2024

ACCOUNTABILITY PLAN

FLORIDA GULF COAST 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 Gulf Coast University (FGCU) is a transformative, learner-centered institution dedicated to student success that strategically serves Southwest Florida and beyond. FGCU, as a regional comprehensive institution, provides academic, economic, and cultural enrichment for our community through impactful partnerships and excellent teaching, learning, scholarship, and public service. We create pathways for our students to thrive as engaged, responsible, global citizens. Through undergraduate and graduate programs, FGCU students receive a distinctive education with experiential learning, community service, and participation in a living laboratory of sustainability practices.

Statement of Free Expression

Florida Gulf Coast University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced by faculty, students, and staff in all deliberations on its campus. As such, the FGCU Community as well as the Florida Gulf Coast University Board of Trustees shares the commitment of the State University System of Florida and the Florida Board of Governors to civil discourse and endorses their commitment with this Statement of Free Expression. (Approved by FGCU Board of Trustees September 8, 2022)

Statement of Strategy

1. Innovate in Academic Excellence - FGCU is dedicated to fostering forward-thinking, adaptable graduates through a blend of high-impact practices, emerging technologies, and interdisciplinary collaboration, emphasizing creativity and analytical thinking in both education and research.
2. Enhance Student Success and Well-being - FGCU enhances academic and personal growth by offering integrated services and diverse learning experiences, promoting discovery, free expression, civic engagement, and community connections to prepare students for success in a dynamic world.
3. Elevate Partnerships for Regional Impact - FGCU aims to drive regional economic growth and collaborative research through strategic partnerships that benefit Southwest Florida and beyond, fostering student and alumni engagement with the community.
4. Strengthen Organizational Culture and Commitment to Employees - FGCU aims to be distinguished for operational excellence and unity of purpose, enhancing talent recruitment, engagement, and continuous improvement, while fostering a respectful, innovative culture driven by data and learner-centered approaches to achieve transformative institutional growth.
5. Champion Sustainable Practices and Resiliency - FGCU is committed to leading in education, research, and community engagement, specifically addressing Southwest Florida's unique challenges, and encouraging critical thinking among students to tackle global issues through strategic, community-enhancing solutions.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FGCU's continued focus on student success has led to an improved 4-year graduation rate of 42.3% for the latest cohort – representing a nearly 20-percentage point increase since 2017. We recognize that our 4-year graduation rate didn't improve over last year. As a result, we created a new continuous improvement framework during the Spring 2023 term that was finalized during the Summer term and implemented at the start of Fall 2023. The strategy contains leadership across Academic Affairs, Student Success & Enrollment Management, and Administrative Services & Finance. The new framework is aimed at improving metrics #4, #9a and #9b by further understanding the root causes and barriers to performance and developing solutions to the issues. Using continuous improvement teams, new strategies have been created for each metric that will be implemented through intervention teams created within the colleges and schools. The outcomes of the continuous improvement plan will be reported on the 2025 Accountability Plan. A critically related KPI, freshman to sophomore retention rate, continues to move in a strong positive direction, with an 83% rate from 2023 to 2024. This represents the highest retention ever achieved for FGCU. Our retention rate has remained over 80% for the past five consecutive cohorts for the first time in our history.

Academic: During 2022-2023 FGCU implemented the Student Success Plan focused on strategies aimed at improving metrics #4, #5, #9a, and #9b. Outcomes from the plan are as follows: 1) Supplemental instruction was found to be effective in improving performance (grades, GPA) when used in introduction math, biology, and chemistry courses; 2) Course coordinators were successful in implementing best practices in their courses, improving DFW rates across 14 different courses with reduction rates ranging between 2-12%. The most significant results occurred in BSC 1010C, MAC 1105, MAC 1147, and STA 2023. Collectively, DFW rates decreased in 13 out of 15 courses in Fall 2022 compared to Fall 2021. Lastly, FGCU continues to maximize enrollment in our Honor's College, as honors students achieve the highest 4-year graduation rate among all students at FGCU – currently at 74%.

Policy: During the 2021-2022 academic year, we completed our first full academic year utilizing an Artificial Intelligence (AI) communication platform to facilitate student financial support and to implement intervention strategies for degree completion. We scaled up the use of the AI communication platform to multiple departments and offices across campus. The platform has been very popular with our students and effective in helping us assist students in a very quick and efficient manner. From October 2021 to March 2023, the chat bot has engaged a total of 13,438 conversations and has answered a total of 37,513 questions. Between January and March 2023, the platform engaged in 3,392 conversations and answered 9,456 questions. FGCU re-examined its academic progression policies (e.g. Academic Standing, Grade Forgiveness, Course Withdrawal) and implemented updates. Changes to our academic progression policies helped to increase FTIC 2022 Fall to Spring retention rate by 1.6 percentage points (to 94.6%) over last year's cohort – the highest in FGCU history.

Curricular: From a curricular perspective, we re-launched our Soar 4 Success residential education program for math, biology, and English courses. We also experienced great success with our pre-semester immersion programs. Students involved in these programs outperformed the cohort in Fall to Spring retention (97% vs 94.6%) and Fall 2022 GPA (3.27 vs 3.04). Pre-semester boot camp students in ECON, CHEM, MATH, and BIO showed an increase in course performance and knowledge. With respect to extra-curricular activities, we saw a significant improvement in student engagement in Weeks of Welcome Events with a 9% increase in unique users and 12% in total activities.

STRATEGY (cont.)

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

Student:

1. Anusha Malik, a major in Biochemistry and minor in Biology and an Honors Scholar, received a prestigious Goldwater Scholarship in recognition of her undergraduate research on ionic liquids — used in anti-cancer and anti-diabetic drug delivery systems.
2. Iansle Echavarria, who majored in English and Philosophy, received a $5,000 Portz Interdisciplinary Research Fellowship from the National Collegiate Honors Council (NCHC). In addition, Andrew Parra, a Psychology major, and Serena Truong, a Nursing major, received a 2023 NCHC Community Engagement Award from the same organization.
3. Lutgert College of Business (LCOB) student teams won first place in 2023 at the National Student Managed Investment Fund Competition in Chicago and the Society for Human Resource Management (SHRM) Student Case Competition in Orlando.
4. Paul Reisinger, a Finance major in LCOB, and his faculty advisor Thomas Mathews, founded an investment club (STOC) exclusively for FGCU students, starting with only five members and increasing to 70 members in 2023.
5. Jonah Kalter, an Entrepreneurship major, won first place in Domi Station's Fall 2023 Annual Pitch Event.
6. Nursing students achieved 100% First-Time NCLEX-RN licensure pass rate in 2023.
7. FGCU students received a total of 30 nationally competitive awards, including 1 Fulbright English Teaching Assistantship, 1 Goldwater Scholarship, 6 Gilman Scholarships, 12 Millennium Fellowships, and 4 National Science Foundation Research Experiences for Undergraduates (NSF REUs).

Faculty:

1. A $2 million grant was awarded to LCOB professors Rajesh Srivastava and Anurag Agarwal through the U.S. Department of Labor's Building Pathways to Infrastructure Jobs Grant Program**.**
2. Dr. Daniel Linares was awarded by AGC's Education & Research Foundation for summer faculty residency at Manhattan Construction and was also selected as an inaugural Microsoft TechSpark Fellow.
3. Dr. Amir Neto, Director of the Regional Economic Research Institute (RERI) in Lutgert College of Business produced two widely disseminated studies highly relevant to the economy of the region: The Top 100 Employers in Southwest Florida and the Southwest Florida Stock Market Index.
4. Dr. Chrissann Ruehle, whose specialization is Artificial Intelligence (AI) and Ethics, became a recognized expert at the intersection of AI and Ethics and has been interviewed by regional and state media outlets in 2023.
5. Jason Lortie won Best Conceptual Paper Award from United States Association for Small Business and Entrepreneurship (USASBE).
6. Dr. Minh Nguyen was selected as an NEH Summer Institute Scholar and received an Inaugural Chair's Volunteer Service Award from American Philosophical Association.

Program:

8. The Lutgert College of Business has partnered with Arthrex to offer a professional MBA degree program emphasizing application of analytical, technical, and behavioral tools to solve organizational problems.
9. Stock Development Department of Construction Management (Long Nguyen, Anh Chau, Daniel Linares) led a team including an investigator from Texas A&M University and two management representatives from Gilbane Building Company to develop a case study of implementing Target Value Design for AGC's Education & Research Foundation.

Institutional:

1. FGCU research expenditures for 2022-2023 were $24.9 million (up from $13.8 million for 2021-2022).
2. In 2023, FGCU surpassed a milestone by accumulating over 4.6 million service-learning hours contributed by students since 1997.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 4. FTIC Four-Year Graduation Rate
We have adjusted our 4-year graduation rate for the 2020-2024 cohort to 44% to reflect a more accurate representation of how we expect to perform next year based on our current preliminary data analysis. Following the 2020 FTIC cohort, we have maintained our goal of 51% to reflect our ambition to achieve this performance as soon as possible. In the 5th year of our proposed goals, we will strive to reach a 53% 4-year graduation rate.

Metric 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis
FGCU has seen a 64.4% increase in graduate enrollment over the last five years, driven largely by increases in the MBA, which is not recognized as a Program of Strategic Emphasis. Thus, metric 8 is decreasing as growth in non-strategic emphasis programs outpaces growth of graduate programs of Strategic Emphasis. Data show that a downward adjustment of the 2023-2024 goal from 50% to 45% is justified based on projections of the number of graduate degrees to be awarded in Spring 2024.

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate
We have adjusted our 3-year graduation rate for the 2021-2024 cohort to 60% to reflect a more accurate representation of how we expect to perform next year based on our current preliminary data analysis. Following the 2021 FCS AA transfer cohort, we have maintained our goal of 63% to reflect our ambition to achieve this performance as soon as possible. In the 5th year of our proposed goals, we will strive to reach a 65% 3-year graduation rate.

Metric 9b: BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate
FGCU's commitment to student success and strategic interventions has led to an increase in our Six-Year Pell Graduation Rate from 43.6% five years ago to 55% last year. However, for the 2017-23 cohort, the six-year graduation rate saw a decline of 4 percentage points. This cohort faced significant challenges: the aftermath of Hurricane Irma in 2017 during their first year, the COVID pandemic during their senior year, and later Hurricane Ian. Thus, we have adjusted our 6-year graduation rate for the 2018 PELL cohort to 53% to reflect a more accurate representation of how we expect to perform next year based on our current preliminary data analysis. Following the 2018 PELL cohort, we have maintained our goal of 59% to reflect our ambition to achieve this performance as soon as possible. In the 5th year of our proposed goals, we will strive to reach a 62% 6-year Pell graduation rate.

STRATEGY (cont.)

Enrollment Management

During the 2022 - 2023 Academic Year, Florida Gulf Coast University engaged in a number of different practices, activities and initiatives to strategically grow our enrollment to ensure that we are admitting and enrolling students who view FGCU as their first-choice institution. They include:

Redesigning our Community Engagement & Outreach office so that their programming better aligns with Undergraduate Admissions recruitment (first-generation, low income, first-time in college as well as adult students) to support the efforts of the University to reach additional audiences of students and to support the greater SW Florida community.

Implementing Slate, a comprehensive CRM solution for higher education, so that FGCU can provide a better student experience through the admissions funnel. Wrote and/or edited over 100 new communications to use in Slate to provide unique communication streams to better recruit and yield various student audiences. Additionally, we created over 20 new enrollment marketing collateral pieces to use for recruitment and yield campaigns.

A non-traditional student team was established in Undergraduate Admissions to provide adult students with wrap-around services and extended evening and weekend hours for meetings, and to work with campus constituents to break down barriers for adult learners. Personalized golf cart campus tours were also established for adult students, graduate students, transfer students and special populations including Veterans. We have also hired and trained an additional VA School Certifying Official so FGCU could provide our Veterans with better and more timely service.

We have expanded the options prospective students can use to demonstrate English Language proficiency for full-time study at FGCU. This is important in expanding the enrollment of our international student population.

We continue to expand our efforts in attracting students to our university to pursue STEM degree programs by sponsoring a 2-week residential summer STEM camp for 40 high school students to prepare them and excite them about going to college and majoring in a STEM field.

We continue to implement additional admissions recruitment strategies designed to support FGCU's goal of becoming a Hispanic Serving Institution. Some of these initiatives include offering prospective students and their families the option of a campus tour in Spanish.

FGCU partnered with Florida State College institutions to offer Reverse Transfer options to students who wanted to earn an Associate degree from their transfer State College.

In an effort to continue to strategically increase graduate enrollment, our Graduate Admissions Recruitment team actively works with Graduate Faculty across multiple programs on various marketing and recruitment initiatives.

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	.	.	57.7	63.9	70.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	65.0	65.0	66.0	66.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	*71.0*	*73.0*	*75.0*	*76.0*	*77.0*

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	39,000	40,400	40,200	44,200	47,700	.	.	.	.	.
APPROVED GOALS	40,000	40,500	41,000	42,000	45,000	45,500	46,000	46,500	47,000	.
PROPOSED GOALS	.	.	.	.	.	*48,000*	*48,500*	*49,000*	*49,500*	*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	11,970	8,750	8,740	4,840	8,700	.	.	.	.	.
APPROVED GOALS	15,000	11,800	8,750	8,700	9,650	9,600	9,550	9,500	9,500	.
PROPOSED GOALS	.	.	.	.	.	*8,700*	*8,650*	*8,600*	*8,600*	*8,600*

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	11,970	10,450	10,420	9,650	8,700	.	.	.	.	.
APPROVED GOALS	.	.	.	.	9,650	9,600	9,550	9,500	9,500	.
PROPOSED GOALS	.	.	.	.	.	*8,700*	*8,650*	*8,600*	*8,600*	*8,600*

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	35.7	41.4	42.1	42.2	42.3	.	.	.	.	.
APPROVED GOALS	33.0	40.0	43.0	46.0	48.0	50.0	51.0	52.0	52.0	.
PROPOSED GOALS	.	.	.	.	.	*44.0*	*51.0*	*52.0*	*52.0*	*53.0*

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	75.2	76.7	76.8	78.0	78.8	.	.	.	.	.
APPROVED GOALS	77.0	78.0	80.0	82.0	81.0	81.0	82.0	82.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	*81.0*	*82.0*	*82.0*	*83.0*	*83.0*

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	52.3	52.2	55.4	52.8	53.7	.	.	.	.	.
APPROVED GOALS	53.0	54.0	54.0	56.0	53.0	53.0	54.0	54.0	55.0	.
PROPOSED GOALS	.	.	.	.	.	*54.0*	*30.0*	*30.0*	*31.0*	*32.0*

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	32.2	32.5	30.6	31.1	29.8	.	.	.	.	.
APPROVED GOALS	32.0	33.0	34.0	31.0	31.0	31.0	31.0	31.0	31.0	.
PROPOSED GOALS	.	.	.	.	.	*31.0*	*31.0*	*31.0*	*31.0*	*31.0*

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	64.4	65.7	64.5	50.5	47.1	.	.	.	.	.
APPROVED GOALS	64.0	65.0	70.0	65.0	50.0	50.0	50.0	51.0	52.0	.
PROPOSED GOALS	.	.	.	.	.	*45.0*	*41.0*	*42.0*	*42.0*	*43.0*

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	58.3	59.2	56.8	57.8	57.5	.	.	.	.	.
APPROVED GOALS	.	58.0	60.0	61.0	62.0	63.0	63.0	64.0	64.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*63.0*	*64.0*	*64.0*	*65.0*

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	46.6	50.1	51.5	55.7	51.7	.	.	.	.	.
APPROVED GOALS	.	.	54.0	57.0	57.0	58.0	59.0	60.0	61.0	.
PROPOSED GOALS	.	.	.	.	.	*53.0*	*59.0*	*60.0*	*61.0*	*62.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	870	838	813	944	935	.	.	.	.	.
APPROVED GOALS	740	850	820	860	960	970	980	990	1,000	.
PROPOSED GOALS	.	.	.	.	.	*970*	*980*	*990*	*1,000*	*1,010*

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	17	20	17	19	22	.	.	.	.	.
APPROVED GOALS	16	19	21	20	21	22	23	24	24	.
PROPOSED GOALS	.	.	.	.	.	*22*	*23*	*24*	*24*	*25*

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	4.2	4.3	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.3	4.2	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	79	79	74	81	82	.	.	.	.	.
APPROVED GOALS	78	79	80	81	82	83	83	84	84	.
PROPOSED GOALS	.	.	.	.	.	*83*	*83*	*84*	*84*	*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	49	52	56	59	56	.	.	.	.	.
APPROVED GOALS	50	55	57	58	60	62	64	65	65	.
PROPOSED GOALS	.	.	.	.	.	*59*	*61*	*63*	*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	43	42	40	40	40	.	.	.	.	.
APPROVED GOALS	.	.	45	43	41	41	42	42	43	.
PROPOSED GOALS	.	.	.	.	.	*41*	*42*	*42*	*43*	*43*

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	33	37	37	38	38	.	.	.	.	.
APPROVED GOALS	.	33	38	39	40	41	42	43	43	.
PROPOSED GOALS	.	.	.	.	.	*39*	*40*	*41*	*42*	*43*

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	3,004	2,930	2,818	2,871	2,910	.	.	.	.	.
APPROVED GOALS	2,725	3,050	3,100	3,100	2,900	2,950	3,000	3,050	3,100	.
PROPOSED GOALS	.	.	.	.	.	*2,950*	*3,000*	*3,050*	*3,100*	*3,150*

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	334	362	451	519	563	.	.	.	.	.
APPROVED GOALS	350	375	400	425	600	625	650	675	700	.
PROPOSED GOALS	.	.	.	.	.	*625*	*650*	*675*	*700*	*725*

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	29	28	28	32	32	.	.	.	.	.
APPROVED GOALS	27	30	29	30	32	32	33	34	34	.
PROPOSED GOALS	.	.	.	.	.	*32*	*33*	*34*	*34*	*34*

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	11	11	10	9	9	.	.	.	.	.
APPROVED GOALS	13	14	15	12	10	10	11	11	12	.
PROPOSED GOALS	.	.	.	.	.	*10*	*11*	*11*	*12*	*12*

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	33	35	35	35	37	.	.	.	.	.
APPROVED GOALS	35	37	38	36	36	37	37	37	38	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*37*	*38*	*38*

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	39	41	42	26	23	.	.	.	.	.
APPROVED GOALS	41	42	43	44	28	29	29	29	30	.
PROPOSED GOALS	.	.	.	.	.	*29*	*29*	*29*	*30*	*30*

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	100	98	98	98	100	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

PHYSICAL THERAPY

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	96	95	98	94	94	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	.	.	.	98	98	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	2	2	2	2	*2*	*2*	*2*	*2*	*2*
TOTAL	2	2	2	2	2	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

16. 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	.	11	32	30	29	.	.	.	.	.
APPROVED GOALS	.	.	.	32	32	32	32	34	34	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*34*	*34*	*35*

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	6	7	8	10	25	.	.	.	.	.
APPROVED GOALS	10	11	12	8	9	9	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*30*	*35*	*40*	*45*	*50*

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	5	6	5	8	12	.	.	.	.	.
APPROVED GOALS	0	10	11	5	6	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	*14*	*15*	*17*	19	*20*

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

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	1	1	0	0	0	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*1*	*1*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Undergraduate Student Publications

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	76	42	36	62	83	.	.	.	.	.
APPROVED GOALS	40	45	82	60	62	64	66	68	69	.
PROPOSED GOALS	.	.	.	.	.	*64*	*66*	*68*	*69*	*70*

Number of Students in Honor Program/College

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	1,130	1,199	1,234	1,196	1,204	.	.	.	.	.
APPROVED GOALS	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	*1,200*	*1,200*	*1,200*	*1,200*	*1,200*

Number of Students Entrepreneurs Starting a Business

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	50	67	56	56	64	.	.	.	.	.
APPROVED GOALS	30	34	56	60	65	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70*	*70*	*70*

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	13,426	13,491	13,855	13,794	13,815	.	.	.	.	.
APPROVED GOALS	13,846	13,670	13,553	13,994	13,693	13,642	13,559	13,555	13,590	.
PROPOSED GOALS	.	.	.	.	.	*13,742*	*13,661*	*13,676*	*13,720*	*13,763*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	1,150	1,394	1,588	1,780	1,891	.	.	.	.	.
APPROVED GOALS	1,075	1,200	1,390	1,620	1,949	1,970	2,032	2,061	2,114	.
PROPOSED GOALS	.	.	.	.	.	*1,970*	*2,032*	*2,060*	*2,114*	*2,174*

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	2,817	2,657	3,135	2,803	2,777	*2,800*	*2,800*	*2,800*	*2,800*	*2,800*
FTIC: Returning	6,588	6,606	6,492	6,733	6,848	*6,788*	*6,687*	*6,663*	*6,661*	*6,657*
Transfer: FCS w/ AA	1,688	1,667	1,607	1,465	1,345	*1,311*	*1,329*	*1,365*	*1,408*	*1,453*
Other Undergraduates	2,197	2,420	2,496	2,672	2,727	*2,723*	*2,725*	*2,728*	*2,731*	*2,732*
Post-Baccalaureates	136	141	125	121	118	*120*	*120*	*120*	*120*	*121*
Subtotal	**13,426**	**13,491**	**13,855**	**13,794**	**13,815**	***13,742***	***13,661***	***13,676***	***13,720***	***13,763***
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	936	1,149	1,322	1,482	1,592	*1,666*	*1,719*	*1,741*	*1,788*	*1,837*
Research Doctoral	71	75	79	81	77	*87*	*90*	*93*	*96*	*102*
Professional Doctoral	143	170	187	217	222	*217*	*223*	*226*	*230*	*235*
Subtotal	**1,150**	**1,394**	**1,588**	**1,780**	**1,891**	***1,970***	***2,032***	***2,060***	***2,114***	***2,174***
TOTAL	**14,576**	**14,885**	**15,443**	**15,574**	**15,706**	***15,712***	***15,693***	***15,736***	***15,834***	***15,937***

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	11	13	13	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*13*	*13*	*13*	*13*	*13*

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	24	22	21	21	23	.	.	.	.	.
APPROVED GOALS	24	25	24	23	21	22	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	*22*	*22*	*23*	*24*	*25*

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	6,099	6,076	6,178	6,283	6,356	*6,384*	*6,364*	*6,406*	*6,330*	*6,437*	*6,362*
UPPER	6,350	6,399	6,500	6,497	6,419	*6,620*	*6,581*	*6,470*	*6,563*	*6,501*	*6,596*
GRAD 1	701	766	964	1,074	1,166	*1,260*	*1,319*	*1,361*	*1,378*	*1,415*	*1,454*
GRAD 2	218	221	269	302	345	*351*	*357*	*367*	*374*	*383*	*396*
TOTAL	**13,368**	**13,462**	**13,910**	**14,156**	**14,286**	***14,615***	***14,621***	***14,604***	***14,645***	***14,736***	***14,808***

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%)	20	21	68	36	34	*34*	*35*	*36*	*37*	*36*	*36*
Primarily Dist. (80-99%)	1	0	1	1	0	*1*	*1*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	0	1	1	2	*2*	*2*	*3*	*2*	*3*	*3*
Classroom (0-49%)	79	78	30	62	64	*63*	*62*	*60*	*60*	*60*	*60*
GRADUATE											
All Distance (100%)	29	31	67	57	59	*58*	*59*	*60*	*61*	*63*	*63*
Primarily Dist. (80-99%)	0	0	1	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	2	2	1	1	1	*1*	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	69	67	31	41	41	*41*	*40*	*39*	*38*	*36*	*36*

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