

2025 ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

BOT Approved May 28, 2025





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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

We serve students and industry through educational excellence and the discovery, advancement, and application of knowledge in science, technology, engineering, and mathematics.

Florida Polytechnic University promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.

Statement of Strategy

Florida Poly is embarking on a new season of accelerated advancement, bolstered by a new administration and guided by a strategic plan aimed at shaping a future defined by excellence, uncommon innovation, and transformative impact. As the state's premier STEM-only institution, Florida Poly aims to build on its quality reputation to drive innovation and economic impact through comprehensive growth designed to address rapid changes in the economy and technology to prepare the next generation of innovators, problem-solvers, and thought-leaders who will define the future of technology, industry, healthcare and more.

Florida Poly's "Strategy for Impact" embraces a collaborative approach to advancing the university over the next five years. With an overarching focus on growth, the University has identified three priorities to guide our efforts:

1. **Comprehensive Institutional Growth:** Maximizing the University's positive impact on Florida's future begins with a comprehensive approach to institutional growth. This is the most extensive priority of the strategic plan and encompasses academic excellence, research capability, and strengthening community and industry partnerships. By building a robust framework for corporate engagement, the University sets the foundation for creating a university research park to serve as a hub for industry collaboration, technology transfer, and support for student learning through academic partnerships. Goals here include positioning the university as a leading economic driver in the region; growing enrollment, academic programs, and internal programs to develop students, faculty, and staff; and strengthen financial sustainability and infrastructure to support growth and expansion.
2. **Advancement through Intentional Resource Development:** Advancing our mission to serve students and industry includes looking inward to streamline financial, IT, and other business contracts and processes to ensure effective stewardship of taxpayer dollars. Doing so also includes directing resources to advance teaching quality and student learning and retention initiatives.
3. **Academic and Industry Collaborative Partnerships:** This initiative is a critical part of the University's mission and threaded throughout the entire strategic plan. Here, however, it takes focus in the form of securing the necessary relationship and resources to break ground on a research park, develop programs of cross-institutional academic collaboration and seek new ways to engage and support business and industry through partnerships, training, and advanced education.

Overall, the plan will grow the University's impact and value to the state. More specifically, focused programs on students, faculty, and staff development, as well as new strategies in enrollment management will focus on delivering greater enrollment, retention, production of degrees, and continue to develop and deliver high-impact, high-wage programs of strategic emphasis that produce graduates capable of positively impacting the Florida economy.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

In previous reports, our graduation improvement plan has focused on freshman-year initiatives to impact APR, related advising, academic support, enhance the campus experience for students. The top-down emphasis on freshman year projects has yielded a slow climb toward a positive impact on the APR but it is based on an unsustainable model that has hit the ceiling in its effectiveness at moving the needle on these targets. Through a strong collaborative effort among all academic programs, we have made important adjustments to the first-year experience effective with fall 2025. In addition to the essential foundational classes in mathematics and science that students need to succeed in rigorous STEM programs, we are revamping freshman experience courses to engage students more directly in their intended majors with engaging curriculum informed by current trends, strong foundations, and hands-on experiences.

Improving the first-year experience starts, however, at the very beginning with a strong enrollment management model. Our new leadership in this area has done extensive data analysis of methods and results previously undertaken at the University and made significant changes in staffing, operations, and overall philosophy to grow our student body by 10% per year. This is not merely additive but based, too, identifying the recruits with demonstrated capacity to be successful and thus drive retention success as well.

In previous plans, we have focused on mathematics-based summer start programs including up through summer 2024. After several iterations and evaluation of these efforts, we have chosen to pause these programs as the return on investment has not proven adequate. We continue to study methods for ensuring that students who enter Florida Poly either have the requisite mathematics experience or can quickly obtain the skills to succeed in the curriculum.

Our advising and academic support efforts continue to be a focus as we work to improve retention and graduation rates. A new emphasis on stronger advising training and support for faculty in tandem with the academic success center brings these efforts more strongly together to understand the challenges and opportunities impacting the whole student.

Academic support for learning has grown to a coherence model where our Tutoring and Learning Center focuses on critical entry-and gateway courses that students find most challenging. The addition of a partnership with Knack, for flexible engagement in peer-to-peer learning for upper-level courses adds a valuable piece to our students' academic success journey by closing the gap between classroom learning and independent study.

Another area we are actively improving as noted in the previous accountability plan is stronger data analysis and student tracking. Through implementation of a new cloud-based student information system (SIS; expected fall 2026), and better connections across systems, the university will have cleaner, more timely data to evaluate existing efforts that support student progress and make informed improvements in all phases of the student lifecycle.

The strategic plan's call to focus more directly on instructional innovation to advance student learning is another example of the focused comprehensiveness of that plan to advance the quality of our graduates and bring together many of the elements that shape improvements in graduation rates.



STRATEGY (cont.)

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

Students

- New Electrochemical Society aspires researchers with new opportunities to make a global impact.
- Graduate research assistant Sydney Wickett's innovative 3D printing researched captured top honors at the American Standard for Testing Materials (ASTM) E08 Fatigue and Fracture forum.
- The Phoenix Racing team took its inaugural solar racecar to the annual Formula Sun Grand Prix solar race resulted in 7th in a field of national well-known schools.
- A team of students took home top honors at the Florida Interactive Entertainment Academy with 34 teams challenged to create a video game under 48 hours.

Faculty

- Dr. Rawa Adla, assistant professor of computer engineering, is leading innovative research to make I-4 (notorious for high-ranking accident rates) safer for drivers.
- Fulbright Advanced research by Dr. Chris Kelley, assistant professor of mechanical engineering, and Dr. Jalal Ahamed, associate professor at Canada UWindsor's are developing sensors to improve Parkinson's Disease.
- A groundbreaking study by Dr. Daren Watson, assistant professor of mechanical engineering, has revealed how tiny water-walking insects survive torrential rainstorms, potentially paving the way for advances in biomimetics and water pollution solutions.
- Three University professors have once again been named to an elite list of the top 2% of scientists in the world in nanotechnology, rare earth element recovery, and electronics.
- Dr. Gerardo Carbajal, associate professor of mechanical engineering, is leading two energy-focused projects with Dr. Antonio Soria, a Spain Fulbright scholar to advance battery cooling.

Programs

- The University expanded its educational offerings in the fall of 2025 with the addition of two new, industry-driven master's degrees.
- Students gain hands-on investing using \$100,000 in virtual funds in TD Bank's Virtual Stock Market Simulation Game to strategize the best ways to grow their portfolios.

Institution

- The University was recognized as the No.1 public college in the Southeast and Top 20 public engineering without a Ph.D. in the nation in U.S. News and World Report for 4th straight year.
- Through a strong final enrollment push during the first weeks of the new academic year, Florida Poly saw a significant spike in student interest which exceeded projections.
- Florida Poly and Catapult, one of the region's leading business incubators, teamed up to ignite and strengthen STEM education and fuel innovation, entrepreneurship, and economic growth in Lakeland and beyond.
- Mechanical engineers at Florida Poly have put their skills to the test for the Lakeland Police Department, inventing a device to help make turning on their body cameras effortless in situations when they must draw their firearm. The patent-pending device is now worn on the holster of every Lakeland police officer.
- Florida Polytechnic University was ranked No. 8 in the nation for top career outcomes for its graduates in WalletHub's 2025's Best Universities Ranking. This recognition placed Florida Poly alongside elite institutions such as the California Institute of Technology, Georgetown University and Duke University. Among public institutions, Florida Poly ranked No. 1 in the country.



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Florida Poly 25 | 30, our strategic plan approved unanimously by the Board of Governors on March 26, 2025, establishes aggressive goals for student success and institutional performance. The proposed goals in this Accountability Plan align directly with the goals set in our Strategic Plan.

Based on data from our 2024 entering cohort, we have lowered the 2024-25 Academic Progress Rate goal from 83% to 75%.

5. Academic Progress Rate

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	74.9	.	.	.	.	.
APPROVED GOALS	73.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	75.0 ↓	83.0	83.0	84.0 ↑	87.0

We have also modified goals for PBF metric #3 to align with our strategic plan goal to maintain an average cost per degree of zero.

3. Average Cost to the Student

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	-9,510	.	.	.	.	.
APPROVED GOALS	-9,500	-7,000	-6,500	-6,000	-5,500	.
PROPOSED GOALS	.	0	0	0	0	0

The goals in this Accountability Plan establish a trajectory to achieve all goals in our Strategic Plan by 2030.



STRATEGY (cont.)

Enrollment Management

With new leadership and a bold strategy for institutional growth, Florida Poly is undertaking a comprehensive remodeling process of its enrollment management strategy. Broadly speaking, enrollment management begins with recruiting and extends through graduation, focusing on class shaping and the curriculum, resources, and support that facilitate student progression. The University's new strategic direction includes realizing an enrollment of 3000 by 2030, approximately 10% annual growth. This objective will be achieved and ideally exceeded through a multifaceted approach. As the student prospect funnel opens, the whole enrollment management pipeline must expand to meet the enrollment targets established by the Strategic Plan.

Admissions/Financial Aid: The goal of enrolling 3000 students starts with aggressive and strategic recruiting to grow the prospect pool and enable greater selectivity with respect to applicants' academic backgrounds, where a strong foundation in mathematics increases the odds of academic persistence & success. Our new enrollment management team has improved upon prior strategies with a practice that ensures regular, meaningful contact with prospects, and frequent engagement with applicants who have committed and deposited. Improvements in financial aid awarding greatly assist in keeping students and their families knowledgeable about their options and minimize financial stress which so often hampers successful matriculation.

New Student Orientation: Florida Poly is significantly expanding new student orientation opportunities throughout the summer for incoming students to experience the campus, register for classes, and avail themselves of the breadth of campus life and academic services that will support them along the way.

New First-Year Student Experience: Feedback shows that our students love to do meaningful work in their major in the first year. We have removed some of the less engaging components of our first-year curriculum and asked the faculty to develop the kinds of courses that got them excited to select their major. These new "intro to the major" classes bring together more directly developments in their selected discipline and combine them with the work they do in other foundational classes to better contextualize what it means to be a STEM professional.

Articulation Agreements: The University also plans to expand its articulation agreements with State Colleges, including adding pathways for the specialized A.A. transfer degrees.

Advising: The strategic plan calls for doubling the number of Success Coaches to manage larger incoming classes. More than just handling greater numbers, these coaches, alongside designated advising coordinators in the academic departments, will facilitate a more seamless path to graduation.

Academic Support: The University's Tutoring and Learning Center has expanded the breadth of curriculum that it supports, thereby helping a greater number of students succeed at the most difficult subjects. A recently implemented partnership with Knack tutoring provides another method to facilitate coverage by engaging students in peer-to-peer tutoring in upper-division classes.

Graduate Enrollment: Included in our enrollment goals is the expectation that our graduate programs will also see an increase in enrollment. Leading this effort will be our M.S. in Engineering Management, which will be offered fully online for the first time, broadening our exposure to a larger market of prospects. This change, along with successful existing programs and curricular enhancements will support the overall effort of reaching an enrollment of 3000 students by 2030.



PERFORMANCE-BASED FUNDING METRICS

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	75.0	75.6	85.3	80.9	.	.	.	.	.
APPROVED GOALS	.	.	.	76.0	83.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	83.0	83.0	83.0	83.0	83.0

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	56,300	54,400	54,800	68,000	66,800	.	.	.	.	.
APPROVED GOALS	45,000	54,000	54,500	54,800	65,000	65,000	65,000	65,000	65,000	.
PROPOSED GOALS	.	.	.	.	.	66,000	67,000	68,000	69,000	70,000

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	-7,530	-12,160	-13,610	-11,110	-9,510	.	.	.	.	.
APPROVED GOALS	2,000	2,000	3,000	-8,000	-9,500	-7,000	-6,500	-6,000	-5,500	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	34.3	38.2	41.0	41.2	36.8	.	.	.	.	.
APPROVED GOALS	38.0	41.0	43.0	40.0	37.0	49.0	49.0	49.0	49.0	.
PROPOSED GOALS	.	.	.	.	.	49.0	49.0	49.0	52.0	56.0



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	76.6	64.2	75.3	73.6	74.9	.	.	.	.	.
APPROVED GOALS	77.0	66.0	75.0	82.0	73.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	75.0	83.0	83.0	84.0	87.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	95.0	95.0	90.0

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 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	33.8	33.1	36.3	34.9	34.1	.	.	.	.	.
APPROVED GOALS	32.0	32.0	32.0	32.0	31.5	31.5	31.5	31.5	31.5	.
PROPOSED GOALS	.	.	.	.	.	32.0	33.0	34.0	35.0	36.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	95.0	95.0	90.0

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.



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20*	2018-21*	2019-22*	2020-23*	2021-24*	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	30.9	31.0	27.8	25.0	25.0	.	.	.	.	.
APPROVED GOALS	16.0	18.0	25.0	30.0	24.0	30.0	30.0	30.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	30.0	39.0	48.0	57.0	66.0

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	.	.	.	46.4	50.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	50.0	53.0	56.0	59.0	62.0

Note: In October 2024, the Board's Budget and Finance Committee approved a change to this metric replacing the retention rate for FTIC Pell grant recipients with the six-year graduation rate for FTIC Pell grant recipients. Since the 2017-23 cohort was the first attending Florida Poly eligible to receive federal financial aid, graduation rates for prior cohorts are not available.

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	84.6	78.1	98.6	99.5	98.8	.	.	.	.	.
APPROVED GOALS	75.0	84.0	84.0	96.0	96.0	96.0	96.0	96.0	96.0	.
PROPOSED GOALS	.	.	.	.	.	96.0	96.0	97.0	98.0	99.0



KEY PERFORMANCE INDICATORS

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

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
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 number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	32	33	31	35	24	.	.	.	.	.
APPROVED GOALS	22	30	32	32	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	28	29

3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.0	4.1	3.9	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.1	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.0	4.0	3.9

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82	82	85	83	86	.	.	.	.	.
APPROVED GOALS	75	80	82	82	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	86	86	86	87	87



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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	50	56	47	53	54	.	.	.	.	.
APPROVED GOALS	51	56	49	56	55	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61	62

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

	2018-20*	2019-21*	2020-22*	2021-23*	2022-24*	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	4	4	0	0	0	.	.	.	.	.
APPROVED GOALS	.	5	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	6	7	8	9

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]

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	.	31	35	48	35	.	.	.	.	.
APPROVED GOALS	.	33	34	40	37	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	40	44	48	52	56

Note: The 2017-18 cohort is the first at Florida Poly where students were eligible to receive Pell grants during their first year.

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	293	256	217	214	259	.	.	.	.	.
APPROVED GOALS	320	251	250	220	250	330	370	380	400	.
PROPOSED GOALS	.	.	.	.	.	330	370	380	400	410

9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	15	18	34	36	38	.	.	.	.	.
APPROVED GOALS	18	26	32	40	40	45	50	55	60	.
PROPOSED GOALS	.	.	.	.	.	45	50	55	60	65



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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	25	25	27	29	25	.	.	.	.	.
APPROVED GOALS	25	25	28	24	28	28	28	28	28	.
PROPOSED GOALS	.	.	.	.	.	28	28	29	29	30

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	6	6	5	5	4	.	.	.	.	.
APPROVED GOALS	7	7	7	6	6	6	7	7	5	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	8	8

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	50	18	23	36	20	.	.	.	.	.
APPROVED GOALS	.	.	25	25	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33	33

17. Total Research Expenditures (\$Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,091	1,269	1,725	2,260	2,391	.	.	.	.	.
APPROVED GOALS	751	1,013	1,300	1,900	1,900	2,100	2,150	2,200	2,700	.
PROPOSED GOALS	.	.	.	.	.	2,000	2,200	2,400	2,900	3,900

18. Research Expenditures from External Sources (\$Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	323	572	993	1,396	1,103	.	.	.	.	.
APPROVED GOALS	304	483	725	900	1,200	1,300	1,300	1,400	1,500	.
PROPOSED GOALS	.	.	.	.	.	1,300	1,300	1,400	1,500	2,500



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	1	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	1	2	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	4	5

20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
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	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1,294	1,335	1,428	1,496	1,689	.	.	.	.	.
APPROVED GOALS	1,300	1,390	1,447	1,502	1,796	1,946	2,110	2,293	2,382	.
PROPOSED GOALS	.	.	.	.	.	1,826	1,975	2,135	2,309	2,497
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	72	81	62	48	77	.	.	.	.	.
APPROVED GOALS	59	67	73	70	77	96	112	124	158	.
PROPOSED GOALS	.	.	.	.	.	97	121	152	191	239

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	319	399	361	343	477	465	503	544	588	636
FTIC: Returning	735	699	739	790	803	979	1,059	1,145	1,238	1,339
Transfer: FCS w/ AA	138	131	122	116	126	164	178	192	208	225
Other Undergraduates	88	95	197	237	272	203	219	237	257	277
Post-Baccalaureates	14	11	9	10	11	15	16	17	18	20
Subtotal	1,294	1,335	1,428	1,496	1,689	1,826	1,975	2,135	2,309	2,497
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	72	81	62	48	77	97	121	152	191	239
300Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
Subtotal	72	81	62	48	77	97	121	152	191	239
TOTAL	1,366	1,416	1,490	1,544	1,766	1,923	2,096	2,287	2,500	2,736

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.



ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	4	5	7	7	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7	7	8	9	10	.
PROPOSED GOALS	.	.	.	.	.	7	8	9	10	10

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	27	30	28	37	36	.	.	.	.	.
APPROVED GOALS	32	32	33	34	36	37	38	38	38	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	40	40

Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	586	615	793	779	732	806	961	1,039	1,124	1,215	1,421
UPPER	584	580	520	572	676	747	780	844	912	987	1,153
GRAD 1	34	47	46	40	39	41	66	82	103	130	204
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1,205	1,242	1,360	1,392	1,448	1,539	1,807	1,965	2,139	2,332	2,778

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. Small differences found when totaling FTE by course level are due to rounding. 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



ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2030- 31
UNDERGRADUATE											
All Distance (100%)	0	21	4	1	1	2	3	4	5	6	8
Primarily Dist. (80-99%)	0	0	1	0	0	0	0	0	0	0	0
Flex	0	54	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	1	2	2	2	3	4	5	6	8
Classroom (0-49%)	100	25	94	97	97	96	94	92	90	88	84
GRADUATE											
All Distance (100%)	0	11	2	5	5	5	10	10	15	15	20
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	53	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	5	5	5	5	10	10	15
Classroom (0-49%)	100	36	98	95	90	90	85	85	75	75	65

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. Small differences found when totaling FTE by method of instruction are due to rounding. 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 Commerce 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 Commerce 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. 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. 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) ePortfolios, (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, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

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: 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. 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

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 counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). 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-M: 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: 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. 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. 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 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 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

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. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). 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





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