2023
ACCOUNTABILITY PLAN

FLORIDA GULF COAST UNIVERSITY

BOG Approved June 22, 2023

Table of Contents

INTRODUCTION **3**

STRATEGY **4**

Mission Statement 4
Statement of Strategy 4
Strengths, Opportunities & Challenges 5
Three Key Initiatives & Investments 5
Graduation Rate Improvement Plan Update 6
Key Achievements for Last Year 7
Performance-Based Funding Goal Adjustments 8

PERFORMANCE-BASED FUNDING METRICS **9**

KEY PERFORMANCE INDICATORS **12**

Teaching & Learning 12
Scholarship, Research & Innovation Metrics 16
Institution Specific Goals 18

ENROLLMENT PLANNING **19**

ACADEMIC PROGRAM COORDINATION **21**

DEFINITIONS **22**

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.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

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

Florida Gulf Coast University Statement of Free Expression

Florida Gulf Coast University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced by faculty, students and staff in all deliberations on its campus. As such, the FGCU Community as well as the Florida Gulf Coast University Board of Trustees shares the commitment of the State University System of Florida and the Florida Board of Governors to civil discourse and endorses their commitment with this Statement of Free Expression: https://www.flbog.edu/wp-content/uploads/2022/01/SPC_09_Civil-Discourse_Final_CE.pdf

Statement of Strategy

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

FGCU's strategy employs four key drivers:

1. Enhance our campus culture of "students first" while engaging in relevant, impactful scholarship and service that benefits our community.
2. Position FGCU to be a national leader in innovative education by offering learner-centered, relevant educational programs, alternative credentials, and Bachelor's, Master's and Doctoral programs that flow from regional workforce needs.
3. Improve organizational efficiency to provide the strongest university outcomes for our students and community.
4. Continuously invest in human and physical capital to position FGCU to meet the needs of Southwest Florida as it grows and diversifies its population, economy and social fabric.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Major capabilities of Florida Gulf Coast University include the following:

- Meeting the unique needs of Southwest Florida's growing workforce through strengthening the talent pipeline to regional industries and expanding credential attainment and career-readiness of students.
- Nationally recognized in developing and awarding micro-credentials/digital badges.
- Offering best-in-class professional programs in nursing, clinical mental health, construction management, teacher education, and resort & hospitality administration.
- Promoting entrepreneurship, small business success, and catalyzing regional economic development

Major opportunities include:

- Leveraging the Water School to provide solutions to grand challenges facing the environment of SW Florida.
- Continued implementation of the Strategic Hiring Plan to enhance faculty expertise in select areas.
- Increasing enrollment and retention of underrepresented and non-traditional students and preparing for Hispanic-Serving Institution and Veteran-friendly campus status.
- Growing graduate programs with regional relevance and impact.
- Reduce time-to-degree by expanding early college programs with high schools and articulation with FCS institutions.

Major challenges include:

- Decreasing student-faculty ratio and average course section size to align with aspirational peer institutions.
- Balancing in-person and online instructional delivery to provide high quality, flexible programs while reducing demands on campus infrastructure.
- Reimagining space utilization to better support students, faculty, research and community engagement.

Three Key Initiatives & Investments

1. Student Success: Recruitment, retention and timely graduation of talented students
   - Executing the comprehensive student success plan (with strategic and sustainable implementation objectives) throughout the university to further improve all student success outcomes.
   - Executing an undergraduate admissions strategy that focuses on increasing applicants and enrollees who view FGCU as their first-choice institution.
   - Serving transfer, stop-out and non-traditional student populations with innovative and intentional programs such as *Destination FGCU*, *FGCU Complete*, and *Return to the Nest* for completion of a degree.
2. Academic and Workforce Alignment: Meeting the Workforce Needs of Southwest Florida and beyond
   - Partnering with industries to identify skills gaps, in-demand and critical positions, developing micro-credentials to enhance career readiness and creating professional development programs.
   - Launching or expanding academic degree programs that meet the workforce needs of our region.
   - Increasing access to academic programs to promote degree completion, upskilling, and reskilling with online and on-demand options, including micro-credentials, digital skill badges, and stackable credentialing models.
3. Applied and Translational Research: Addressing issues critical to Florida
   - Water science and policy, including effects on public health, well-being and economic development will be led by FGCU's Water School and involve all academic units.
   - Regionally relevant issues in data science, success across the lifespan, positive aging, educational performance, health care, environmental quality, business and real estate development are being studied by FGCU faculty.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FGCU's continued focus on student success has led to an improved 4-yr graduation rate of 42.2% for the latest cohort – representing a nearly 20-percentage point increase since 2017. Although we didn't improve as much over last year, we continue to positively increase our performance on this critical metric. Our freshman to sophomore retention rate has remained over 80% for the past four consecutive cohorts for the first time in history, and the average cost to students decreased by 68.5% over the past 5 years.

