2023

ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

BOT Approved April 27, 2023

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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

Mission Statement: Florida Polytechnic University's mission as approved by its Board of Trustees is to "Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences."

Statement of Strategy

Florida Poly continues its evolution as the newest member of the State University System to grow its student body and at the same time produce students with degrees that are of high value to Florida. For the coming year we will continue our focused strategy that integrates three critical areas: student quality and growth (noting the significant addition of residence hall capacity on campus); faculty quality and growth (including the addition of new degrees); academic and student programs and services that support excellence in the student body and build student culture that sustains pride in their degrees.

To continue to deliver the University's mission and positively impact Florida, the University must grow its student body and the array of STEM degree programs it offers so that it is a true polytechnic university. Housing constraints have limited Florida Poly's growth, but with the acquisition of an existing residence hall and the addition of 430 beds in a new facility that will open in fall 2024, the University is positioned to grow. To support this growth, we will strengthen the faculty and program offerings in our newer degrees, put in place new faculty in degree programs that are in the final stages of approval, and continue to explore potential academic programs that will expand our portfolio as an engineering and applied science school. These degrees meet and will continue to meet our principle of serving foundational and emerging disciplines with strong future job demand.

The best and brightest students are attracted to, and increasingly demand, world-class faculty and programs. With a projected growth of the student body in fall 2024, we need to add capacity in existing programs (both degree programs and departments that provide foundational education for our degrees) and build critical staff to implement newly approved degrees. In short, we must continue to add faculty to create an expanded and top engineering academic portfolio rich in applied research and of global significance.

The third element of our integrated strategy focuses on growth and excellence in student programs and services. We implemented a student success plan in the fall of 2022 that included six strategies with near-term deliverables, which we achieved in mid spring 2023. This plan sets a foundation for continued success across the following areas: excellence an achievement in the freshman year, student culture, on-time graduation, graduate program growth, focused support for Pell students, and strong employment outcomes for students.

Our three-pronged strategy focused on student quality and growth; faculty quality and growth; and highly engaged academic and student programs and services sets the baseline for all planning at Florida Poly. Our mission is: "Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences." This overall strategy provides long-term direction to the University on operational activity that advances this mission and vision for Florida Poly as a place of engineering excellence. As a small institution we continue to practice agility by proactively addressing areas of concern, building on our successes, and advancing our mission by growing the campus and our value to industry and the Florida economy.

Civil Discourse: The University recognizes that full and open discourse and the robust exchange of ideas and perspectives is a foundational purpose of an institute of higher education and facilitates students' personal and scholarly growth. As such, the University is committed to ensuring a climate of free expression and civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governor's Civil Discourse Final Report.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths

- A dedicated focus on the core STEM subjects offering a high-touch model with smaller classes.
- Continuously growing and enriching relationships with, and commitment to, nearly 200 small and medium businesses (SMBs) in Florida. Continuing to support these businesses by producing highly capable students aligned with business workforce needs.
- Visibly growing campus with a Fortune 500 company on site demonstrating strong University-industry partnerships.
- A highly affordable cost structure with degrees that align with high-paying jobs for our graduates.

Opportunities

- Enrollment: High-achieving students want a low-cost STEM degree that produces high-wage careers. Our draw is strong as we continue to experience strong increases in applications, well above the national average, and seek to yield ever more qualified and capable students.
- Rebuilt Advising System: We have succeeded in implementing a new state-of-the-art student advising tool to support our rebuilt Student Success Center. This opportunity affords us stronger positioning to positively impact:
  - Academic Progress Rate: Even before day one, advanced academic coaching, careful placement, and regular engagement will help our students acclimate to the rigorous demands of university education and succeed.
  - Time to Degree: Flexible visualization of multi-year academic planning, trained faculty and staff advisors, and proactive communication of curriculum changes and their benefits will help students get what they need, when they need it to graduate on time.
  - Degrees Awarded: Our mission culminates in graduating highly skilled technology leaders. All our initiatives—emphasis on enrollment, increased transfer agreements, industry-relevant curriculum, and enhanced student services—drive toward growth in degrees awarded and economic impact.

Challenges

- Housing: Limitations in housing availability have hampered the University's ability to grow enrollment and retain students. With the addition of a student housing system, we need to focus on bringing a large, quality class in the fall of 2024.

Three Key Initiatives & Investments

1. The student success plan included critical personnel growth in four areas for the University: advising, career services, establishing a graduate program office, and establishing a student housing office. These will continue as recurring expenses to the University; in addition, next year we will enhance our Wendt leadership program.
2. Supporting student body growth requires continued attention to growing faculty both in number and quality. We will continue to invest in faculty to meet the credit hour delivery demands of the campus and we will continue to invest in their success and long-term professional growth. In addition, we will continue to invest in student affairs staff to support the growth of the campus in fall of 2024. Finally, we have repositioned our graduate program offerings to facilitate growth in the graduate program.
3. IT Systems: We are at the beginning of a full replacement of our student information system and are one year into an overarching data management project . A critical requirement for success is the ongoing restructuring of IT staff to respond to difficulties in the marketplace and to changes in the skillsets required to make our IT positioning sound.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The University is committed to creating sustained progress toward ever-improving graduation rates. Our student success plan includes strategies that create systematic change toward this end. The strategies are:

A. Excellence and Achievement in the Freshman Year
   a. The Freshman Council provides organizational consistency for critical freshman courses and produces coordination across the multiple departments that deliver first-year courses. This council provides team-based projects, policies that ensure common grade scale, homework and exams, effective learning initiatives, and supportive registration and course assignments. The council also requires regular reporting of student course progress and interventions where needed. This would include 361 new FTIC students.

B. Student Culture: Supporting the Whole Student
   a. Florida Poly strives to support the whole student and hone not only their academic talent, but their professional skills with guidance, engagement, and a wide range of opportunities to match the unique individuals in our student body. Leadership is a critical part of the whole student experience, as well as career development. Employers expect students to navigate the workplace seamlessly, knowing when to lead and when and how to contribute. An active and complete program in leadership supports retention, on-time graduation, and positive employment outcomes. Impacts all students (1428).

C. Enhanced Degree-plan Advising and Tracking
   a. Providing students with a comprehensive and timely advising experience is essential to ensure they efficiently complete the necessary coursework to graduate on time. To facilitate this integrated, holistic, and individualized advising support, Florida Poly will implement a comprehensive advising system that will become the key advising resource and tool. Facilitating progression in this strategically supported manner will lead to improvements in retention and degree completion for all populations of students. Impacts all students (1428).

D. Tailored Support and Services for Pell Students
   a. All of the opportunities for the overall student body are available to our Pell Students. In addition, low-income and first-generation students will be provided a comprehensive set of academic support services. This includes, but is not limited to: intrusive advising, additional training for success coaches in Pell, campus work-study programming with mentors, campus programming and financial aid counseling, and additional funding for textbooks and academic materials. Supports 126 FTIC new Pell Students.

STRATEGY (cont.)

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

Students

- Capstone design students designed and built an updated shoulder for a marsupial planetary rover. They worked closely with the Florida Space Institute throughout the project.
- Two students joined the National Security Innovation Network's (NSIN) cohort of X-Force fellows for a once-in-a-lifetime opportunity. The program is sponsored by the Department of Defense.
- Graduate student Alex Perera '21 was admitted to a prestigious summer internship at NASA's Jet Propulsion Laboratory, based at California Institute of Technology in Pasadena, California.
- A team of seniors created virtual reality simulations for safety training at Whiting-Turner, a nationwide company, with the goal of making construction sites safer.
- Thirteen students earned top honors at a reputable international math modeling competition.

Faculty

- President Randy K. Avent was selected to the Florida 500 list by Florida Trend, and recognized as one of the most influential business executives by the Tampa Bay Business Journal.
- Researchers Dr. Md Selim Habib, Dr. Ajeet Kaushik, Dr. Hisham Mahmood, Dr. Patrick Zhang, and Dr. Muhammad Rashid were recognized among the top 2% of scientists on a global list by Stanford University.
- Two professors are working on a highly realistic 3D bariatric procedure simulator to help ensure doctors have the best training possible to perform bariatric surgeries.
- Dr. Fernando González Hermoso, head scientist of the Spanish Council in Spain, collaborated with assistant professor Dr. Xiaofan Xu to develop wastewater treatment solutions as part of innovative environmental engineering research.

Programs

- Florida Poly is adding to its engineering strength by launching two new bachelor's degrees for students this fall: civil engineering and industrial engineering.
- Florida Poly expands its international bonds through new academic partnerships with Fulbright Italy, Fulbright Finland, and Fulbright Portugal.
- Florida Poly offers the country's first Coding for Data Analytics Certificate for freshman as a credential for early industry success. Select freshmen can start learning coding and programming skills from their first day of enrollment.

Institution

- Florida Poly opened its new Applied Research Center, a 90,000-square-foot facility that doubles the University's research capabilities and strengthens its position as a premier STEM institution.
- IFF (NYSE:IFF) began construction of their Citrus Innovation Center on campus. The partnership will provide internship and job opportunities to students, and foster research collaborations.
- For the second straight year, Florida Poly was ranked the No. 1 public college in the South by U.S. News and World Report, and third among all top colleges in the region – both public and private. Nationally, Florida Poly was ranked as a top 30 public engineering program without a Ph.D. The University also ranked No. 2 among schools in the region whose students graduate with the least student debt.
- Florida Poly broke ground on its third student dormitory to expand its on-campus housing offerings and keep pace with the school's high demand and enrollment growth.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

- PBF 3.1 and 3.2: Realign the goals to more closely reflect our aid level, noting that in coming years the institution-based aid will need to decline in order to balance budgets.
- PBF 4. Early modeling of the 2019-2023 graduation rate shows a likely result of approximately 40%. We are adjusting this goal to 40% but leaving the following years as currently approved.
- PBF 5. Early modeling of the 2022-23 results shows significant uncertainty in the result for the coming year. This is a critical metric to the campus, and we will leave it at its current approved value.
- PBF 9b. It is typical for Pell recipients, due to lack of advantages, to not perform as well on retention rates. We have moved the goal for this metric to be 2 percentage points below that for the overall student body.
- PBF 10. We have two years of substantial success with this metric and are raising the goal to 96%.
- KPI 7. Early modeling indicates that we will have similar Pell graduation rates to that of the overall student body. We have adjusted the goals upward to reflect this.
- KPI 8. This is the second, and we believe last, year of a small graduating class. For 2022-23, we have adjusted this value to 220 graduates (reflective of difficulty with COVID), for 2023-24, we have adjusted the number of graduates to 240, for 2024-25 we have adjusted the number of graduates to 320 (noting difficulties in bringing a sufficiently large class due to lack of university housing), and for 2025-26 we are leaving the goal as approved.
- KPI 9. For the 2022-23 year, we are raising the goal to 40 graduates, leaving the goal at 40 graduates for the following year, and then increasing the number of graduates by 5 students per year.
- KPI 10. We are projecting a decline in this metric, presumably due to lower-than-expected matriculation of Hispanic students in 2019. We have adjusted this number downward for 2022-23 but have left it as written for the following years.
- KPI 17. Starting in the spring of 2024, we expect to see greater engagement in undergraduate research and have adjusted the goal upward.
- Enrollment Planning: The housing shortage at Florida Poly has affected our enrollment growth and we have adjusted our headcount numbers downward accordingly.

PERFORMANCE-BASED FUNDING METRICS

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	75.0	75.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.		76	76.5	77	77	77.5

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	54,800	56,300	54,400	54,800	.	.	.	.	.
APPROVED GOALS	.	40,700	45,000	54,000	54,500	54,500	54,500	55,000	55,500	.
PROPOSED GOALS	.	.	.	.	.	*54,800*	*54,800*	*55,000*	*55,500*	*55,500*

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

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

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	-5,330	-5,790	-7,540	-12,160	-13,610	.	.	.	.	.
APPROVED GOALS	12,000	12,000	2,000	2,000	3,000	5,000	5,000	5,000	5,000	.
PROPOSED GOALS	.	.	.	.	.	*-8,000*	*-7,000*	*-6,500*	*-6,000*	*-5,500*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	-5,330	-5,790	-7,070	-9,100	-9,370	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*-8,000*	*-7,000*	*-6,500*	*-6,000*	*-5,500*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	36.6	39.5	34.3	38.2	41.0	.	.	.	.	.
APPROVED GOALS	37	37	38	41	43	42	41	45	45	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*45*	*45*	*45*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	71.7	65.4	76.6	64.2	75.3	.	.	.	.	.
APPROVED GOALS	75	76	77	66	75	82	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	*82*	*83*	*83*	*83*	*83*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	30.3	29.5	33.8	33.1	34.9	.	.	.	.	.
APPROVED GOALS	15	28	32	32	32	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*32*	*32*	*32*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	*	*	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

Note: In November 2022, the Board's Budget and Finance Committee approved a change to Florida Poly's PBF#8 metric after meeting the 25 graduate degrees awarded requirement. An asterisk is shown when cohorts are 10 or less.

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

	2015-18	2016-19*	2017-20*	2018-21*	2019-22*	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	.	21.7	30.9	31.0	27.8	.	.	.	.	.
APPROVED GOALS	.	.	16	18	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

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. An asterisk is shown where a three-year rolling average has been used until the cohort reaches at least 25 for three consecutive cohorts.

9b. BOG Choice: Pell Recipient Second Fall Retention Rate [Full-time students]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	78.1	67.7	87.8	66.0	74.5	.	.	.	.	.
APPROVED GOALS	.	.	.	66	75	82	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	*80*	*81*	*81*	*81*	*81*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	73.2	84.6	78.1	98.6	.	.	.	.	.
APPROVED GOALS	.	.	75	84	84	85	86	86	86	.
PROPOSED GOALS	.	.	.	.	.	*96*	*96*	*96*	*96*	*96*

KEY PERFORMANCE INDICATORS

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

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

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

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

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	25	25	32	33	31	.	.	.	.	.
APPROVED GOALS	18	22	22	30	32	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	*32*	*32*	*32*	*32*	*32*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3.6*	3.8	4.0	4.1	3.9	.	.	.	.	.
APPROVED GOALS	.	4.7	4.5	4.4	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

Note: The 2017-18 rate was somewhat artificial because 2014 was the initial cohort; so all graduates would have finished within four years.

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	96	89	82	82	85	.	.	.	.	.
APPROVED GOALS	68	70	75	80	82	82	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*82*	*85*	*85*	*85*	*85*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	.	.	50	56	47	.	.	.	.	.
APPROVED GOALS	.	.	51	56	49	56	58	58	59	.
PROPOSED GOALS	.	.	.	.	.	*56*	*58*	*58*	*59*	*60*

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

	2016-18*	2017-19*	2018-20*	2019-21*	2020-22*	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	1	6	4	4	0	.	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*6*

Note: An asterisk is shown where a three-year rolling average has been used until the cohort reaches at least 25 for three consecutive cohorts.

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	.	.	48	31	35	.	.	.	.	.
APPROVED GOALS	.	.	.	33	34	35	37	38	38	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*41*	*42*

Note: The 2017-18 cohort is the first FTIC cohort in which Florida Poly students were able to receive Pell grants during their first year.

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	197	239	293	256	217	.	.	.	.	.
APPROVED GOALS	160	250	320	251	250	260	270	350	360	.
PROPOSED GOALS	.	.	.	.	.	*220*	*240*	*320*	*360*	*360*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	8	8	15	18	34	.	.	.	.	.
APPROVED GOALS	7	14	18	26	32	34	40	40	45	.
PROPOSED GOALS	.	.	.	.	.	*40*	40	45	50	55

KEY PERFORMANCE INDICATORS (cont.)

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

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

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

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	7	6	6	6	5	.	.	.	.	.
APPROVED GOALS	6	7	7	7	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*7*	*7*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

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

16. Faculty Awards

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

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

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	50	18	23	.	.	.	.	.
APPROVED GOALS	.	.	.	.	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	27	28

18. Total Research Expenditures ($Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,200	2,006	1,091	1,269	1,725	.	.	.	.	.
APPROVED GOALS	600	1,300	751	1,013	1,300	1,400	1,500	1,500	1,550	.
PROPOSED GOALS	.	.	.	.	.	*1,900*	*1,900*	*2,100*	*2,150*	*2,200*

19. Research Expenditures from External Sources ($Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	249	348	323	572	993	.	.	.	.	.
APPROVED GOALS	.	.	304	483	725	900	1,000	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	*900*	*1,000*	*1,200*	*1,200*	*1,250*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

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

21. Number of Licenses/Options Executed Annually

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

22. Number of Start-up Companies Created

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

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,389	1,267	1,294	1,335	1,428	.	.	.	.	.
APPROVED GOALS	1,441	1,283	1,300	1,390	1,447	1,668	1,955	2,164	2,379	.
PROPOSED GOALS	.	.	.	.	.	1,502	1,802	2,005	2,226	2,452
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	33	48	72	81	62	.	.	.	.	.
APPROVED GOALS	23	51	59	67	73	108	120	140	140	.
PROPOSED GOALS	.	.	.	.	.	*70*	*120*	*140*	*140*	*140*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	319	277	319	399	361	*300*	*440*	*462*	*480*	*499*
FTIC: Returning	818	765	735	699	739	*928*	*1,022*	*1,173*	*1,307*	*1,462*
Transfer: FCS w/ AA	96	124	138	131	122	*133*	*154*	*160*	*198*	*226*
Other Undergraduates	135	89	88	95	197	*128*	*175*	*199*	*230*	*255*
Post-Baccalaureates	21	12	14	11	9	*13*	*11*	*11*	*11*	*10*
Subtotal	**1,389**	**1,267**	**1,294**	**1,335**	**1,428**	***1,502***	***1,802***	***2,005***	***2,226***	***2,452***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	33	48	72	81	62	*70*	*120*	*140*	*140*	*140*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**33**	**48**	**72**	**81**	**62**	***70***	***120***	***140***	***140***	***140***
TOTAL	**1,422**	**1,315**	**1,366**	**1,416**	**1,490**	***1,572***	***1,922***	***2,145***	***2,366***	***2,592***

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

ENROLLMENT PLANNING (cont.)

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	27	32	27	30	28	.	.	.	.	.
APPROVED GOALS	.	34	32	32	33	34	36	38	38	.
PROPOSED GOALS	.	.	.	.	.	*34*	*36*	*38*	*38*	*38*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	719	654	586	616	793	*780*	*876*	*1,065*	*1,176*	*1,298*	*1,582*
UPPER	642	612	585	580	521	*573*	*667*	*820*	*909*	*1,008*	*1,238*
GRAD 1	11	20	35	47	47	*48*	*77*	*104*	*119*	*127*	*140*
GRAD 2	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	**1,372**	**1,286**	**1,206**	**1,243**	**1,361**	***1,581***	***1,620***	***1,989***	***2,204***	***2,433***	***2,960***

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

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	0	0	0	21	4	*3*	*5*	*8*	*8*	*8*
Primarily Dist. (80-99%)	0	0	0	0	1	*0*	*1*	*2*	*2*	*2*
Flex	0	0	0	54	0	*5*	*5*	*5*	*5*	*5*
Hybrid (50-79%)	0	0	0	0	1	*0*	*0*	*1*	*1*	*1*
Classroom (0-49%)	100	100	100	25	94	*92*	*89*	*84*	*84*	*84*
GRADUATE										
All Distance (100%)	0	0	0	11	2	*7*	*8*	*9*	*9*	*9*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*1*	*1*	*1*
Flex	0	0	0	53	0	*0*	*0*	*1*	*1*	*1*
Hybrid (50-79%)	0	0	0	0	0	*0*	*0*	*1*	*1*	*1*
Classroom (0-49%)	100	100	100	36	98	*93*	*92*	*88*	*88*	*88*

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Construction Engineering	14.3301	STEM		No	110	May 2024
Chemical Engineering	14.0701	STEM	FAMU, FSU, UF, USF	No	100	May 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2024-26

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
As Florida Polytechnic University continues to build upon a mission that is STEM-focused, additional Bachelor programs will be investigated and developed. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Additional Master's programs will be investigated and developed to build upon Florida Polytechnic's STEM-focused mission. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.						
DOCTORAL PROGRAMS						

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. FLPOLY: Percent of Bachelor's Graduates with two 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 three 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: Six-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 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 and projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses and projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36-score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

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

DEFINITIONS (cont.)

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

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within science and engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within science and 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 and engineering: computer science, engineering, environmental science, life science, mathematical sciences, physical sciences, psychology, and social sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120-hr 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 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 graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

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

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey 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 with the exam's respective benchmark. The state benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

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

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

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as distance learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after Thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA