

2025 ACCOUNTABILITY PLAN

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

Statement of Free Expression

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

Statement of Strategy

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



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Florida Gulf Coast University (FGCU) has undertaken a comprehensive initiative to improve graduation rates, focusing on key Performance-Based Funding (PBF) metrics: the FTIC Four-Year Graduation Rate, Academic Progress Rate, Three-Year Graduation Rate for AA Transfer Students, and Six-Year Graduation Rate for Pell Recipients. To address these areas, FGCU adopted predictive analytics and case management strategies, aligning institutional performance goals with leadership accountability. The university identified root causes affecting student success, such as poor performance in freshman gateway courses, deviations from degree maps, and insufficient course availability.

To improve the four-year graduation rate for first-time-in-college (FTIC) students, FGCU implemented the Student Success Pathways, which uses predictive analytics based on high school GPA and placement test scores to curate student schedules and provide strategic summer enrollment opportunities for students who may need further support for the university transition. A Collaborative Benchmark Advising Model was developed and piloted in the College of Education, and is currently expanding to the College of Business. Class sizes were reduced in a number of high impact courses, and course seat availability in key gateway courses was increased through faculty hiring in high-demand disciplines. Additionally, a 24/7 online tutoring platform, Brainfuse Online Tutoring, was introduced to support students. Early alert systems and case management approaches were strengthened to ensure real-time intervention for students facing academic challenges.

To address the graduation rate improvement for AA transfer students, FGCU expanded 2+2 pathway agreements with Florida College System institutions, to facilitate seamless transfers with a focus on decreasing excess credit acquisition. Data indicates that AA transfer students have lacked common course prerequisites needed for admission into the upper division of many majors and have historically transferred with a need to complete additional prerequisites (delaying time to degree). Course availability in high-demand transfer courses was increased to support timely degree completion. Enhanced transfer advising support was introduced, including monthly Destination Days, where transfer students receive in-depth guidance on their academic plans. FGCU staff now hold office hours on the campuses of regional partner, FSW.

The six-year graduation rate for Pell recipients was another priority area, with efforts focused on increasing financial aid accessibility and student engagement. The percentage of Pell recipients increased by 4.7 percentage points from Fall 2023 to Fall 2024. Faculty professional development programs were expanded to better support first-generation and Pell students. Student success courses were integrated into the Canvas learning platform, providing accessible academic and financial aid resources. Additionally, FGCU created data dashboards to track Pell students' engagement and academic progress, enabling targeted interventions to ensure their success.

In addressing the Academic Progress Rate, FGCU improved course scheduling and strategically hired faculty to support student progression. Predictive analytics dashboards were developed to monitor and intervene with at-risk students. Course coordinators were established to identify best practices in teaching to decrease DFW rates in high impact courses from 17.7% to 14.7%. To further support students, FGCU hired a Director of Learning Assistance to expand research-based academic support initiatives and ensure faculty engagement in student success efforts.

These initiatives have already shown promising results. The four-year FTIC graduation rate increased from 42.3% to 45.3%, while the Academic Progress Rate improved from 78.8% to 80.5%. The three-year graduation rate for AA transfer students rose from 57.5% to 59.5%, and the six-year graduation rate for Pell recipients increased from 51.7% to 52.7%. Through systematic, consistent, and data-driven improvements, FGCU remains committed to sustaining and further enhancing student success.



STRATEGY (cont.)

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

- Students:** • A team of six Management students in the Society for Human Resource Management (SHRM, HR Florida State Council) won first place in the SHRM Student Case Competition.
- In April 2024, Daniela Pepe and Jade Rojas, Bower School of Music students, won first place in their vocal categories at the Music Teachers National Association (MTNA) competitions, competing against top schools like Juilliard.
 - Two Entrepreneurship student teams were selected as top 25 finalists at EIX e-Fest 2024 and won first and second place in Schulze Innovation Challenge. One CEO Club Student Team Won \$10,000 at Babcock Ranch TechXpedition 2024.
 - In March 2024, Biology graduate student and Lab Technician Gavriel Burger won Best Poster Presentation in Molecular & Cell Biology at the Association of Southeastern Biologists Annual Meeting.
 - Honors College graduate Casandra Casadevalle (BA Psychology, May 2024) won a Fulbright English Teaching Assistantship (ETA) in Fall 2023 and is teaching English in Bogotá for AY '24-'25.
 - At the American Water Resources Association national conference in Raleigh, NC, in November 2023, the Best Research Poster, Undergraduate Division, was awarded to a team of three: Isabel Kacprowski, Sofia Cuellarsola, and Sophia Leavitt, with faculty mentor Puspa Adhikari from The Water School.
- Faculty:** • In December 2023, Dr. Walsh-Haney and the FGCU Human Identity and Trauma Analysis (HITA) team assisted the District 20 Medical Examiner and Collier County Sheriff's Office (CCSO) in exhuming unidentified decedents for a cold case project. The team received the CCSO Sheriff's Appreciation Award for their swift work.
- The Council on Undergraduate Research awarded Dr. Melodie Eichbauer, Dr. Charles Gunnels, Santiago Luaces, and Jaclyn Chastain the Scholarship and Practice of Undergraduate Research (SPUR) journal's best article award, recognizing its impact on national student success efforts.
 - Two Supply Chain professors, Dr. Raj Srivastava and Dr. Anurag Agarwal, secured a \$2 million grant from the U.S. Department of Labor's Building Pathways to Infrastructure Jobs Program to offer condensed online courses training local workers for high-paying jobs in supply chain or analytics.
 - Dr. Lyndsay Rhodes (Biology) received a research grant from the Association of Southeastern Biologists, covering study support, 2024 Annual Meeting registration, and Awards Banquet attendance.
- Program:** • FGCU's School of Nursing graduates achieved a 100% pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Daveler and Kauanui School of Entrepreneurship Veterans Florida Entrepreneurship Program won the prestigious United States Association for Small Business and Entrepreneurship (USASBE) Model Community Entrepreneurship Accelerator/Incubator Award at the 2024 USASBE Annual Conference.
 - In April 2024, LCOB's Florida Small Business Development Center (SBDC) at FGCU won the 2024 South Florida District Small Business Development Center of the Year.
 - The Athletic Department achieved best NCAA Graduation Success Rate (94%). No.1 in the state of Florida (tied with UCF and UNF) and ASUN Conference (tied with UNF); 78th out of 353 D1 programs.
- Institutional:** • The FGCU Foundation concluded its Ideas to Impact campaign, launched during the university's 25th anniversary, raising \$100 million in under three years.
- FGCU and FutureMakers Coalition, together, have enrolled 3,854 individuals in training programs, placed 564 in quality jobs, distributed \$4.6 million in funding, and awarded \$5.6 million to upskill 798 individuals across 17 local employers.
 - FGCU was one of only 4 universities named as finalists, 1 of 2 in the United States, for the Gartner Eye on Innovation Award in the Higher Education Innovation in Teaching Category.



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

FGCU has not reduced any Performance-Based Funding goals on this Accountability Plan.



STRATEGY (cont.)

Enrollment Management

Florida Gulf Coast University (FGCU) has implemented several strategic initiatives to enhance enrollment management, student success, and institutional growth. A major initiative was the implementation of Student Success Pathways in Undergraduate Admissions, which leverages predictive analytics based on high school GPA and placement test scores to curate student schedules and identify summer enrollment opportunities for students needing additional support in transitioning to university life. The university also restructured its Community Engagement & Outreach programming to better align with recruitment efforts, particularly focusing on first-generation, low-income, first-time-in-college, and adult students. This alignment aims to broaden FGCU's reach and support the greater Southwest Florida community.

To enhance recruitment and yield, FGCU expanded its use of Slate, a CRM platform for higher education, enabling custom graduate faculty portals and over 20 new enrollment marketing materials. Targeted recruitment messages were refined to better engage strategic student groups. Support for adult learners was strengthened through flexible meeting options (in-person, phone, Zoom, Teams) and extended evening/weekend hours. Personalized golf cart tours were added for adult learners, transfer and graduate students, and special populations, including veterans.

FGCU increased outreach to rural communities in its service region, such as Hendry and Glades counties, by hosting on-campus events and hiring a full-time, Hendry County-based Coordinator of Regional Efforts, through a collaborative grant with Innovative Education & Partnerships. The university also expanded its English language proficiency options for prospective international students by launching a new Intensive English Language Program, managed by Global Engagement. To attract more students to STEM fields, FGCU sponsored a free, two-week residential STEM camp for 40 high school students, designed to prepare and excite them about pursuing STEM degrees.

Another key component of FGCU's enrollment strategy was strengthening transfer student pathways. The university reaffirmed its commitment to seamless transfers through a 2+2 Pathway Agreement with Florida SouthWestern State College and maintained A.A. transfer agreements with State College of Florida Sarasota-Manatee and South Florida State College. These efforts aim to facilitate a smooth transition for students and reduce excess credit acquisition. Similarly, the university focused on increasing graduate enrollment through strategic collaborations between Graduate Admissions and faculty across multiple programs, developing targeted marketing and recruitment efforts for high-demand programs.

Technology and data-driven decision-making played a crucial role in FGCU's enrollment management strategies. The university upgraded its Degree Works system to allow students to register for courses directly from their degree audit, streamlining the registration process and improving academic planning. The expansion of Slate further enhanced the student experience throughout the admissions funnel by personalizing communication and engagement.

FGCU's commitment to strategic enrollment while maintaining academic quality was evident in its record-breaking number of First-Time-in-College (FTIC) applications for fall 2024, with 18,036 applications submitted—the highest in the university's history. The university continues to prioritize retention, student success, transfer enrollment, technological advancements, and workforce-aligned academic offerings, particularly in STEM fields, ensuring that FGCU remains a top-choice institution for a wide range of students.



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	.	57.7	63.9	70.3	70.5	.	.	.	.	.
APPROVED GOALS	.	.	.	65.0	71.0	73.0	75.0	76.0	77.0	.
PROPOSED GOALS	73.0	75.0	76.0	77.0	77.0

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	40,400	40,200	44,200	47,700	48,900	.	.	.	.	.
APPROVED GOALS	40,500	41,000	42,000	45,000	48,000	48,500	49,000	49,500	50,000	.
PROPOSED GOALS	.	.	.	.	.	49,000	49,500	50,000	50,500	51,000

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	8,760	8,740	4,840	8,700	8,300	.	.	.	.	.
APPROVED GOALS	11,800	8,750	8,700	9,650	8,700	8,650	8,600	8,600	8,600	.
PROPOSED GOALS	.	.	.	.	.	8,250	8,200	8,200	8,200	8,200

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	41.4	42.1	42.2	42.3	45.3	.	.	.	.	.
APPROVED GOALS	40.0	43.0	46.0	48.0	44.0	51.0	52.0	52.0	53.0	.
PROPOSED GOALS	.	.	.	.	.	51.0	52.0	52.0	53.0	53.0



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	76.7	76.8	78.0	78.8	80.5	.	.	.	.	.
APPROVED GOALS	78.0	80.0	82.0	81.0	81.0	82.0	82.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	82.0	82.0	83.0	83.0	84.0

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	52.2	55.4	52.8	53.7	53.6	.	.	.	.	.
APPROVED GOALS	54.0	54.0	56.0	53.0	54.0	30.0	30.0	31.0	32.0	.
PROPOSED GOALS	.	.	.	.	.	30.0	30.0	31.0	32.0	33.0

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	32.5	30.6	31.1	29.8	29.4	.	.	.	.	.
APPROVED GOALS	33.0	34.0	31.0	31.0	31.0	31.0	31.0	31.0	31.0	.
PROPOSED GOALS	.	.	.	.	.	32.0	32.0	32.0	32.0	32.0

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	64.5	50.5	47.1	44.5	.	.	.	.	.
APPROVED GOALS	65.0	70.0	65.0	50.0	45.0	41.0	42.0	42.0	43.0	.
PROPOSED GOALS	.	.	.	.	.	41.0	42.0	42.0	43.0	43.0

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.



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	59.2	56.8	57.8	57.5	59.5	.	.	.	.	.
APPROVED GOALS	58.0	60.0	61.0	62.0	60.0	63.0	64.0	64.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	63.0	64.0	64.0	65.0	65.0

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	50.1	51.5	55.7	51.7	52.7	.	.	.	.	.
APPROVED GOALS	.	54.0	57.0	57.0	53.0	59.0	60.0	61.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	59.0	60.0	61.0	62.0	62.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	837	813	944	935	944	.	.	.	.	.
APPROVED GOALS	850	820	860	960	970	980	990	1,000	1,010	.
PROPOSED GOALS	.	.	.	.	.	980	990	1,000	1,010	1,010



KEY PERFORMANCE INDICATORS

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

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

	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	20	17	19	22	24	.	.	.	.	.
APPROVED GOALS	19	21	20	21	22	23	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	26	26	27

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

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	79	74	81	82	83	.	.	.	.	.
APPROVED GOALS	79	80	81	82	83	83	84	84	85	.
PROPOSED GOALS	.	.	.	.	.	83	84	84	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	52	56	59	56	57	.	.	.	.	.
APPROVED GOALS	55	57	58	60	59	61	63	65	65	.
PROPOSED GOALS	.	.	.	.	.	61	63	65	65	66

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	42	40	40	40	39	.	.	.	.	.
APPROVED GOALS	.	45	43	41	41	42	42	43	43	.
PROPOSED GOALS	.	.	.	.	.	42	42	43	43	44

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	37	37	38	38	39	.	.	.	.	.
APPROVED GOALS	33	38	39	40	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	40	41	42	43	44

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	2,930	2,818	2,871	2,910	2,968	.	.	.	.	.
APPROVED GOALS	3,050	3,100	3,100	2,900	2,950	3,000	3,050	3,100	3,150	.
PROPOSED GOALS	.	.	.	.	.	3,000	3,050	3,100	3,150	3,200

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	362	451	519	563	748	.	.	.	.	.
APPROVED GOALS	375	400	425	600	625	650	675	700	725	.
PROPOSED GOALS	.	.	.	.	.	750	750	775	775	800



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	28	28	32	32	32	.	.	.	.	.
APPROVED GOALS	30	29	30	32	32	33	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	33	34	34	34	35

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

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	35	35	37	36	.	.	.	.	.
APPROVED GOALS	37	38	36	36	37	37	37	38	38	.
PROPOSED GOALS	.	.	.	.	.	37	37	38	38	39

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	41	42	26	23	23	.	.	.	.	.
APPROVED GOALS	42	43	44	28	29	29	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	29	30	30	31

[illegible]



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	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

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	11	32	30	29	32	.	.	.	.	.
APPROVED GOALS	.	.	32	32	32	32	34	34	35	.
PROPOSED GOALS	.	.	.	.	.	33	34	34	35	35

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	7	8	10	25	29	.	.	.	.	.
APPROVED GOALS	11	12	8	9	30	35	40	45	50	.
PROPOSED GOALS	.	.	.	.	.	35	40	45	50	50

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	6	5	8	12	21	.	.	.	.	.
APPROVED GOALS	10	11	5	6	14	15	17	19	20	.
PROPOSED GOALS	.	.	.	.	.	22	22	24	24	24



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

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

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

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



KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Undergraduate Student Publications

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	42	36	62	83	86	.	.	.	.	.
APPROVED GOALS	45	82	60	62	64	66	68	69	70	.
PROPOSED GOALS	.	.	.	.	.	90	90	95	95	100

Number of Students in Honor Program/College

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1,199	1,234	1,196	1,204	1,211	.	.	.	.	.
APPROVED GOALS	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,200	1,200	1,200	1,200

Number of Students Entrepreneurs Starting a Business

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	67	56	56	64	122	.	.	.	.	.
APPROVED GOALS	34	56	60	65	70	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	70	70	70



ENROLLMENT PLANNING

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	13,491	13,855	13,794	13,815	13,864	.	.	.	.	.
APPROVED GOALS	13,670	13,553	13,994	13,693	13,742	13,661	13,676	13,720	13,763	.
PROPOSED GOALS	.	.	.	.	.	13,827	13,781	13,843	13,918	13,983
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1,394	1,588	1,780	1,891	2,098	.	.	.	.	.
APPROVED GOALS	1,200	1,390	1,620	1,949	1,970	2,032	2,060	2,114	2,174	.
PROPOSED GOALS	.	.	.	.	.	2,151	2,200	2,250	2,300	2,350

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	2,657	3,135	2,803	2,777	2,704	2,800	2,800	2,800	2,800	2,800
FTIC: Returning	6,606	6,492	6,733	6,848	7,043	6,915	6,840	6,856	6,886	6,903
Transfer: FCS w/ AA	1,667	1,607	1,465	1,345	1,267	1,182	1,149	1,155	1,184	1,228
Other Undergraduates	2,420	2,496	2,672	2,727	2,723	2,810	2,872	2,912	2,928	2,931
Post-Baccalaureates	141	125	121	118	127	120	120	120	120	121
Subtotal	13,491	13,855	13,794	13,815	13,864	13,827	13,781	13,843	13,918	13,983
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	1,149	1,322	1,482	1,592	1,808	1,853	1,896	1,939	1,982	2,025
Research Doctoral	75	79	81	77	68	70	71	73	75	76
Professional Doctoral	170	187	217	222	222	228	233	238	243	249
Subtotal	1,394	1,588	1,780	1,891	2,098	2,151	2,200	2,250	2,300	2,350
TOTAL	14,885	15,443	15,574	15,706	15,962	15,978	15,981	16,093	16,218	16,333

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	22	21	21	23	24	.	.	.	.	.
APPROVED GOALS	25	24	23	21	22	22	23	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	25	26

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	6,076	6,178	6,283	6,356	6,379	6,302	6,601	6,494	6,300	6,561	6,366
UPPER	6,399	6,500	6,497	6,419	6,616	6,995	6,666	6,375	6,992	6,805	7,067
GRAD 1	766	964	1,074	1,166	1,253	1,454	1,490	1,525	1,559	1,594	1,629
GRAD 2	221	269	302	345	351	342	351	359	367	375	383
TOTAL	13,462	13,910	14,156	14,286	14,600	15,094	15,108	15,112	15,218	15,335	15,445

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%)	21	68	36	34	35	35	36	37	36	36	36
Primarily Dist. (80-99%)	0	1	1	0	0	1	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	1	1	2	2	2	3	2	3	3	3
Classroom (0-49%)	78	30	62	64	63	62	60	60	60	60	60
GRADUATE											
All Distance (100%)	31	67	57	59	57	59	60	61	63	63	63
Primarily Dist. (80-99%)	0	1	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	1	1	1	1	1	1	1	1	1	1
Classroom (0-49%)	67	31	41	41	42	40	39	38	36	36	36

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