Academic:

Through the completion of our Student Success Plan, FGCU implemented three critical strategies that will lead to greater improvement in 4-yr graduation rate. These include: 1) comprehensive use of data and coordination across all colleges and schools; 2) focused efforts in lowering DFW rates in gateway courses through the use of course coordinators, academic based pre-semester immersion programs, residential education programing; and 3) greater organizational structure created around academic tutoring and supplemental instruction. FGCU continues to expand undergraduate enrollment in popular, flexible bachelor's degree programs (e.g. Integrated Studies, Entrepreneurship) that demonstrate excellent outcomes in 4-yr graduation rates. Continued implementation of condensed "A" and "B" terms within the Fall and Spring semesters facilitate student persistence and reduces time to degree. Increased Summer Term courses continue to help improve 4-yr graduation rate and persistence through an incentivized tuition revenue sharing model. Lastly, FGCU continues to maximize enrollment in our Honor's College as honors students achieve the greatest 4-yr graduation rate among all students at FGCU – currently at 74%.

Policy:

FGCU continues to optimize its recruitment and admissions strategy to focus on increasing the number of applicants who view FGCU as their preferred choice by using institutional and third-party data to target specific regions of FL and across the US. Undergraduate student admissions practices continue to be optimized where our yield events are more intentional and structured to continue to enroll FGCU students who view us as their first choice. We also continue to implement new undergraduate admissions business processes with respect to improving the number of completed applications, students admitted, and enrollment deposits leading to greater yield for orientation. We completed our first full academic year utilizing AI and chatbot technology to facilitate student financial support, as well as to implement intervention strategies assisting students toward their degree completion. FGCU has completed examining its academic progression policies (e.g. Academic Standing, Grade Forgiveness, Course Withdrawal) and has implemented updates that will continue to minimize and reduce artificial barriers helping students progress more seamlessly towards their degree completion.

Curricular:

First Year Experience Programs continued to implement an extensive portfolio of programs and initiatives with the new FTIC cohort to promote engagement and improve GPA and APR throughout the first year. By the end of the 2021-2022 academic year, over 80% of the Fall 2021 class had actively and meaningfully engaged with the many FYE programs and initiatives, including: Eagles Read – Common Read program; University Transition class (credit-bearing course designed to assist in the transition to college life), EAGLES in 25 (with 65 unique programs, many in collaboration with campus partners), and numerous mentoring initiatives that targeted very specific sub-populations of the cohort.

STRATEGY (cont.)

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

Student:

1. Amy Enberg, an English major, received a Portz Interdisciplinary Research Fellowship, Kea Kamiya, who studies Art and English, won the Portz Scholar Award for the best honors thesis in Arts and Humanities, and Josie Lorea, a Biology major, was given the NCHC Student of the Year Award by the National Collegiate Honors Council.
2. Camilla Garcia (Biochemistry), Kaelyn Julmeus (Biology), and Katherine Patterson (Biology) were awarded a Fulbright Scholarship from the U.S. State Department.
3. Kaylei Kambak, Alexis Scheele, and Brendan Zwiefel took first place in the state level Florida Water Environment Association (FWEA) Student Design Competition for 2022 and represented Florida in the 2022 WEFTEC (National) Student Design Competition.

Faculty:

1. Dr. Michael Baron, Myra and Van Williams Distinguished Professor of Music, and alumna Dr. Priscila Navarro performed to much acclaim a sold-out recital at Carnegie Hall, on March 21, 2022, and their related CD, "French Music for Piano Duo" continues to receive stellar reviews from the international press.
2. Faculty from the Colleges of Arts and Sciences, Health Professions, and Education were awarded a $1M gift from the Golisano Foundation to support FGCU's Community Autism Network.
3. Dr. Erica Molinario, Assistant Professor of Psychology, received a $1M grant from the US Department of Defense under the MINERVA Initiative for the research project "Climate Change Migration: Implications for Homeland Security" (2022-2025).
4. Dr. Ashley Danley-Thomson, Associate Professor of Environmental Engineering, received an American Association for the Advancement of Science (AAAS) Science and Technology Fellowship. She is a Peacekeeping Advisor within the US Department of State, representing the US with United Nations strategies to reduce the negative environmental and social impacts of peacekeeping operations in Sub-Saharan Africa.

Program:

1. The Marieb College of Health & Human Services lauched the Shady Rest Institute on Positive Aging, with a $5 million gift from the Shady Rest Foundation, to serve as a regional hub connecting faculty, staff, students across academic disciplines to support the older adult community in Southwest Florida through education, service, research, and advocacy.
2. The Daveler and Kauanui School of Entrepreneurship is ranked #15 nationally by Princeton Review.
3. In 2022, the FGCU nursing students maintained their #1 ranking among SUS institutions in first-time passage rates of the pre-licensure nursing exam (NCLEX-RN).
4. Stock Development endows the Department of Construction Management – FGCU's first named academic department.

Institutional:

1. FGCU was awarded a $22.9 Million Good Jobs Challenge Grant, the largest grant in FGCU history, from the U.S. Department of Commerce. FGCU, together with regional partners, will develop programs to upskill/reskill the regional workforce and stimulate economic development. FGCU is also working with Arthrex, NeoGenomics, Hertz, Gartner, Chico's, Scotlynn, and other regional businesses to develop innovative educational opportunities to meet the needs of an ever-changing workplace.
2. FGCU Advancement raised an all-time high $33,674,364 during the past academic year and FGCU Foundation awarded a record $6 million in scholarship aid to students.
3. FGCU set new records for grantsmanship in AY22, with $105 million in value of submitted proposals and $26.1 million in value of funded proposals, nearly doubling grant activity in one year.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 5: Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]
A series of targeted interventions were instrumental in achieving the highest Academic Progress Rate for FGCU this year. Despite increasing APR by 6 percentage points since 2017, the adjusted goals realign our trends after enduring COVID and Hurricane Ian, to an achievable growth while continuing our commitment to student success.

Metric 6: Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis
As our growth stabilizes, and degree production steadies, the revised goals reflect a similar trend to our peer SUS institutions, while continuing to exceed full excellence levels above 50% every academic year. The trend also reflects a decline in enrollment of our Communications major (PSE) and larger growth in Integrated Studies and Entrepreneurship (Non-PSE) majors.

Metric 8: Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis
FGCU's graduate enrollment increased 55% in the last three years. The number of MBA students tripled during the same period. Although the MBA program is not PSE, it remains one of the most successful and recognized credentials in our region. As continued growth in the MBA is projected to outpace growth of programs of strategic emphasis, a downward adjustment in goals is reasonable based on current projections while fully committing to achieving the excellence benchmark rate of 60%. FGCU expects to have expanded growth in strategic emphasis programs with the recent addition of the MS in Biology as well as future addition of programs of Computer Science, Coastal Watershed Science and Policy, and FinTech.

Metric 9b: BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]
FGCU's focus on student success and targeted interventions helped increase our Six-year Pell Graduation Rate from 43.6% five years ago to 55.7% this year. The upcoming cohort endured the aftermath of Hurricane Irma in 2017 during their first year and COVID during their senior year impacting this population at a larger scale. FGCU's gap between PELL and Non-PELL graduation outcomes is less than half of our national peers. The new goals realign to our current projections and reflect the attainment gap between our PELL and Non-PELL recipients.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	57.7	63.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*66*	*66*	*67*

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,000	39,000	40,400	40,200	44,200	.	.	.	.	.
APPROVED GOALS	39,000	40,000	40,500	41,000	42,000	42,500	43,000	43,500	44,000	.
PROPOSED GOALS	.	.	.	.	.	*45,000*	*45,500*	*46,000*	*46,500*	*47,000*

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	15,350	11,970	8,750	8,740	4,840	.	.	.	.	.
APPROVED GOALS	18,000	15,000	11,800	8,750	8,700	11,500	11,000	10,500	10,000	.
PROPOSED GOALS	.	.	.	.	.	*9,650*	*9,600*	*9,550*	*9,500*	*9,500*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	15,350	11,970	10,450	10,420	9,650	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*9,650*	*9,600*	*9,550*	*9,500*	*9,500*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	28.8	35.7	41.4	42.1	42.2	.	.	.	.	.
APPROVED GOALS	24	33	40	43	46	48	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*48*	*50*	*51*	*52*	*52*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	72.4	75.2	76.7	76.8	78.0	.	.	.	.	.
APPROVED GOALS	76	77	78	80	82	83	84	85	85	.
PROPOSED GOALS	.	.	.	.	.	*81*	*81*	*82*	*82*	*83*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	53.1	52.3	52.2	55.4	52.8	.	.	.	.	.
APPROVED GOALS	53	53	54	54	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	*53*	*53*	*54*	*54*	*55*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	32.5	32.2	32.5	30.6	31.1	.	.	.	.	.
APPROVED GOALS	31	32	33	34	31	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	*31*	*31*	*31*	*31*	*31*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	64.2	64.4	65.7	64.5	50.5	.	.	.	.	.
APPROVED GOALS	63	64	65	70	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*51*	*52*

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	56.4	58.3	59.2	56.8	57.8	.	.	.	.	.
APPROVED GOALS	.	.	58	60	61	62	63	63	64	.
PROPOSED GOALS	.	.	.	.	.	*62*	*63*	*63*	*64*	*64*

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	43.6	46.6	50.1	51.5	55.7	.	.	.	.	.
APPROVED GOALS	.	.	.	54	57	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*59*	*60*	*61*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	737	871	838	813	944	.	.	.	.	.
APPROVED GOALS	.	740	850	820	860	*900*	*900*	*940*	*950*	.
PROPOSED GOALS	.	.	.	.	.	*960*	*970*	*980*	*990*	*1,000*

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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

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

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.5	4.4	4.2	4.3	4.1	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.2	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	76	79	79	74	81	.	.	.	.	.
APPROVED GOALS	77	78	79	80	81	82	83	83	84	.
PROPOSED GOALS	.	.	.	.	.	*82*	*83*	*83*	*84*	*84*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	47	49	52	56	59	.	.	.	.	.
APPROVED GOALS	50	50	55	57	58	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	*60*	*62*	*64*	*65*	*65*

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	41	43	42	40	40	.	.	.	.	.
APPROVED GOALS	.	.	.	45	43	45	47	49	51	.
PROPOSED GOALS	.	.	.	.	.	*41*	*41*	*42*	*42*	*43*

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	26	33	37	37	38	.	.	.	.	.
APPROVED GOALS	.	.	33	38	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*42*	*43*	*43*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	2,675	3,004	2,930	2,818	2,871	.	.	.	.	.
APPROVED GOALS	2,450	2,725	3,050	3,100	3,100	3,200	3,300	3,400	3,500	.
PROPOSED GOALS	.	.	.	.	.	*2,900*	*2,950*	*3,000*	*3,050*	*3,100*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	321	334	362	451	519	.	.	.	.	.
APPROVED GOALS	350	350	375	400	425	435	450	475	500	.
PROPOSED GOALS	.	.	.	.	.	*600*	*625*	*650*	*675*	*700*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	27	29	28	28	32	.	.	.	.	.
APPROVED GOALS	26	27	30	29	30	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*33*	*34*	*34*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	11	11	11	10	9	.	.	.	.	.
APPROVED GOALS	12	13	14	15	12	12	13	13	14	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*11*	*11*	*12*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	32	33	35	35	35	.	.	.	.	.
APPROVED GOALS	33	35	37	38	36	36	37	37	37	.
PROPOSED GOALS	.	.	.	.	.	*36*	*37*	*37*	*37*	*38*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	38	39	41	42	26	.	.	.	.	.
APPROVED GOALS	40	41	42	43	44	45	46	46	46	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*29*	*29*	*30*

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	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	100	100	98	98	98	*100*	*100*	*100*	*100*	*100*
US Average	92	91	90	86	82	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	94	96	95	98	94	*98*	*100*	*100*	*100*	*100*
US Average	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	2	2	2	2	2	*2*	*2*	*2*	*2*	*2*
TOTAL	2	2	2	2	2	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	2	2	0	1	N/A	.	.	.	.	.
APPROVED GOALS	0	0	2	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	11	32	30	.	.	.	.	.
APPROVED GOALS	.	.	.	.	32	32	33	33	34	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*32*	*34*	*34*

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	5	6	7	8	10	.	.	.	.	.
APPROVED GOALS	9	10	11	12	8	9	9	10	10	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*10*	*10*	*10*

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4	5	6	5	8	.	.	.	.	.
APPROVED GOALS	0	0	10	11	5	6	6	7	7	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*7*	*7*	*8*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	1	.	.	.	.	.
APPROVED GOALS	0	1	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*1*	*1*

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*1*	*1*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Undergraduate Student Publications

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	60	76	42	36	62	.	.	.	.	.
APPROVED GOALS	35	40	45	82	60	62	64	66	68	.
PROPOSED GOALS	.	.	.	.	.	*62*	*64*	*66*	*68*	*69*

Number of Students in Honor Program/College

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,007	1,130	1,199	1,234	1,196	.	.	.	.	.
APPROVED GOALS	1,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	*1,200*	*1,200*	*1,200*	*1,200*	*1,200*

Number of Students Entrepreneurs Starting a Business

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	44	50	67	56	56	.	.	.	.	.
APPROVED GOALS	26	30	34	56	60	65	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	65	70	70	70	70

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	13,624	13,426	13,491	13,855	13,794	.	.	.	.	.
APPROVED GOALS	13,711	13,846	13,670	13,553	13,994	14,133	14,275	14,418	14,562	.
PROPOSED GOALS	.	.	.	.	.	*13,693*	*13,642*	*13,559*	*13,555*	*13,590*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,060	1,150	1,394	1,588	1,780	.	.	.	.	.
APPROVED GOALS	1,024	1,075	1,200	1,390	1,620	1,652	1,685	1,719	1,753	.
PROPOSED GOALS	.	.	.	.	.	*1,949*	*1,970*	*2,032*	*2,061*	*2,114*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	2,936	2,817	2,657	3,135	2,803	*2,800*	*2,800*	*2,800*	*2,800*	*2,800*
FTIC: Returning	6,675	6,588	6,606	6,492	6,733	*6,750*	*6,731*	*6,639*	*6,601*	*6,595*
Transfer: FCS w/ AA	1,703	1,688	1,667	1,607	1,465	*1,230*	*1,094*	*1,052*	*1,065*	*1,098*
Other Undergraduates	2,159	2,197	2,420	2,496	2,672	*2,793*	*2,897*	*2,947*	*2,969*	*2,977*
Post-Baccalaureates	151	136	141	125	121	*120*	*120*	*120*	*120*	*120*
Subtotal	**13,624**	**13,426**	**13,491**	**13,855**	**13,794**	***13,693***	***13,642***	***13,559***	***13,555***	***13,590***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	852	936	1,149	1,322	1,482	*1,648*	*1,666*	*1,719*	*1,741*	*1,788*
Research Doctoral	71	71	75	79	81	*84*	*87*	*90*	*93*	*96*
Professional Doctoral	137	143	170	187	217	*217*	*217*	*223*	*226*	*230*
Subtotal	**1,060**	**1,150**	**1,394**	**1,588**	**1,780**	***1,949***	***1,970***	***2,032***	***2,061***	***2,114***
TOTAL	**14,684**	**14,576**	**14,885**	**15,443**	**15,574**	***15,641***	***15,612***	***15,591***	***15,616***	***15,704***

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	23	24	22	21	21	.	.	.	.	.
APPROVED GOALS	.	24	25	24	23	24	25	26	27	.
PROPOSED GOALS	.	.	.	.	.	*21*	*22*	*22*	*23*	*24*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	5,991	6,099	6,076	6,178	6,283	*6,358*	*6,224*	*6,201*	*6,163*	*6,161*	*6,177*
UPPER	6,128	6,350	6,399	6,500	6,497	*6,420*	*6,460*	*6,436*	*6,397*	*6,395*	*6,411*
GRAD 1	677	701	766	964	1,074	*1,152*	*1,341*	*1,356*	*1,399*	*1,417*	*1,455*
GRAD 2	200	218	221	269	302	*345*	*348*	*352*	*362*	*369*	*377*
TOTAL	**12,996**	**13,368**	**13,462**	**13,910**	**14,156**	***14,275***	***14,373***	***14,345***	***14,321***	***14,342***	***14,420***

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	21	20	21	68	36	*34*	*34*	*35*	*36*	*37*
Primarily Dist. (80-99%)	1	1	0	1	1	*1*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	0	1	0	1	1	*2*	*2*	*2*	*3*	*3*
Classroom (0-49%)	78	79	78	30	62	*63*	*63*	*62*	*60*	*60*
GRADUATE										
All Distance (100%)	30	29	31	67	57	*57*	*58*	*59*	*60*	*61*
Primarily Dist. (80-99%)	0	0	0	1	0	*0*	*0*	*0*	*0*	*0*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	2	2	1	1	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	68	69	67	31	41	*42*	*41*	*40*	*39*	*38*

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 2023-24

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 2022 Accountability Plan list for programs under consideration for 2023-24.

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

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

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						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
Psy.D. in Clinical Psychology	42.2801		None	No	80	4/2025

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) 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 $40,000) somewhere in the United States. This data 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. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. 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: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and 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).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: 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-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 passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. 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: Percent 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 degree-seeking students 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, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. 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 degree-seeking students 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 eight 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 the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. 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 degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: 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. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were 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 degree-seeking students 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 high school 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 research expenditures 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 result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA