%)	77	74	72	70	66	12	64	64	64	64
GRADUATE										
All Distance (100%)	29	31	35	37	38	78	40	40	40	40
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	5	5	5	5	5	13	5	5	5	5
Classroom (0-49%)	66	63	61	58	57	9	55	55	55	55

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BA General Business	52.0101		FSU, UCF, USF, UWF	No	350	Fall 2021
BA Global Studies	30.2001	Global	FIU, NCF, UCF, UF, UNF	No	65	Fall 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Business Analytics	26.1501	STEM	FSU	No	50	Fall 2021
DOCTORAL PROGRAMS						
PhD Neuroscience	26.1501	STEM	FSU	No	50	Fall 2021

New Programs for Consideration by Institution in AY 2022-23

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BFA Graphic Design	50.0409	GAP	FAMU, UF, USF, UNF	No	105	Fall 2022
BA Museum, Archives & Public History	54.0204		None	No	40	Fall 2022
BA Human Dvlpmnt & Community Engagement	13.999		None	No	40	Spring 2023
BS Communication Sciences & Disorders	51.0204	HEALTH	FSU, UCF, UF, USF	No	40	Spring 2023
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

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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
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Marketing	52.1401	GAP	FIU, FSU, UF, USF	No	30	Spring 2023
MED Research Methodology	13.0603		FSU, UF	No	30	Fall 2022
MS Architecture	04.0902	STEM	FIU	No	30	Fall 2022
MS Urban Design	04.0401	STEM	USF	No	40	Spring 2023
MS Quantum Computing	11.0199	STEM	UCF	No	30	Spring 2023
MS Aerospace Engineering	14.0201	STEM	UCF, UF	No	30	Spring 2023
MS Engineering & Computer Sci	15.1599	STEM	None	No	30	Spring 2023
MS Engineering Management	15.1501	STEM	UCF, FIU, USF	No	30	Spring 2023
DOCTORAL PROGRAMS						
PhD Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	No	30	Spring 2023

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation
This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

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

PBF-4. Four Year FTIC Graduation Rate
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 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. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students to the university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

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

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

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

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

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

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

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

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 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. Source: State University Database System (SUDS).

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

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

KPI-4: Percent of Bachelor's Degrees Without Excess Hours
This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

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

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

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

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

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

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

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

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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

DEFINITIONS (cont.)

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

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

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

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

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

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

Enrollment Planning (ENRL)

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

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

DEFINITIONS (cont.)

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

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).