2024

ACCOUNTABILITY PLAN

FLORIDA ATLANTIC UNIVERSITY

BOG Approved June 28, 2024

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INTRODUCTION

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

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

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

Please note: FAU strongly endorses the Florida Board of Governors State University System Free Expression Statement and expects open-minded and tolerant civil discourse amongst all university stakeholders.

Statement of Strategy

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

FAU is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University capitalizes on its strategic location, to address some of humanity's most challenging problems, addressing issues that impact Florida, our nation and beyond. By blending student outreach, cutting-edge research, and partnerships with its community, Florida Atlantic embodies an innovative model where traditional equity gaps vanish and not only does everyone succeed, but scholarship and research thrive.

The University executes its Strategic Plan for the Race to Excellence, 2015-2025 through recruitment and retention of talented faculty and students, investment in focused research areas, and enhanced efficiencies.

Strategies include:

1. Advance open discourse and robust exchanges of varying ideas/perspectives.
2. Align academic programs to the overall goals of the SUS to address economic and workforce needs.
3. Invest in Pillars and Platforms – strategic areas of research, scholarship, and instruction.
4. Partner with local stakeholders and enhance facilities.
5. Design a resilient, lean organization.
6. "Budget to the plan" and pursue new revenue streams to make FAU success-driven.
7. Communicate our remarkable success stories.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FAU's 2025 Strategic Plan catalyzed a commitment to student learning and timely graduation. This plan implemented nationally recognized best practices and innovative strategic actions. Now recognized as a national leader in degree completion, FAU increased the FTIC 4-year graduation rate 30% points since 2014.

Academic and Curricular Incentives for Timely Graduation

- Jump Start – This program gives first time-in-college freshman the opportunity to access key university academic support resources and network with peers in the summer prior to their first fall term. In summer 2023, 979 students participated and got a jump start on their undergraduate endeavors.
- Soar-in-4 Scholars – This timely graduation incentive program provides participants with priority course registration, guaranteed course availability, and other benefits. There were 92 Soar-in-4 Scholars still progressing toward their degree and 90 Soar-in-4 Scholars who graduated in the 2022-23 AY.
- Accelerated 3-Year Degree Programs - 402 first time-in-college students (14% of the fall 2020 cohort) will have graduated in three years, which is up 1% from the previous year. In addition to launching accelerated programs, FAU is also committed to developing nimble curricula whenever feasible.
- Bachelor of Arts in Health Science - In 6 years, this degree program has awarded 1,028 degrees and has become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

Financial Incentives

- Launch Scholarship - In 2022-23, Launch scholarships were offered to 1,839 students who were incentivized to enroll in an extra course to help them stay on track towards timely graduation. The total amount awarded to students was $1.5M.
- On-campus internships - 1,318 students participated in on-campus internships, which is a 56% increase from the previous year, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

Policy and Disincentives for Untimely Graduation

- Timely Graduation Policy – Changes in this policy resulted in a 2.7% increase in the average credits attempted by FTIC cohorts (from Fall 2017 to Fall 2022). Students are taking more credit hours – and more students are maintaining full- time course loads throughout their entire four years.
- Supporting Lower-Level Mathematics Courses - FAU has revamped math placement processes and provides free drop-in group tutoring online or in-person at the university's Math Learning Center.

Proactive Financial Aid Program

- FAU Academic Achievement Grant – 1,447 students benefited from this $3.66M grant program that renews each year if students complete a minimum of 30 credits per year.
- Recruitment Scholarships – 5,135 students received these renewable awards which have expectations for full-time enrollment in the fall and spring terms.
- Pathways to Graduate Education Scholarship - These scholarships incentivize students to finish their undergraduate degrees and start their graduate degrees at FAU earlier. In 2022-23, 41 students received $1,000 and 6 students received $2,000 totaling $54,400 total funds awarded.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

- David Baldwin, undergraduate in the Harriet L. Wilkes Honors College, and Michael Green, undergraduate in the Charles E. Schmidt College of Science, were named 2023 Goldwater Scholars which is the most prestigious national research fellowship for undergraduate students.
- Natalia Jaworski and Clark Morgan, both graduate students in the Charles E. Schmidt College of Science, were awarded the prestigious Guy Harvey Scholarship for marine science research on predator-prey relationships.
- Mackenzie Mannarino, undergraduate in the College for Engineering & Computer Science, was awarded the Sharon D. Banks Memorial Scholarship by the South Florida Women's Transportation Seminar (WTS) Chapter.

FACULTY ACHIEVEMENTS

- Dr. Hari Kalva, of the College of Engineering and Computer Science, was elected to the rank of National Academy Inventors®(NAI) Fellows for his research and innovation in the field off video compression and communication.
- Dr. Randy Blakely, of the Stiles-Nicholson Brain Institute, received the 2022 Society for Neuroscience Educator Award.
- Dr. Andia Chaves Fonnegra, of the Harriet L. Wilkes Honors College and Harbor Branch Oceanographic Institute, received the National Science Foundation (NSF) Early Career (CAREER) award.

PROGRAM ACHIEVEMENTS

- Received a $26 million National Science Foundation (NSF) grant to establish a groundbreaking Engineering Research Center (ERC) to advance streetscape technologies. The ERC is in partnership with Columbia University, Rutgers University, the University of Central Florida and Lehman College.
- The FAU Stiles-Nicholson Brain Institute launched on the Jupiter campus. The 58,000 square foot facility is a collaborative hub for the study and amelioration of brain and behavioral disorders.
- The Florida Small Business Center (SBDC) at Florida Atlantic received the prestigious NASBITE International 2023 Program Excellence Award for helping develop and promote international trade.

INSTITUTIONAL ACHIEVEMENTS

- Awarded the 2022 Degree Completion Award by the Association of Public Land-grant Universities (APLU).
- Awarded the 2022 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity Magazine*.
- For the 12th consecutive year, earned the Military Friendly® School "Category: Tier 2 Research Institution," designation.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Florida Atlantic is not proposing any PBF goal adjustments in the 2024 Accountability Plan.

STRATEGY (cont.)

Enrollment Management

Florida Atlantic University has long been laser-focused on efforts to "get better not bigger." The university formally established this approach in A Strategic Plan for the Race to Excellence, 2015-2025, which listed first among its goals the intention to build the characteristic of "boldness," defined in the plan as "a uniquely competitive and globalized student body." The plan articulates how Florida Atlantic will accomplish the following actions: "develop and implement a comprehensive enrollment management strategy," as well as "recruit and retain nationally competitive students." The overarching theme of the university's enrollment management strategy has been to build a national brand that attracts the highest caliber of undergraduate and graduate students from out of the South Florida region and from beyond the state. As a result of this strategy, a higher proportion of the student body now comes from outside of Florida, and the University has rapidly ascended multiple rankings in its ambition to become a Top 100 public university.

The university is now setting the stage for a new strategic plan. The enrollment management strategy will continue to rely on targeted enrollments – but it will come with an emerging focus on growth. At the undergraduate level, any underlying growth will be built on the foundation of student success and sustained enrollments. At the graduate level, the university will leverage international partnerships and increased demand for programs that fill critical workforce demands.

In terms of a strategy for undergraduate enrollment management, Florida Atlantic plans to build on the following three key areas: 1) increased undergraduate retention and progression towards timely graduation, with enrollment growth occurring as a factor of additional continuing students at the sophomore, junior, and senior levels; 2) increased transfer enrollments through targeted articulation agreements with state college partners, enhanced evaluation of transfer credits and streamlined onboarding, exploration of new out-of-state transfer partnerships, and the introduction of attractive flexible curricula such as the general business degree; and 3) increased adult education enrollments through the re-recruitment of FAU's own stop-out students using vehicles such as the professional studies program, which is designed to deliver workforce skills and to individuals who have some college credits but did not complete their degrees.

Regarding the strategy for graduate enrollment management, the university will build on recent successes of its partnership with Study Group, a leading provider of international services. The first cohort of these international recruits started in Fall 2022, and Florida Atlantic has already added 1,000 graduate students in areas such as such as computer science, business analytics, engineering, and related technology fields. FAU's pending ascension to R1 status will also be accompanied by growth in funded doctoral assistantships, primarily in STEM and health fields.

A key component of FAU's enrollment management strategy will be ensuring adequate infrastructure is in place, including from a facilities and human resources planning lens. To that end, the university aspires to expand on-campus housing launching in Fall 2026, pending appropriate review and approvals, and is assessing other campus operations. At the same time, Florida Atlantic is also conducting additional analyses to ensure it has adequate numbers of instructors (current estimates include a need to net 145 new faculty members to maintain current ratio and continue to improve student success outcomes), academic advisors (current estimates include a need to net 20 additional staff members plus enhancements to the current career ladder for advising), and other support services to sustain this strategic growth plan.

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	.	.	64.8	69.0	71.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	70.0	70.5	71.0	71.5	72.0	.
PROPOSED GOALS	.	.	.	.	.	*71.5*	*72.0*	*72.5*	*73.0*	*73.5*

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	39,500	41,000	41,500	45,300	49,500	.	.	.	.	.
APPROVED GOALS	40,000	41,000	42,000	43,000	45,500	46,500	47,500	48,500	49,000	.
PROPOSED GOALS	.	.	.	.	.	*46,500*	*47,500*	*48,500*	*49,000*	*50,000*

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	9,770	7,690	6,100	1,680	5,920	.	.	.	.	.
APPROVED GOALS	12,218	9,500	7,600	6,100	8,000	8,000	8,000	8,000	8,000	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

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	9,770	8,820	8,620	7,650	5,920	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7,650	7,650	7,650	7,650	7,650	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

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	37.4	47.5	49.8	49.4	50.3	.	.	.	.	.
APPROVED GOALS	36.8	39.0	48.0	50.0	51.0	51.5	52.0	52.5	53.0	.
PROPOSED GOALS	.	.	.	.	.	*51.5*	*52.0*	*52.5*	*53.0*	*53.5*

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	79.2	81.0	78.0	77.7	81.9	.	.	.	.	.
APPROVED GOALS	82.2	80.6	81.0	81.9	81.9	83.2	84.5	85.0	85.0	.
PROPOSED GOALS	.	.	.	.	.	*83.2*	*84.5*	*85.0*	*85.5*	*86.0*

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	52.2	52.8	58.3	61.3	61.3	.	.	.	.	.
APPROVED GOALS	51.8	52.9	53.1	58.5	58.5	58.5	58.5	58.5	58.5	.
PROPOSED GOALS	.	.	.	.	.	*58.5*	*38.0*	*38.5*	*39.0*	*39.5*

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	42.4	41.5	39.6	38.7	38.0	.	.	.	.	.
APPROVED GOALS	42.0	42.0	40.0	40.0	40.0	41.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	*41.0*	*42.0*	*42.0*	*42.0*	*42.0*

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	65.4	65.7	66.5	67.5	66.0	.	.	.	.	.
APPROVED GOALS	62.0	63.0	63.0	67.0	67.0	67.0	67.0	67.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	*67.0*	*47.0*	*47.5*	*48.0*	*48.5*

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	55.0	57.8	60.4	60.0	58.9	.	.	.	.	.
APPROVED GOALS	.	56.0	57.0	60.0	61.0	61.0	62.0	62.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	*61.0*	*62.0*	*62.0*	*63.0*	*63.0*

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	51.1	55.3	55.9	61.4	65.6	.	.	.	.	.
APPROVED GOALS	.	.	56.0	57.0	62.0	62.0	62.0	62.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	*66.0*	*66.0*	*66.0*	*66.0*	*66.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	51.1	54.0	58.4	61.7	77.6	.	.	.	.	.
APPROVED GOALS	66.0	53.0	56.0	59.0	65.0	68.0	71.0	75.0	79.0	.
PROPOSED GOALS	.	.	.	.	.	*81.0*	*86.0*	*90.0*	*94.0*	*99.0*

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	1	1	.	.	.	.	.
APPROVED GOALS	0	0	0	1	1	1	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*1*	*2*	*2*	*2*	*2*

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	16	15	14	15	14	.	.	.	.	.
APPROVED GOALS	.	16	16	15	15	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*15*	*15*	*15*

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	4.4	4.4	4.3	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.3	4.3	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	80	81	82	85	88	.	.	.	.	.
APPROVED GOALS	78.8	80.1	81.4	82.7	83.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	*85.0*	*85.0*	*85.0*	*85.0*	*85.0*

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	49	55	54	61	64	.	.	.	.	.
APPROVED GOALS	51.5	54	55.5	56.5	63	63	63	63	63	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*	*65*

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	42	46	48	47	51	.	.	.	.	.
APPROVED GOALS	.	.	47	48.2	49	50	50	50	51	.
PROPOSED GOALS	.	.	.	.	.	*51*	*51*	*51*	*52*	*52*

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	37	48	51	49	50	.	.	.	.	.
APPROVED GOALS	.	41	50	51	51	51	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	*51.5*	*52.0*	*52.5*	*53.0*	*53.5*

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	5,786	5,969	5,915	6,049	5,637	.	.	.	.	.
APPROVED GOALS	5,851	5,880	5,910	5,939	5,950	6,000	6,050	6,050	6,050	.
PROPOSED GOALS	.	.	.	.	.	*5,700*	*6,050*	*6,050*	*6,050*	*6,050*

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	1,758	1,856	1,814	1,922	1,881	.	.	.	.	.
APPROVED GOALS	1,847	1,808	1,817	1,826	1,860	1,880	1,900	1,920	1,940	.
PROPOSED GOALS	.	.	.	.	.	*1,880*	*1,900*	*1,920*	*1,940*	*1,960*

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

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	22	21	19	17	15	.	.	.	.	.
APPROVED GOALS	24	25	21	21	18	18	18	18	18	.
PROPOSED GOALS	.	.	.	.	.	*18*	*18*	*18*	*18*	*18*

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	34	35	38	41	41	.	.	.	.	.
APPROVED GOALS	32	32	33	35	41	41	41	41	41	.
PROPOSED GOALS	.	.	.	.	.	*41*	*41*	*41*	*41*	*41*

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	47	45	45	46	49	.	.	.	.	.
APPROVED GOALS	46	46	47	47	47	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	*49*	*49*	*49*	*49*	*49*

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
BOCA RATON	92	96	83	79	81	100	100	100	100	.
DAVIE	.	.	67	55	69	100	NA	NA	NA	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	100	100	100	100	86	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

MEDICINE (2YR)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	95	97	98	89	94	.	.	.	.	.
BENCHMARK	97	97	96	93	92	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

MEDICINE (4Y-CK)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	100	100	100	98	100	.	.	.	.	.
BENCHMARK	98	98	99	99	98	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	2	3	2	0	2	4	3	3	3	3
TOTAL	3	3	4	4	4	4	3	3	3	3

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1	1	1	1	1	.	.	.	.	.
APPROVED GOALS	2	1	1	1	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*2*	*2*

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	.	23	17	23	23	.	.	.	.	.
APPROVED GOALS	.	.	.	18	23	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*25*	*25*	*25*

17. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	51	54	58	62	78	.	.	.	.	.
APPROVED GOALS	66	53	56	59	65	68	71	75	79	.
PROPOSED GOALS	.	.	.	.	.	*81*	*86*	*90*	*94*	*99*

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	31	35	39	39	46	.	.	.	.	.
APPROVED GOALS	.	33	35	43	45	47	49	51	51	.
PROPOSED GOALS	.	.	.	.	.	*47*	*49*	*51*	*51*	*51*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	3	1	5	2	5	.	.	.	.	.
APPROVED GOALS	1	2	2	3	3	3	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*	*4*

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	3	3	3	2	5	.	.	.	.	.
APPROVED GOALS	.	1	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

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	3	1	1	0	0	.	.	.	.	.
APPROVED GOALS	1	2	3	4	1	1	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*1*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Percent of Course Sections Offered Via Fully Distance and Primarily Distance Learning

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	14	16	65	28	27	.	.	.	.	.
APPROVED GOALS	.	.	.	.	28	28	29	29	29	30
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*29*	*29*	*30*

Time to Degree for FTIC's in 120hr Programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4.4	4.4	4.3	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.3	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

Percent of Undergraduates who Attend Full-Time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	69	66	65	65	68	.	.	.	.	.
APPROVED GOALS	.	.	.	.	66	67	67	68	68	.
PROPOSED GOALS	.	.	.	.	.	*70*	*71*	*72*	*73*	*73*

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	23,424	24,379	23,683	23,057	23,462	.	.	.	.	.
APPROVED GOALS	23,887	23,905	25,310	23,507	23,050	23,191	23,521	23,857	24,199	.
PROPOSED GOALS	.	.	.	.	.	*23,962*	*24,624*	*25,512*	*26,287*	*27,004*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	4,940	5,013	5,064	5,160	5,935	.	.	.	.	.
APPROVED GOALS	4,917	4,989	5,063	5,115	5,238	5,316	5,441	5,567	5,717	.
PROPOSED GOALS	.	.	.	.	.	*6,052*	*6,177*	*6,307*	*6,483*	*6,662*

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	3,284	4,251	3,925	4,365	4,415	*4,250*	*4,400*	*4,500*	*4,500*	*4,500*
FTIC: Returning	8,916	9,017	9,378	9,167	9,889	*10,275*	*10,499*	*10,990*	*11,458*	*11,859*
Transfer: FCS w/ AA	6,565	6,266	5,873	5,124	4,715	*4,856*	*5,002*	*5,152*	*5,307*	*5,466*
Other Undergraduates	3,797	3,844	3,487	3,483	3,718	*3,849*	*3,984*	*4,123*	*4,268*	*4,417*
Post-Baccalaureates	862	1,001	1,020	918	725	*732*	*740*	*747*	*754*	*762*
Subtotal	**23,424**	**24,379**	**23,683**	**23,057**	**23,462**	***23,962***	***24,625***	***25,512***	***26,287***	***27,004***
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	3,704	3,738	3,759	3,865	4,612	*4,704*	*4,798*	*4,894*	*4,992*	*5,092*
Research Doctoral	796	838	898	906	942	*951*	*961*	*971*	*980*	*990*
Professional Doctoral	440	437	407	389	381	*397*	*418*	*442*	*511*	*580*
Subtotal	**4,940**	**5,013**	**5,064**	**5,160**	**5,935**	***6,052***	***6,177***	***6,307***	***6,483***	***6,662***
TOTAL	**28,364**	**29,392**	**28,747**	**28,217**	**29,397**	***30,014***	***30,802***	***31,819***	***32,770***	***33,666***

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	9	9	10	13	14	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*14*	*14*	*14*	*14*	*14*

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	15	13	12	14	17	.	.	.	.	.
APPROVED GOALS	13	15	13	13	14	14	14	14	14	.
PROPOSED GOALS	.	.	.	.	.	*16.5*	*17*	*17.5*	*18*	*18.5*

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	9,785	9,904	10,313	9,863	10,106	*10,395*	*10,691*	*10,996*	*11,309*	*11,632*	*12,305*
UPPER	12,137	12,402	12,838	12,167	11,700	*12,033*	*12,376*	*12,729*	*13,092*	*13,466*	*14,245*
GRAD 1	2,918	2,962	2,996	3,021	3,080	*3,142*	*3,204*	*3,269*	*3,334*	*3,401*	*3,538*
GRAD 2	576	615	647	632	627	*648*	*671*	*694*	*719*	*744*	*796*
TOTAL	**25,416**	**25,883**	**26,794**	**25,683**	**25,513**	***26,218***	***26,942***	***27,688***	***28,454***	***29,243***	***30,884***

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%)	24	28	79	44	46	*45*	*40*	*40*	*40*	*40*	*40*
Primarily Dist. (80-99%)	1	1	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Flex	0	0	11	16	6	*5*	*5*	*5*	*5*	*5*	*5*
Hybrid (50-79%)	5	5	9	2	3	*3*	*5*	*5*	*5*	*5*	*5*
Classroom (0-49%)	70	66	0	38	45	*47*	*50*	*50*	*50*	*50*	*50*
GRADUATE											
All Distance (100%)	37	38	78	55	52	*50*	*50*	*50*	*50*	*50*	*50*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Flex	0	0	8	15	10	*10*	*10*	*10*	*10*	*10*	*10*
Hybrid (50-79%)	5	5	13	1	4	*5*	*5*	*5*	*5*	*5*	*5*
Classroom (0-49%)	58	57	1	30	33	*35*	*35*	*35*	*35*	*35*	*35*

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