BOARD OF TRUSTEES

Academic & Student Affairs Committee

Thursday, April 25, 2024
3:15 PM – 4:15 PM
(Or upon the conclusion of the Finance and Facilities Committee meeting)

Florida Polytechnic University
Virtual via Microsoft Teams

Dial in: 1-863-225-2351 | Access code: 705 067 666#

MEMBERS

Dr. Sidney Theis, Chair	Dr. Dorian Abbot	Dr. Ajeet Kaushik
Lyn Stanfield	Melia Rodriguez	

AGENDA

I.	Call to Order	Dr. Sidney Theis, Chair
II.	Roll Call	Kristen Wharton
III.	Public Comment	Dr. Sidney Theis, Chair
IV.	Approval of the February 7, 2024, Minutes *Action Required*	Dr. Sidney Theis, Chair
V.	2024 Florida Polytechnic University Accountability Plan *Action Required*	Dr. Terry Parker EVP & Provost
VI.	Closing Remarks and Adjournment	Dr. Sidney Theis, Chair

BOARD OF TRUSTEES

Academic & Student Affairs Committee Meeting Minutes

DRAFT MEETING MINUTES

February 7, 2024
8:30 AM – 10:00 AM

Florida Polytechnic University
VIRTUAL VIA MICROSOFT TEAMS

I. Call to Order

Committee Chair David Williams called the Academic and Student Affairs Committee meeting to order at 8:30 a.m.

II. Roll Call

Kristen Wharton called the roll: Committee Chair David Williams, Committee Vice Chair Sidney Theis, Trustee Melia Rodriguez, Trustee Ajeet Kaushik, and Trustee Dorian Abbot, and Trustee Lyn Stanfield were present (Quorum)

Committee members not present: N/A

Other Trustees Present: Board Chair Cliff Otto

Staff Present: President Randy Avent, Provost Terry Parker, Dr. Allen Bottorff, David Fugett, Kathy Bowman, David Blanton, Mike Dieckmann, Kristen Wharton, Melaine Schmiz, Maggie Mariucci, Dr. Kathryn Miller, Dr. Marc Manganaro, Dee Voss, and Kevin Calkins

III. Public Comment

There were no requests received for public comment.

IV. Approval of the November 6, 2023, Minutes

Trustee Melia Rodriguez motioned to approve the Academic and Student Affairs Committee meeting minutes of November 6, 2023. Trustee Sidney Theis seconded the motion; a vote was taken, and the motion passed unanimously.

V. Academic and Student Affairs Work Plan 2022-2024

Committee Chair David Williams reviewed the Academic and Student Affairs Committee Work Plan. There was no discussion on this item.

VI. Provost's Report

Provost Parker began his report by reminding Committee members that at their last meeting, they approved a pre-proposal for an M.S. in Electrical Engineering degree. Performance Based Funding (PBF) is the motivator for making this change in Florida Poly's degree listing. Today, Provost Parker presented the formal proposal to the Board for approval.

A motion was made by Trustee Melia Rodriguez to recommend to the Board of Trustees approval of development of a Master of Science in Electrical and Computer Engineering degree program, CIP code (14.1001), and to give the Board of Trustees Chair authority to approve all non-substantive changes to the proposal that are made to conform to Board of Governors format requirements. Trustee Lyn Stanfield seconded the motion; a vote was taken, and the motion passed unanimously.

Regarding regional accreditation, Provost Parker stated he continues to await a response from the U.S. Department of Education to Florida Poly's formal request to change accrediting agencies. Four programs are up for ABET reaccreditation in 2024. Additionally, Florida Poly seeks initial ABET accreditation for its Environmental Engineering and Data Science degrees. Final submissions are due June 30, with an anticipated site visit in late 2024.

An increased volume in applications and admits for fall 2024 is already evident due to the anticipated August opening of Residence Hall III. Focus is being placed on recruiting fall entry, first time in college (FTIC) students, and admission decisions are being delivered earlier than in prior years. Dee Voss answered Trustee Dorian Abbot's question regarding "average GPA" by sharing that what is shown in the academic profile chart is a weighted GPA, based on students taking advanced placement courses, Cambridge curriculum, and the like. The average varies across the country.

Dr. Kathryn Miller, Vice Provost of Student Affairs, focused her presentation on housing and recreation. She presented historical and current information on housing, which has now operated at or over 100% capacity since August 2021. She also reviewed the cost of attendance, which has increased due to inflation, however, staff are watching this very closely. Miller presented additional facility needs, driven by the students' use of the Student Development Center (SDC) which doubled from AY22 to AY23. Needs include an indoor basketball court, additional field space, and dedicated space for other extracurricular activities. Trustee Abbot asked why a basketball court is a critical need, to which Miller and Trustee Melia Rodriguez replied stating it provides an indoor space for activities in case of rain or elevated outdoor temperatures. Miller showed a visual rendering of the additional facilities.

Provost Parker reported on the University's progress with Performance Based Funding (PBF) metrics. He currently projects a total of 78 points for FY24, which is favorable, however, four metrics remain a challenge to the University. Going forward, staff will focus on improving three of those metrics: Academic Progression Rate (APR), 3-year AA Transfer Graduation Rate, and FTIC Pell APR.

Provost Parker explained the summer start program for FTIC students. These students must show success during their summer courses in order to continue with full-time status in the fall. Initial results show that summer students dramatically out-perform their fall cohort peers. Trustee Abbot asked why the University does not admit any student who wants to take summer classes. Provost Parker responded he is unsure if there would be both a mass of students and success of students. President Avent also replied that the University does not have the resources to admit a large number of students during the summer. He stated the students who are targeted for this program are ones who have shown strong promise in their math classes but may not have done well in ACT/SAT testing. Trustee Abbot suggested an alternative, which allows for a greater number of students to take a remote class during the summer, and if they score well, the University could admit them in the fall. Parker and Avent both stated it is an interesting concept that would require running a pilot program, however, online classes aren't ideal.

Provost Parker concluded his report by stating the ongoing challenge with the inverted demographic of the faculty and marketplace demand. Currently, the University expects to hire a total of 23 new faculty across disciplines.

VII. Closing Remarks and Adjournment

With no further business to discuss the meeting adjourned at 9:35 a.m.

Respectfully submitted:
Kristen J. Wharton
Corporate Secretary

AGENDA ITEM: V.

Florida Polytechnic University

Academic and Student Affairs Committee

Board of Trustees

April 25, 2024

Subject: 2024 Florida Polytechnic University Accountability Plan (BOG Report)

Proposed Committee Action

Recommend approval of the 2024 Florida Polytechnic University Accountability Plan to the Board of Trustees.

Background Information

Pursuant to the Board of Governors Regulation 2.002, the Board of Trustees (BOT) shall prepare a multi-year Accountability Plan for the Board of Governors (BOG). The 2024 Accountability Plan requires BOT approval prior to its submission to the BOG, on May 1st.

The Accountability Plan includes sections on strategy, performance-based funding metrics, key performance indicators, and enrollment planning. The strategy section includes institutional mission statements, statement of strategy, graduation rate improvement plan, key achievements, performance-based goal adjustments, and enrollment management updates. Sections on metrics indicate how the institution performs on metrics and indicators that support the BOG System Strategic Plan with out-year goals. Enrollment planning includes actual and planned enrollment.

Supporting Documentation: 2024 University Accountability Plan

Prepared by: Dr. Terry Parker, Provost and Executive Vice President; Kevin Calkins, Director Institutional Research; Kathryn Miller, Vice Provost Student Affairs

2024

ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

Draft 04-17-2024

Table of Contents

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

Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences.

Statement of Strategy

Florida Poly's strategy continues to be driven by our mission to produce students with quality engineering and applied science degrees that are of high value to Florida and the imperative to grow the student body and therefore our impact on Florida. Our focus on growth with excellence is seeing progress as demonstrated by the fall 2024 enrollment forecast which shows an ~20% increase in student headcount. As we continue to align university growth with excellence, the following areas of focus will be addressed in the coming year.

