2025
ACCOUNTABILITY PLAN

FLORIDA ATLANTIC UNIVERSITY
BOG Approved June 18, 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

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

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

Statement of Strategy

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

Florida Atlantic is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University capitalizes on its strategic location to address emerging issues that impact Florida, our nation and beyond. Florida Atlantic leverages its strategic advantages to tackle global challenges through innovative research, community partnerships, and student outreach—and now serves as a national model for accessible, high-quality education and student success.

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

Strategies include:

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

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FAU's 2025 Strategic Plan catalyzed a commitment to student learning and timely graduation. This plan implemented nationally recognized best practices and innovative strategic actions. Now recognized as a national leader in degree completion, FAU increased the FTIC 4-year graduation rate 34 percentage points since 2014.

Academic and Curricular Incentives for Timely Graduation

- Jump Start - This program gives first time-in-college freshman the opportunity to access key university academic support resources and network with peers in the summer prior to their first fall term. In summer 2024, 662 students participated and got a jump start on their undergraduate endeavors.
- Soar-in-4 Scholars – This timely graduation incentive program provides participants with priority course registration, guaranteed course availability, and other benefits. There were 92 Soar-in-4 Scholars still progressing toward their degree and 90 Soar-in-4 Scholars who graduated in the 2023-24 AY.
- Accelerated 3-Year Degree Completions - 480 first time-in-college students (12% of the fall 2021 cohort) will have graduated in three years, which is up 1% from the previous year. In addition to launching accelerated programs, FAU is also committed to developing nimble curricula whenever feasible.
- Bachelor of Arts in Health Science - In 7 years, this degree program has awarded 1,377 degrees and has become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

Financial Incentives

- Launch Scholarship - In 2023-24, Launch scholarships were offered to 2,466 students who were incentivized to enroll in an extra course to help them stay on track towards timely graduation. The total amount awarded to students was $1,714,694.
- On-campus internships – 1,382 students participated in on-campus internships, which is a 5% increase from the previous year, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

Policy and Disincentives for Untimely Graduation

- Timely Graduation Policy – Changes in this policy resulted in a 4.2% increase in the average credits attempted by FTIC cohorts (from Fall 2016 to Fall 2023). Students are taking more credit hours – and more students are maintaining full- time course loads throughout their entire four years.
- Supporting Lower-Level Mathematics Courses - FAU has revamped math placement processes and provides free drop-in group tutoring online or in-person at the university's Math Learning Center.

Proactive Financial Aid Program

- FAU Academic Achievement Grant – 808 students benefited from this $2,074,779 grant program that renews each year if students complete a minimum of 30 credits per year.
- FAU Academic Grant – 1,027 students benefitted from this $2,590,046 progressive grant program that increases in the annual award amount as the student continues to the next year.
- Recruitment Scholarships – 5,483 students received these renewable awards which have expectations for full-time enrollment in the fall and spring terms.
- Pathways to Graduate Education Scholarship - These scholarships incentivize students to finish their undergraduate degrees and start their graduate degrees at FAU earlier. In 2023-24, 35 students received $1,000 and 12 students received $2,000 totaling $59,000 total funds awarded.

STRATEGY (cont.)

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

Student Achievements

- Natasha Mayorga, Cristian Pena, and Dana Smith were named 2024 Goldwater Scholars, the most prestigious national research fellowship for undergraduate students. This is the third consecutive year Florida Atlantic students have earned this honor.
- Wilkes Honors College students Nicholas Moy and Rachel Kavalakatt earned $16,000 in funding for their start-up company Glaucova from e-Fest, an annual undergraduate entrepreneurship competition.
- College of Business management senior Joseph Watson was awarded an eMerge Americas' 2024 Rising Star Award for talent and achievements.

Faculty Achievements

- Dr. Roland Kidwell, a DeSantis Distinguished Professor of Management and Entrepreneurship, and Dr. Anil Bilgihan were designated Fulbright Scholars for the 2023-24 academic year.
- Dr. Amy Wright of the Harbor Branch Oceanographic Institute received the Paul. J. Scheuer Award, a biennial award considered the foremost accolade in the field of marine natural products chemistry.
- Jeffrey Huber, FAIA, ASLA, of the School of Architecture, was awarded the 2024 Gold Medal by the Tau Sigma Delta Honor Society in Architecture and Allied Arts and the Association of Collegiate Schools of Architecture.

Program Achievements

- The Charles E. Schmidt College of Medicine received an $11.5 million gift from the FairfaxWood Scholarship Foundation to create a game-changing infrastructure that will combat amyloidosis, a life-threatening disease that can be present in the heart, kidneys, and brain.
- The College of Engineering and Computer Science partnered with Florida Power & Light Company to unveil the newly established "FPL Center for Intelligent Energy Technologies," a new AI-enabled center in the state-of-the-art Engineering East Building.
- Received a $4.2 million R01 grant from the National Institute on Aging of the National Institutes of Health to study the impacts of smoke exposure from agricultural fires on the risk of Alzheimer's disease and related dementias (ADRD).

Institutional Achievements

- Earned the largest rise out of all public universities in the state of Florida in the U.S. News & World Report "Top Public Schools" rankings to No. 112 from No. 131.
- Florida Atlantic became a Top 50 University in Washington Monthly's annual College Guide, improving to No. 46 among the nation's best public and private universities.
- The Wall Street Journal ranked Florida Atlantic No. 79 among public universities in its 2024 "Best Colleges in America" list, which evaluates the top 400 universities based on graduation rates and post-graduation salaries.
- Awarded the 2024 American Council on Education (ACE)/Fidelity Investments Award for Institutional Transformation.
- Florida Atlantic launched the School of Environmental, Coast and Ocean Sustainability through the Charles E. Schmidt College of Science as well as the Department of Biomedical Engineering with the College of Engineering and Computer Science.
- Received an all-time university record with 46,000 first-year applications for fall, a 27% increase of applicants from the previous year.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

Florida Atlantic is not proposing any PBF goal adjustments in the 2025 Accountability Plan.

STRATEGY (cont.)

Enrollment Management

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

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

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

Regarding the strategy for graduate enrollment management, the university will build on recent successes of its partnership with Study Group, a leading provider of international services. The first cohort of these international recruits started in Fall 2022, and Florida Atlantic has already added 1,100 graduate students in areas such as computer science, business analytics, engineering, and related technology fields. FAU's recent ascension to R1 status will also be accompanied by growth in funded doctoral assistantships, primarily in STEM and health fields.

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

PERFORMANCE-BASED FUNDING METRICS

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

	18-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	64.8	69.0	71.4	72.5	.	.	.	.	.
APPROVED GOALS	.	.	.	70.0	71.5	72.0	72.5	73.0	73.5	.
PROPOSED GOALS	.	.	.	.	.	73.0	73.5	74.0	74.5	75.0

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	41,000	41,500	45,300	49,500	51,500	.	.	.	.	.
APPROVED GOALS	41,000	42,000	43,000	45,500	46,500	47,500	48,500	49,000	50,000	.
PROPOSED GOALS	.	.	.	.	.	52,000	52,500	53,000	53,500	54,000

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	7,690	6,100	1,680	5,920	5,390	.	.	.	.	.
APPROVED GOALS	9,500	7,600	6,100	8,000	7,000	7,000	7,000	7,000	7,000	.
PROPOSED GOALS	.	.	.	.	.	6,000	6,000	6,000	6,000	6,000

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	47.5	49.8	49.4	50.3	53.2	.	.	.	.	.
APPROVED GOALS	39.0	48.0	50.0	51.0	51.5	52.0	52.5	53.0	53.5	.
PROPOSED GOALS	.	.	.	.	.	53.5	54.0	54.5	55.0	55.5

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	81.0	78.0	77.7	81.9	82.4	.	.	.	.	.
APPROVED GOALS	80.6	81.0	81.9	81.9	83.2	84.5	85.0	85.5	86.0	.
PROPOSED GOALS	.	.	.	.	.	84.5	85.0	85.5	86.0	86.5

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	52.8	58.3	61.3	61.3	61.3	.	.	.	.	.
APPROVED GOALS	52.9	53.1	58.5	58.5	58.5	38.0	38.5	39.0	39.5	.
PROPOSED GOALS	.	.	.	.	.	38.0	38.5	39.0	39.5	40.0

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	41.5	39.6	38.7	38.0	36.3	.	.	.	.	.
APPROVED GOALS	42.0	40.0	40.0	40.0	41.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0	42.0

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	65.7	66.5	67.5	66.0	69.6	.	.	.	.	.
APPROVED GOALS	63.0	63.0	67.0	67.0	67.0	47.0	47.5	48.0	48.5	.
PROPOSED GOALS	.	.	.	.	.	50.0	50.5	51.0	51.5	52.0

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	57.8	60.4	60.0	58.9	59.8	.	.	.	.	.
APPROVED GOALS	56.0	57.0	60.0	61.0	61.0	62.0	62.0	63.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	62.0	62.0	63.0	63.0	63.5

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	55.3	55.9	61.4	65.6	63.2	.	.	.	.	.
APPROVED GOALS	.	56.0	57.0	62.0	66.0	66.0	66.0	66.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	66.0	66.0	66.0	66.0	66.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	54.0	58.4	61.7	77.6	87.9	.	.	.	.	.
APPROVED GOALS	53.0	56.0	59.0	65.0	81.0	86.0	90.0	94.0	99.0	.
PROPOSED GOALS	.	.	.	.	.	92.0	97.0	102.0	107.0	112.0

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

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	15	14	15	14	17	.	.	.	.	.
APPROVED GOALS	16	16	15	15	15	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

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	4.4	4.3	4.1	4.1	4.0	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.3	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

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	81	82	85	88	85	.	.	.	.	.
APPROVED GOALS	80.1	81.4	82.7	83	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	85	85	85	85	85

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	55	54	61	64	62	.	.	.	.	.
APPROVED GOALS	54	55.5	56.5	63	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*	*65*

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	46	48	47	51	52	.	.	.	.	.
APPROVED GOALS	.	47	48.2	49	51	51	51	52	52	.
PROPOSED GOALS	.	.	.	.	.	*52.0*	*53.0*	*53.0*	*54.0*	*54.5*

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	48	51	49	50	53	.	.	.	.	.
APPROVED GOALS	41	50	51	51	51.5	52	52.5	53	53.5	.
PROPOSED GOALS	.	.	.	.	.	*53.5*	*54.0*	*54.5*	*55.0*	*55.5*

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	5,969	5,915	6,049	5,637	5,866	.	.	.	.	.
APPROVED GOALS	5,880	5,910	5,939	5,950	5,700	6,050	6,050	6,050	6,050	.
PROPOSED GOALS	.	.	.	.	.	*6,050*	*6,050*	*6,050*	*6,050*	*6,050*

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	1,856	1,814	1,922	1,881	2,110	.	.	.	.	.
APPROVED GOALS	1,808	1,817	1,826	1,860	1,880	1,900	1,920	1,940	1,960	.
PROPOSED GOALS	.	.	.	.	.	*2,150*	*2,170*	*2,190*	*2,200*	*2,200*

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	50	50	51	52	51	.	.	.	.	.
APPROVED GOALS	50	51	52	52	52	52	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	52	52	52	52	52

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	21	19	17	15	15	.	.	.	.	.
APPROVED GOALS	25	21	21	18	18	18	18	18	18	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

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	35	38	41	41	40	.	.	.	.	.
APPROVED GOALS	32	33	35	41	41	41	41	41	41	.
PROPOSED GOALS	.	.	.	.	.	41	41	41	41	41

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	45	45	46	49	54	.	.	.	.	.
APPROVED GOALS	46	47	47	47	49	49	49	49	49	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
BOCA RATON	96	83	79	81	94	100	100	100	100	.
DAVIE	.	67	55	69	71	NA	NA	NA	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	100	100	100	86	100	100	100	100	*100*	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	97	98	89	94	97	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

MEDICINE (4Y-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	100	100	98	100	100	.	.	.	.	.
BENCHMARK	98	99	99	98	98	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / TIED	3	2	0	2	3	*3*	*3*	*3*	*3*	*3*
TOTAL	3	4	4	4	4	*3*	*3*	*3*	*3*	*3*

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1	1	1	1	1	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2	2

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	23	17	23	23	20	.	.	.	.	.
APPROVED GOALS	.	.	18	23	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	24	25	25	25	25

17. Total Research Expenditures ($M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	54	58	62	78	88	.	.	.	.	.
APPROVED GOALS	53	56	59	65	81	86	90	94	99	.
PROPOSED GOALS	.	.	.	.	.	92	97	102	107	112

18. Research Expenditures from External Sources ($M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	35	39	39	46	47	.	.	.	.	.
APPROVED GOALS	33	35	43	45	47	49	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	49	52	54	57	60

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1	5	2	5	7	.	.	.	.	.
APPROVED GOALS	2	2	3	3	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	6	7

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	3	3	2	5	6	.	.	.	.	.
APPROVED GOALS	1	2	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

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

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	16	65	28	27	28	.	.	.	.	.
APPROVED GOALS	.	.	.	28	29	29	29	29	30	.
PROPOSED GOALS	.	.	.	.	.	*29*	*29*	*29*	*30*	*30*

Time to Degree for FTIC's in 120hr Programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.4	4.3	4.1	4.1	4.0	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.1	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

Percent of Undergraduates who Attend Full-Time

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	66	65	65	68	73	.	.	.	.	.
APPROVED GOALS	.	.	.	66	67	68	68	.	.	.
PROPOSED GOALS	.	.	.	.	.	*74*	*75*	*76*	*77*	*78*

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	24,379	23,683	23,057	23,462	23,755	.	.	.	.	.
APPROVED GOALS	23,905	25,310	23,507	23,050	23,962	24,624	25,512	26,287	27,004	.
PROPOSED GOALS	.	.	.	.	.	*24,624*	*25,512*	*26,287*	*27,004*	*27,685*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	5,013	5,064	5,160	5,935	6,491	.	.	.	.	.
APPROVED GOALS	4,989	5,063	5,115	5,238	6,052	6,177	6,307	6,483	6,662	.
PROPOSED GOALS	.	.	.	.	.	*6,671*	*6,850*	*7,041*	*7,241*	*7,455*

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	4,251	3,925	4,365	4,415	4,232	*4,400*	*4,500*	*4,500*	*4,500*	*4,500*
FTIC: Returning	9,017	9,378	9,167	9,889	10,338	*10,590*	*11,162*	*11,697*	*12,165*	*12,651*
Transfer: FCS w/ AA	6,266	5,873	5,124	4,715	4,442	*4,553*	*4,667*	*4,784*	*4,903*	*5,026*
Other Undergraduates	3,844	3,487	3,483	3,718	4,078	*4,416*	*4,518*	*4,641*	*4,771*	*4,843*
Post-Baccalaureates	1,001	1,020	918	725	665	*665*	*665*	*665*	*665*	*665*
Subtotal	**24,379**	**23,683**	**23,057**	**23,462**	**23,755**	*24,624*	*25,512*	*26,287*	*27,004*	*27,685*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	3,738	3,759	3,865	4,612	5,076	*5,228*	*5,385*	*5,547*	*5,713*	*5,884*
Research Doctoral	838	898	906	942	993	*1,003*	*1,013*	*1,023*	*1,033*	*1,044*
Professional Doctoral	437	407	389	381	422	*440*	*452*	*471*	*495*	*527*
Subtotal	**5,013**	**5,064**	**5,160**	**5,935**	**6,491**	*6,671*	*6,850*	*7,041*	*7,241*	*7,455*
TOTAL	**29,392**	**28,747**	**28,217**	**29,397**	**30,246**	*31,295*	*32,362*	*33,328*	*34,245*	*35,140*

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	13	12	14	17	17	.	.	.	.	.
APPROVED GOALS	15	13	13	14	16	17	18	18	18	.
PROPOSED GOALS	.	.	.	.	.	*18*	*18.5*	*19*	*19.5*	*20*

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	9,904	10,313	9,863	10,106	11,045	*11,176*	*11,585*	*12,002*	*12,367*	*12,704*	*13,430*
UPPER	12,402	12,838	12,167	11,700	11,809	*12,256*	*12,704*	*13,162*	*13,562*	*13,932*	*14,728*
GRAD 1	2,962	2,996	3,021	3,080	3,730	*3,915*	*4,032*	*4,153*	*4,278*	*4,406*	*4,675*
GRAD 2	615	647	632	627	646	*700*	*715*	*730*	*745*	*761*	*793*
TOTAL	**25,883**	**26,794**	**25,683**	**25,513**	**27,229**	***28,047***	***29,036***	***30,047***	***30,952***	***31,803***	***33,626***

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%)	28	79	44	46	47	48	44	40	40	40	40
Primarily Dist. (80-99%)	1	0	0	0	0	0	0	0	0	0	0
Flex	0	11	16	6	4	2	3	5	5	5	5
Hybrid (50-79%)	5	9	2	3	3	3	4	5	5	5	5
Classroom (0-49%)	66	0	38	45	46	47	49	50	50	50	50
GRADUATE											
All Distance (100%)	38	78	55	52	49	48	50	50	50	50	50
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	8	15	10	12	10	10	10	10	10	10
Hybrid (50-79%)	5	13	1	4	6	6	5	5	5	5	5
Classroom (0-49%)	57	1	30	33	32	36	35	35	35	35	35

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. 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) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: 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).

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