1. Student Quality and Growth: Ensuring that the right students are brought to campus to maintain quality while focusing on increasing the size of the student body.
2. Faculty Quality and Growth: Emphasizing both the delivery of the curriculum and the student learning outcomes to ensure academic excellence.
3. Academic and Student Services and Programs that Support Excellence: Providing a range of services, from advising to enhancing the residential campus experience, to support student success, foster a strong campus culture and instill a sense of pride in the campus experience.

Student Quality and Growth: Our focus on student quality growth is continuing and is described in the section on enrollment management. At the graduate level we have supported growth in graduate programs with the addition of a 4+1 pathway for Florida poly students to start their graduate program in their senior year.

Faculty Quality and Growth: In addition to continuing to hire faculty aggressively, we have put programs in place to support excellence in instruction. These programs start prior to class start in the fall and extend through both fall and spring semesters. Faculty hiring has produced an increase in the faculty from 69 to 82 from fall 2022 to fall 2023. Our current hiring program is focused on supporting areas critical to freshman success (Mathematics, Chemistry, Physics), new degree programs (Industrial and Civil Engineering), and degree program growth (Computer Science, Electrical and Computer Engineering, and Mechanical Engineering). As the academic mission grows, it will be supported by further campus growth with the construction of the Wendt Engineering building.

Academic and Student Services and Programs that Support Excellence: This effort relies on the residential campus with student services presuming strong and continual on-campus presence by students. There are three elements to this plan that are discussed more fully in the Graduation Rate Improvement plan:

A. Excellence and Achievement in the Freshman Year. Here we continue with a strong focus on the freshman year. For fall 2024, we have reconfigured and will deploy the first course in programing for all students. We will continue with the Freshman Council construct which requires all courses for Freshman to collaborate.
B. Enhanced Degree-plan Advising and Tracking. Advising is critical for all students to assure that they take courses in appropriate order and manage the difficulties associated with constructing a degree program that provides appropriate credit for coursework done elsewhere.
C. Student Culture: Supporting the Whole Student. We continue to support students outside the classroom with access to student support services, academic support services, extracurricular activities, and career development opportunities. The third residence hall will directly support student culture, providing needed access to on-campus living opportunities.

Civil Discourse: The University is committed to ensuring a climate of free expression and civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governor's Civil Discourse Final Report.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The University is committed to creating sustained progress toward ever-improving graduation rates. As evidenced in our 2022-2023 Success Plan, Florida Poly has made improvements in freshman year course progression and support, student culture, and enhanced degree-plan advising and tracking. A stated goal of the student success plan was to put the university on a Performance Based Funding foundation where we achieved a minimum of 70 points using excellence points; we have achieved that this year. While the forecast for four-year graduation rate for 2020-24 is disappointing (37%), the forecast for 2021-25 is exceptionally strong with a current outlook to exceed 50%. Noting that this forecast does not account for student attrition, we are confident enough in the forecast to raise our graduation rate goal to 49%. Our student success plan from a prior year established key areas where we have continued to support graduation rate improvements for our students.

As described in the enrollment management section, we have put a poor performing entry path to undergraduate degrees on "pause", are expanding /improving our summer start program, and completely reconfiguring our initial math placement methodology.

Elements from prior years are listed below along with a new effort in student data analysis:

A. Excellence and Achievement in the Freshman Year: Here we continue with a strong focus on the freshman year. For fall 2024, we have reconfigured and will deploy the first course in programing for all students. We will continue with the Freshman Council construct which requires all courses for Freshman to collaborate.
B. Enhanced Degree-plan Advising and Tracking. Advising is critical for all students to assure that they take courses in appropriate order and manage the difficulties associated with constructing a degree program that provides appropriate credit for coursework done elsewhere. We have implemented a cutting-edge advising system that provides point-in-time to degree-completion planning for students. This system is enhancing the efforts of our new student success center.
C. Student Culture: Supporting the Whole Student: We continue to support students outside the classroom with access to student support services, academic support services, extracurricular activities, career development opportunities. The third residence hall will directly support student culture, providing needed access to on-campus living opportunities.
D. Peer Learning Support: Florida Poly supports the whole student with peer learning support for academic subjects with a focus on the freshman year. For the 2023-24 academic year, we have expanded this program to include key sophomore courses and we will continue to expand this program so that robust academic support is provided to students.
E. Data Analysis and student cohort tracking: in the current year we have improved our access to student performance data and are actively using it to inform decisions. This is the basis for the new math placement and the expansion of the summer start program.

STRATEGY (cont.)

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

Students

- A group of seniors within their capstone project helped to improve the respiratory health of pediatric patients by making the use of a basic medical device more fun and engaging in a dynamic video game.
- Andrew Sheha, an electrical engineering major, recently completed the training program of a lifetime. The sophomore traveled to New York City as one of a handful of select participants for the highly competitive and prestigious Jane Street IN FOCUS finance program.
- A team of capstone students developed an innovative autonomous navigation system for a marsupial rover sponsored by the Florida Space Institute to assist in road development on the moon and other planets, specifically focusing on pre-road construction.
- A 30-member team of interdisciplinary students designed and built a solar racecar from scratch. Their goal is to enter their sleek and efficient new vehicle in the annual Formula Sun Grand Prix.

Faculty

- Three professors with advanced research in fields of nanotechnology, rare earth element recovery, and electrical/computer engineering have been named to a prestigious list of the world's top 2% of scientists.
- Dr. Alejandro Rolán, a Fulbright Scholar and professor from the Polytechnic University of Catalonia in Spain, joined Florida Poly for several months to work on innovative research aimed at revolutionizing wind turbine sensor technology.
- For the fifth consecutive year, President Avent was recognized for his exceptional leadership by Florida Trend. He also received the very prestigious Fulbright award, given to only one American scholar to pursue impactful research between the European Union and the U.S.
- Sanna Siddiqui, Assistant Professor of Mechanical Engineering received an NSF Career Award.

Institution

- Florida Poly was ranked as a Top 20 public engineering program without a PhD nationwide by U.S. News and World Report. The University was also ranked the No. 1 public college in the Southeast Region for the third consecutive year.
- Construction began on a third student residential building.
- Florida Poly revealed the modern design and functionality of the new Gary C. Wendt Engineering Building, a 40,000-square-foot academic facility that will begin spring 2024.
- Florida Poly average SAT scores are among are highest in the state. Students accepted to the University have the second-best SAT scores among public universities in the state, according to an analysis of federal data published recently by the Palm Beach Post.
- Florida Polytechnic University graduates begin their careers or graduate studies with the least amount of debt of any university in the state, according to analysis comparing the average debt of college students across Florida.

Programs

- Florida Poly was ranked the No. 1 most affordable cybersecurity bachelor's degree program in the country for 2024 by the online resource Cybersecurity Guide.
- Florida Poly implemented new enhancements to its graduate program aiming to attract the brightest STEM graduate school candidates in the state. The updated program increases the graduate assistantship stipend amount for thesis-track students from $2,400 to $4,000 per semester.
- Florida Poly has grown its relationships with nations around the world through the international Fulbright program since it opened its doors 10 years ago.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

PBF 1 (% of B.S. Graduates Enrolled or Employed): Our performance in the past year has been strong and we are raising this goal from 76.5% to 83%.

PBF 2 (Median Wages of B.S. Graduates Employed Full-time): As with PBF 1, our performance has been strong and we are raising our goal from $54,800 to $65,000.

PBF 3 (Average Cost to the Student): We continue to offer a very strong aid package to many students and have adjusted these goals to reflect this reality. There are some residual federal emergency funds in the 2023-24 year, we expect no emergency funds in 2024-25.

PBF 4 (4-year Graduation Rate): For the 2020-24 time-period this was the first fall with COVID, we know that the APR for this time period was approximately 10 percentage points lower than normal. This has propagated through the system and we expect a lower than normal graduation rate of ~37% (and have adjusted the goal from 41% to 37%). However, our forecast for graduation rate for 2021-25 is greater than 50% which we attribute to our advising program. We are cautiously raising our out-year goals from 45% to 49% for all years following the 2020-24 time period, with the hope that we will exceed that goal in 2021-25.

PBF 5 (Academic Progress Rate): This is a difficult metric for the campus because of the math, science and beginning engineering requirements of the freshman year. Our forecast for 2023-24 is that it will be approximately the same as it was for 2022-23 and the adjustment in goal from 83% to 73% reflects this reality. Data analysis over the past multiple months has identified placement into Calculus I as too aggressive with this placement correlating with poor student success. As noted in the enrollment management section, we are completely reconfiguring our math placement system and expect to see a strong gain in 2024-25 based on this change. The goal adjustments for 2024-25 and beyond reflect our expected improvements in student progression on the basis of improved math placement and other freshman year efforts with this goal climbing to 83% for 2026-27.
PBF 7. University Access Rate: We have seen a slight decline in the number of Pell students on campus and we have adjusted the rate down from 32.0 top 31.5%.

PBF 9a (FCS AA 3-year grad rate): We are forecasting this rate to be approximately 24% this year and we have changed the goal from 30% to 24% to reflect this with a 1 % point per year increase thereafter.

PBF 9b (FCS AA 3-year grad rate) and KPI 5 (6-year grad rate). Our projections indicate that this rate will be approximately 67% and we have adjusted this goal from 81% to 67% for the 2018-2024 time period. For the out years, we have adjusted this goal to improve at 3% points per year up to a 73% rate.

STRATEGY (cont.)

Enrollment Management

Our strategy in enrollment focuses on growth with quality and relies on improvements in two key areas: Admissions and Student Retention.

Admissions:

To support student quality and growth in the student body we have changed leadership in the admissions function, increased and improved marketing to students in high school starting with their freshman year, shifted and aligned our messaging to students to focus on our degrees, improved our website to showcase our degrees, reconfigured our admission evaluation process, and redone nearly all ongoing communication to potential incoming students. This has created a greater than 40% increase in both applications and admitted students. We will continue this effort in the coming year.

For freshmen students there are three entries to the university: summer-start, fall-start, and the coding for data analytics certificate program. Improved analytics this year have led us to the following actions:

- The certificate program is formally paused for the fall semester of 2024. Students in this program have not been progressing through the certificate and then to full degree seeking status at a robust rate with student difficulties in this cohort contributing disproportionately to the "DFW rate" in the courses that they take. This in turn challenges performance across the student body.
- The summer start program includes students with lower admissions metrics, but the overall program (which requires a student to earn a "C" or better in their first course in the summer) has the cohort performing better than their fall counterparts in terms of academic progression rates. We are expanding this program and improving it. The improvement moves from a fully remote summer start to a hybrid program where the students come to campus two weeks before the end of summer session.
- Since the fall of 2021 we have been using student entrance metrics to "place" students in their first semester courses with the intent to produce strong success and degree progression. This produced strong results for the 2021-22 APR (64.2% in the prior year to 75.3%) but the gains have stalled with APR levels in the low to mid 70's in percent at the current time. We have identified the first math class placement as the primary reason for this difficulty and have completely reconfigured our math placement system in response to this difficulty. Our expectation is that the new math placement will foster an improvement in academic progression rates. The math placement produces an initial placement on the basis of student entrance metrics, requires all students to take an entrance math exam when they first arrive to campus, adjusts math placement based on the exam, and then provides the opportunity for students to challenge their placement with a second exam.

Student Retention:

To support students in the past year we have focused on expanding our "peer learning program" into sophomore classes; this program uses students to help students learn the material in their courses as opposed to providing "tutoring" which simply provides homework answers. We have also reconfigured student advising so that students get timely, accurate, and appropriate guidance. With the acquisition of a residence hall, we now offer peer learning in the residence hall; this type of activity will accelerate in the coming year with the opening of our new residence hall. In addition, we have added extracurricular programs in music and two "big-build" competitions (solar car and lunabotics) as a way of supporting student activity on the residential campus. We will continue to expand and add to all of these activities in the coming year.

We are forecasting student body growth in the fall of 2024 of 21% with this growth supported by items noted above as well as a new residence hall.

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	75.0	75.6	85.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	76.0	76.5	77.0	77.0	77.5	.
PROPOSED GOALS	.	.	.	.	.	*83*	*83*	*83*	*83*	*83*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	54,800	56,300	54,400	54,800	68,000	.	.	.	.	.
APPROVED GOALS	40,700	45,000	54,000	54,500	54,800	54,800	55,000	55,500	55,500	.
PROPOSED GOALS	.	.	.	.	.	*65,000*	*65,000*	*65,000*	*65,000*	*65,000*

PBF Metric #3 Note: Beginning 2020-21, 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 2024.

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	-5,790	-7,540	-12,160	-13,610	-11,110		.	.	.	.
APPROVED GOALS	12,000	2,000	2,000	3,000	-8,000	-7,000	-6,500	-6,000	-5,500	.
PROPOSED GOALS	.	.	.	.	.	-9500	-7000	.	.	.

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	-5,790	-7,070	-9,100	-9,370	-9,810		.	.	.	.
APPROVED GOALS	.	.	.	.	-8,000	-7,000	-6,500	-6,000	-5,500	.
PROPOSED GOALS	.	.	.	.	.	-9,000	-7000	-6500	-6000	-5500

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	39.5	34.3	38.2	41.0	41.2	.	.	.	.	.
APPROVED GOALS	37.0	38.0	41.0	43.0	40.0	41.0	45.0	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	37	49	49	49	49

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	65.4	76.6	64.2	75.3	73.6	.	.	.	.	.
APPROVED GOALS	76.0	77.0	66.0	75.0	82.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	73	*77*	*80*	*83*	*83*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	29.5	33.8	33.1	34.9	35.3	.	.	.	.	.
APPROVED GOALS	28.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	.
PROPOSED GOALS	.	.	.	.	.	31.5	*31.5*	31.5	31.5	31.5

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	.	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	21.7	30.9	31.0	27.8	25.0	.	.	.	.	.
APPROVED GOALS	.	16.0	18.0	25.0	30.0	30.0	30.0	30.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27	28

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]

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	67.7	87.8	66.0	74.5	79.4	.	.	.	.	.
APPROVED GOALS	.	.	66.0	75.0	80.0	81.0	81.0	81.0	81.0	.
PROPOSED GOALS	.	.	.	.	.	67	70	73	73	*73*

10. BOT Choice: Percent of Bachelor's Graduates with 2+ Workforce Experiences

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	73.2	84.6	78.1	98.6	99.5	.	.	.	.	.
APPROVED GOALS	.	75.0	84.0	84.0	96.0	96.0	96.0	96.0	96.0	.
PROPOSED GOALS	.	.	.	.	.	96	96	96	96	*96*

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]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
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: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	25	32	33	31	35	.	.	.	.	.
APPROVED GOALS	22	22	30	32	32	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	*33*	33	33	33	33

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3.8	4.0	4.1	3.9	4.1	.	.	.	.	.
APPROVED GOALS	4.7	4.5	4.4	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	89	82	82	85	83	.	.	.	.	.
APPROVED GOALS	70	75	80	82	82	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	85	85	85	85	85

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]

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	.	50	56	47	53	.	.	.	.	.
APPROVED GOALS	.	51	56	49	56	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	*55*	55	55	60	60

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	6	4	4	0	0	.	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	6	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	.	48	31	35	48	.	.	.	.	.
APPROVED GOALS	.	.	33	34	40	40	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	42

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	239	293	256	217	214	.	.	.	.	.
APPROVED GOALS	250	320	251	250	220	240	320	360	360	.
PROPOSED GOALS	.	.	.	.	.	250	330	370	380	400

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8	15	18	34	36	.	.	.	.	.
APPROVED GOALS	14	18	26	32	40	40	45	50	55	.
PROPOSED GOALS	.	.	.	.	.	40	45	50	55	60

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	22	25	25	27	29	.	.	.	.	.
APPROVED GOALS	25	25	25	28	24	28	28	28	28	.
PROPOSED GOALS	.	.	.	.	.	28	28	28	*28*	28

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	6	6	6	5	5	.	.	.	.	.
APPROVED GOALS	7	7	7	7	6	6	6	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	7	5

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	50	18	23	37	.	.	.	.	.
APPROVED GOALS	.	.	.	25	25	26	27	27	28	.
PROPOSED GOALS	.	.	.	.	.	30	30	*30*	30	30

17. Total Research Expenditures ($Thousands)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	2,006	1,091	1,269	1,725	2,260	.	.	.	.	.
APPROVED GOALS	1,300	751	1,013	1,300	1,900	1,900	2,100	2,150	2,200	.
PROPOSED GOALS	.	.	.	.	.	1,900	2,100	2,150	2,200	2,700

18. Research Expenditures from External Sources ($Thousands)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	348	323	572	993	1,396	.	.	.	.	.
APPROVED GOALS	.	304	483	725	900	1000	1,200	1,200	1,250	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,300	1,300	1,400	1,500

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	1	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	2	1	1	1

20. Number of Licenses/Options Executed Annually

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

21. Number of Start-up Companies Created

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

ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	1,267	1,294	1,335	1,428	1,496	.	.	.	.	.
APPROVED GOALS	1,283	1,300	1,390	1,447	1,502	1,802	2,005	2,226	2,452	.
PROPOSED GOALS	.	.	.	.	.	*1796*	*1,946*	2,110	2,293	2,382
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	48	72	81	62	48	.	.	.	.	.
APPROVED GOALS	51	59	67	73	70	120	140	140	140	.
PROPOSED GOALS	.	.	.	.	.	*77*	*96*	*112*	*124*	*158*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	277	319	399	361	343	585	585	618	636	655
FTIC: Returning	765	735	699	739	790	809	980	1131	1296	1377
Transfer: FCS w/ AA	124	138	131	122	116	109	132	143	156	157
Other Undergraduates	89	88	95	197	237	281	236	204	190	179
Post-Baccalaureates	12	14	11	9	10	12	13	14	15	15
Subtotal	**1,267**	**1,294**	**1,335**	**1,428**	**1,496**	1796	1,946	2,110	2,293	2,382
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	48	72	81	62	48	77	96	112	124	158
Research Doctoral	0	0	0	0	0	xx	xx	xx	xx	xx
Professional Doctoral	0	0	0	0	0	xx	xx	xx	xx	xx
Subtotal	**48**	**72**	**81**	**62**	**48**	**77**	**96**	**112**	**124**	**158**
TOTAL	**1,315**	**1,366**	**1,416**	**1,490**	**1,544**	**1873**	**2042**	**2222**	**2417**	**2540**

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.

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	4	4	5	7	7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*9*	*10*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	32	27	30	28	37	.	.	.	.	.
APPROVED GOALS	34	32	32	33	34	36	38	38	38	.
PROPOSED GOALS	.	.	.	.	.	*36*	*37*	*38*	*38*	*38*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	654	586	616	793	779	733	928	974	1,068	1,170	1,282
UPPER	612	585	580	521	573	676	678	802	880	964	1,057
GRAD 1	20	35	47	47	40	40	62	52	56	62	68
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**1,286**	**1,206**	**1,243**	**1,361**	**1,392**	**1,449**	**1,668**	**1,828**	**2,004**	**2,196**	**2,407**

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	0	0	21	4	1	1	2	3	3	4	4
Primarily Dist. (80-99%)	0	0	0	1	0	0	0	0	1	1	1
Flex	0	0	54	0	0	2	3	3	3	3	3
Hybrid (50-79%)	0	0	0	1	2	0	0	0	1	1	1
Classroom (0-49%)	100	100	25	94	97	97	95	94	92	91	91
GRADUATE											
All Distance (100%)	0	0	11	2	5	5	6	8	9	9	9
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	53	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	100	100	36	98	95	95	94	92	91	91	91

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. 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.

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 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 Wall Street Journal/College Pulse.

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 Annual 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.

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)". System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. 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.

PRE-L: Total Annual 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.

DEFINITIONS (cont.)

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 Wall Street Journal/College Pulse.

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.

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).

DEFINITIONS (cont.)

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).

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.

DEFINITIONS (cont.)

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.

KPI-16: 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-17: 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-18: 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-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

KPI-20: 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-21: 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).

ENRL-5: Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA