

2020
ACCOUNTABILITY PLAN

FLORIDA
GULF COAST
UNIVERSITY

*Approved FGCU Board of Trustees May 5, 2020
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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.



STRATEGY

Mission Statement

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

Statement of Strategy

Florida Gulf Coast University (FGCU) is the only public regional comprehensive state university in Southwest Florida. It focuses primarily on students seeking opportunities for career preparation and advanced education to fulfill lifelong aspirations. FGCU has engaged with the Florida College System to provide multiple pathways to achieve a baccalaureate degree and principally contribute to the economy of Florida.

FGCU's strategy employs four key drivers:

1. Continue to create and refine our campus culture of "students first" through our comprehensive Student Success Initiative. (see below)
2. Implement change in our administrative/leadership model and institutional organization intended to improve continually effectiveness and efficiency leading to improved student, program, and university outcomes (e.g., creation and development of the Division of Student Success & Enrollment Management).
3. Seek new and expanded ways to engage and serve the citizens and communities of Southwest Florida, the state of Florida, and beyond. (see Key Initiatives and Investments)
4. Invest in critical infrastructure: facilities, technology, operational efficiencies, and personnel to position FGCU for its next two decades of improvement, responsiveness, and strategic growth. (see Key Initiatives and Investments)



STRATEGY (cont.)

Strengths, Opportunities & Challenges

Major capabilities of Florida Gulf Coast University include the following:

- Responsively meeting the unique needs of Southwest Florida in terms of an educated and skilled workforce
- Preservation of the environment
- Providing for the health and social welfare of the region
- Catalyzing economic development
- Facilitating diversity and social mobility
- Promoting entrepreneurship

Major opportunities include:

- Leveraging the creation of the new Division of Student Success & Enrollment Management to improve student retention, persistence, and the 4-yr graduation rate
- Increasing grant-based financial aid to eligible students
- Adding additional facilities to support student success
- Increasing programs and enrollments of minority and female students in areas of strategic emphasis

Major challenges include:

- Collocation of activities, programs, and departments to optimize direct service to students
- Timely addition of new and renovated facilities to meet student demand for instructional space
- Necessary financial resources to support student success and academic excellence
- Continued growth of state and regional economies

Three Key Initiatives & Investments

1. Recruitment of Talented Students

The continued development of an undergraduate admissions strategy that has focused on increasing the number of applicants and enrolled students who view FGCU as their first or preferred choice.

The creation of an enhanced transfer articulation program for current and future Florida SouthWestern State College graduates (2+2, *Destination FGCU*) and the establishment of a new degree completion program (*FGCU Complete*) for those throughout Southwest Florida who started but never completed a bachelor's program.

2. Meeting the Workforce Needs of Southwest Florida

- Launching or expanding programs that meet the workforce needs of our region: entrepreneurship, health professions (nursing), construction management, teacher education, environmental geology, supply chain management, and agribusiness.
- Increasing access to key programs and services to promote degree completion using online technology and in-demand programming.

3. Applied research to address issues critical to Southwest Florida

Stimulating increased research and scholarship relevant to the unique character, challenges and opportunities in Southwest Florida. A primary initiative will focus on issues related to water quality, allocation, availability, and management with concomitant "downstream" effects on public health and economic development in our region. FGCU's Water School will serve as the locus of this initiative.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FGCU's re-energized focus on student success has led to a dramatically improved 4-yr graduation rate of 35.7% for the latest cohort – **representing a 13-percentage point** increase in just 2 years. We have increased our freshman to sophomore retention rate to over 80% for the first time, and we have **decreased average cost to students by over 30%**.

Academic:

The planned expansion of the Honor's College has resulted in a 13-point increase in 4-yr graduation rate among honors students over the past academic year, now at 68.3%. FGCU has revamped its entire academic advising structure to improve advising practices with intentional interventions put into place to improve retention, persistence and the 4-yr graduation rate. Additionally, FGCU has increased student enrollment in popular, flexible online and hybrid bachelor's degree programs like Integrated Studies, and Entrepreneurship. The recent implementation of 7-week "mini-mesters" is facilitating student persistence and reducing time to degree. Enhanced resources for our Center for Academic Achievement provides for increased tutoring and supplemental instruction targeting courses with high instances of (grades) D, F, W's for the Fall, Spring, and Summer terms.

Policy:

FGCU has enhanced its recruitment and admissions strategy to focus on increasing the number of applicants who view FGCU as their preferred choice by using institutional and third party data to target specific regions of the state, complemented by a greatly improved Admissions communication package students receive upon applying and being admitted to FGCU. FGCU has introduced a number of technological advancements that facilitate student application to FGCU (as well as the processing of student information). Among these are the Common Application portal for FGCU; implementation of the Transfer Equivalency module within our existing student course record system; and the implementation of a new, comprehensive, automated course scheduling system that greatly enhances how students choose their courses, build their schedules, and register for their classes.

Curricular:

FGCU developed a First Year Experience & Retention Programs initiative that has successfully launched "Eagles in 22". This is a full-year program designed for first-year students to engage in 22 university events, activities, or programs identified as high-impact student success practices by the end of their first year at FGCU: 92% (2,729) of the Fall 2018 freshman class enrolled.

Financial:

Significant institutional investment of new merit-based scholarships for in-state, out-of-state native students and for transfer students for Fall, Spring and Summer terms has been made to focus on supporting students to accelerate their degree attainment. Specifically, new scholarship opportunities for: transfer students; students pursuing STEM and programs of strategic emphasis; students enrolled in the Honors College; and Collegiate High School graduates from Florida SouthWestern State College and State College of Florida.



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

STUDENT ACHIEVEMENTS

1. The FGCU student chapter of the American Chemical Society received Honorable Mention for its activities, and its faculty advisor Associate Professor Gregory McManus special commendation.
2. Philosophy major Rachel Cicoria (BA 2019) was awarded the \$33,000 Graduate Diversity Excellence Fellowship at Texas A&M, where she now is pursuing a PhD in Philosophy with a research focus on biomedical ethics.
3. Students X.J. Horgan, H. Tatum, E. Brannan, and D.H. Paull worked with professor Lyndsay V. Rhodes to publish the scientific paper "Resveratrol analogues surprisingly effective against triple-negative breast cancer, independent of ERα" in *Oncology Reports*, in international peer-reviewed journal that ranks 27th (229 total) in the field of Oncology journals.

FACULTY ACHIEVEMENTS

1. Dr. Daniel Rottig was awarded the Best X-Culture Educator Award for the Spring 2019 X-Culture International Project Season (from among 186 professors in 41 countries).
2. Dr. Elizabeth Elliott recognized as "Outstanding Advocate" by the Florida Association for the Education of Young Children for advocacy efforts for young children and families of Florida.
3. Dr. Ted Thornhill received the Association for the Advancement of Sustainability in Higher Education's (AASHE) Campus Sustainability Research Award for his journal article on racial discrimination in the college admissions process.

PROGRAM ACHIEVEMENTS

1. In the summer of 2019, 48 area school teachers worked with University faculty through the Whitaker Center for STEM Education to enhance the development and delivery of hands-on STEM lessons to engage their students—all part of the week-long Schulze Summer STEM Institute for K-12 teachers.
2. Marieb College of Health & Human Services' School of Nursing graduates once again achieved a 100% first-time pass rate on the NCLEX examination. In addition, the School of Nursing received a \$2.75 million HRSA grant extending over the next four years for the FGCU Anew project that addresses the underserved population in Immokalee.
3. The Sanibel Island Writers Conference named "One of the Best Writing Conferences in South Central" by The Writer magazine, 2019.

INSTITUTIONAL ACHIEVEMENTS

1. FGCU Complete was launched to provide greater opportunity for working adults in Southwest Florida to complete a bachelor's degree previously started but never finished. Approximately 100 students have enrolled during the initial year of the program's existence.
2. During the 2018-2019 academic year, FGCU's alumni total surpassed the 30,000 mark (after only 21 years of operation). Roughly 90% of these alumni continue to reside in Florida.
3. FGCU established a community counseling center with the support of a generous gift from the Bartley family. Faculty and graduate students from the Marieb College of Health and Human Services provide bilingual staffing for the center and assist clients in dealing with conditions such as depression, anxiety, crisis and trauma, relationships and family dynamics as well as play counseling, consultations for school performance and the introduction of distance counseling technologies.



PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	64.3	65.8	68.7	69.2	70.2	.	.	.	.	.
APPROVED GOALS	.	66	67	69	70	71	72	73	.	.
PROPOSED GOALS	.	.	.	.	.	71	72	73	74	75

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	35,200	36,300	38,000	38,000	39,000	.	.	.	.	.
APPROVED GOALS	.	37,000	37,500	39,000	40,000	40,500	41,000	41,500	.	.
PROPOSED GOALS	.	.	.	.	.	40,500	41,000	41,500	42,000	42,500

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	18,690	18,910	17,630	15,350	11,980	.	.	.	.	.
APPROVED GOALS	.	.	18,690	18,000	15,000	14,750	14,500	14,250	.	.
PROPOSED GOALS	.	.	.	.	.	11,800	11,500	11,250	11,000	10,750

4. FTIC Four-Year Graduation Rate [Full-time FTIC students]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	21.5	21.7	23	28.8	35.7	.	.	.	.	.
APPROVED GOALS	.	21	22	24	33	37	41	45	.	.
PROPOSED GOALS	.	.	.	.	.	40	42	45	47	49

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	73.5	72.9	75.3	72.4	75.2	.	.	.	.	.
APPROVED GOALS	.	74	75	76	77	78	80	.	.	.
PROPOSED GOALS	.	.	.	.	.	78	80	82	83	84



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	44.7	47.9	52.5	53.1	52.3	.	.	.	.	.
APPROVED GOALS	.	47	49	53	53	54	54	55	.	.
PROPOSED GOALS	.	.	.	.	.	54	54	55	56	57

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	34.2	31.9	30.6	32.5	32.2	.	.	.	.	.
APPROVED GOALS	.	36	33	31	32	33	34	.	.	.
PROPOSED GOALS	.	.	.	.	.	33	34	35	36	37

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	60.2	65.3	62	64.2	64.4	.	.	.	.	.
APPROVED GOALS	.	62	66	63	64	65	70	71	.	.
PROPOSED GOALS	.	.	.	.	.	65	70	71	72	73

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	75.9	75.6	75.7	76.1	78.6	.	.	.	.	.
APPROVED GOALS	.	76	77	77	78	79	80	81	.	.
PROPOSED GOALS	.	.	.	.	.	79	80	81	82	83

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	504	549	608	706	833	.	.	.	.	.
APPROVED GOALS	.	524	569	625	740	780	820	860	.	.
PROPOSED GOALS	.	.	.	.	.	850	875	900	950	1,000



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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	13	14	14	14	17	.	.	.	.	.
APPROVED GOALS	.	14	15	15	16	17	20	22	.	.
PROPOSED GOALS	.	.	.	.	.	19	20	22	23	24

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.5	4.5	4.5	4.5	4.4	.	.	.	.	.
APPROVED GOALS	.	4.2	4.4	4.4	4.3	4.2	4.0	4.0	.	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.0	4.0	4.0	4.0

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	43	46	48	47	49	.	.	.	.	.
APPROVED GOALS	.	45	47	50	50	53	55	57	.	.
PROPOSED GOALS	.	.	.	.	.	55	57	57	58	59

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	53	45	55	56	58	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61	62



KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	18	18	21	26	33	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	33	34	34	35	35

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2,062	2,331	2,399	2,675	3,005	.	.	.	.	.
APPROVED GOALS	.	2,132	2,400	2,450	2,725	2,775	2,825	2,875	.	.
PROPOSED GOALS	.	.	.	.	.	3,050	3,100	3,200	3,300	3,400

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	339	300	328	321	334	.	.	.	.	.
APPROVED GOALS	.	350	325	350	350	375	400	425	.	.
PROPOSED GOALS	.	.	.	.	.	375	400	425	435	450

9. Bachelor's Degrees Awarded to African-American & Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	25	24	26	27	29	.	.	.	.	.
APPROVED GOALS	.	.	25	26	27	28	29	30	.	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33	34

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	12	12	11	11	11	.	.	.	.	.
APPROVED GOALS	.	13	12	12	13	14	15	16	.	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17	18



KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	18	21	19	22	21	.	.	.	.	.
APPROVED GOALS	.	19	23	19	22	23	27	30	.	.
PROPOSED GOALS	.	.	.	.	.	23	27	30	31	32

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	31	33	30	32	33	.	.	.	.	.
APPROVED GOALS	.	32	34	33	35	37	38	39	.	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	40	41

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	37	36	38	38	39	.	.	.	.	.
APPROVED GOALS	.	38	39	40	41	42	43	44	.	.
PROPOSED GOALS	.	.	.	.	.	42	43	44	45	46



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

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	96	99	99	100	100	100	100	100	100	100
<i>US Average</i>	87	88	90	92	91	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	90	93	91	94	96	96	97	97	98	100
<i>US Average</i>	91	92	92	92	92	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	1	2	1	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	1	1	1	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	1	0	1	2	2	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	1	2	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	4	4

17. Total Research Expenditures (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	9	7	8	5	6	.	.	.	.	.
APPROVED GOALS	.	.	8	9	10	11	12	13	.	.
PROPOSED GOALS	.	.	.	.	.	11	12	13	14	15

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	7	6	6	4	5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	10	11	12	13	14



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	2	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	.	0	0	1	2	2	.	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	0	1	1	1	1

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	.	1	1	3	4



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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	xx	11	31	60	76	.	.	.	.	.
APPROVED GOALS	.	xx	15	35	40	45	50	.	.	.
PROPOSED GOALS	.	.	.	.	.	80	82	84	86	88

Number of Students in Honors Program/College

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	xx	674	944	1,007	1,130	.	.	.	.	.
APPROVED GOALS	.	xx	770	1,000	1,200	1,200	1,200	.	.	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,200	1,200	1,200	1,200

Number of Student Entrepreneurs Starting a Business

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	xx	5	22	44	50	.	.	.	.	.
APPROVED GOALS	.	xx	xx	26	30	34	38	.	.	.
PROPOSED GOALS	.	.	.	.	.	52	56	60	65	70



ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	13,604	13,544	13,582	13,624	13,426	.	.	.	.	.
APPROVED GOALS	.	.	13,680	13,711	13,846	13,971	14,104	14,227	.	.
PROPOSED GOALS	.	.	.	.	.	13,670	13,807	13,882	14,020	14,160
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	980	986	1,014	1,060	1,150	.	.	.	.	.
APPROVED GOALS	.	.	1,070	1,024	1,075	1,095	1,115	1,135	.	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,300	1,376	1,426	1,476

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New ¹	2,741	2,593	2,673	2,936	2,817	2,800	2,800	2,800	2,850	2,850
FTIC: Returning ¹	6,911	6,947	6,894	6,675	6,588	6,750	6,820	6,865	6,906	6,974
Transfer: FCS w/ AA	1,640	1,606	1,717	1,703	1,688	1,745	1,762	1,774	1,792	1,815
Transfer: Other	2,134	2,241	2,116	2,159	2,197	2,225	2,272	2,288	2,315	2,362
Post-Baccalaureates	178	157	182	151	136	150	153	155	157	159
Subtotal	13,604	13,544	13,582	13,624	13,426	13,670	13,807	13,882	14,020	14,160
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	834	798	822	852	936	980	1,070	1,136	1,176	1,216
Research Doctoral	52	72	67	71	71	75	80	85	90	95
Professional Doctoral	94	116	125	137	143	145	150	155	160	165
Subtotal	980	986	1,014	1,060	1,150	1,200	1,300	1,376	1,426	1,476
TOTAL	14,584	14,530	14,596	14,684	14,576	14,870	15,107	15,258	15,446	15,636

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. ¹Actual data was revised by Board ODA staff following FGCU UBOT approval to correct counts for undergraduate FTIC students.



ENROLLMENT PLANNING (cont.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	18	20	23	23	24	.	.	.	.	.
APPROVED GOALS	.	.	.	.	24	25	26	27	.	.
PROPOSED GOALS	.	.	.	.	24	25	26	27	28	29

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	6,262	6,147	6,091	5,991	6,099	6,083	6,143	6,200	6,262	6,325
UPPER	5,168	5,582	5,779	6,128	6,350	6,396	6,460	6,525	6,590	6,656
GRAD 1	677	661	633	677	701	765	826	892	963	1,040
GRAD 2	160	161	193	200	218	221	239	258	279	301
TOTAL	12,267	12,551	12,696	12,996	13,368	13,465	13,668	13,875	14,094	14,322

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

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	19	19	21	20	22	26	28	29	30
Primarily Dist. (80-99%)	.	2	0	1	1	1	1	1	1	2
Hybrid (50-79%)	.	1	0	0	1	0	2	2	3	3
Classroom (0-49%)	.	78	80	78	79	77	71	69	67	65
GRADUATE										
All Distance (100%)	.	30	30	30	29	32	32	33	33	34
Primarily Dist. (80-99%)	.	5	0	0	0	1	1	1	2	2
Hybrid (50-79%)	.	1	1	1	2	3	3	3	4	4
Classroom (0-49%)	.	64	69	68	69	65	64	63	62	60



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Resort and Hospitality Admin	52.0901	None	FAU, FIU, FSU, UCF, USF, UWF	No	120	4/2020
Physics	40.0801	STEM	FAMU, FAU, FIU, FSU, UCF, UF, UNF, USF, UWF	No	25	4/2021
Entrepreneurship	52.0701	None	FSU, USF	No	75	4/2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF	No	45	4/2021
Health Administration	51.0701	HEALTH	FAMU, FAU, FIU, UF, UNF, USF, UWF	Yes	75	1/2021
Entrepreneurship	52.0701	None	UF, USF	No	50	4/2021



New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Professional Sales	52.1804	None	None	No	75	4/2022
Real Estate	52.1501	GAP	FAU, FIU, FSU, UCF	No	75	4/2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU, FSU, UCF, UNF, USF, UWF	Yes	50	4/2022
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	No	30	4/2022



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) 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 \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

PBF-4. Four Year FTIC Graduation Rate

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

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7. University Access Rate Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Students who were not eligible for Pell-grants (e.g., Unclassified, non-resident aliens, post-baccs) 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. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

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: New College of Florida as reported to the Common Data Set.

PBF-9. 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 (ie, 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. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).



DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures (\$M): 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.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic 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 not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on 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+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

PBF#10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic 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: 6-Year Graduation Rates (FT only): 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. Only full-time students are included in this calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

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 US definition, which divides undergraduate credit hours by 30. 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 1009.24(17), F.S.). Source: State University Database System (SUDS).

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab 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).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).

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 most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).



DEFINITIONS (cont.)

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

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

PRE-F: Total Science & Engineering Research Expenditures: Research Expenditures within Science & Engineering disciplines. 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 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (\$M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

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



DEFINITIONS (cont.)

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 the university to 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: Six-Year FTIC Graduation Rates [full- & part-time students]: The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full- & 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 were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: 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-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic 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 not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

KPI-10: 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. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: 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 US definition, which divides undergraduate credit hours by 30. 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 1009.24(17), F.S.). 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 baccalaureate 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 (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), 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 are based on rates for MD degrees from US institutions.

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

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



DEFINITIONS (cont.)

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 amount of research expenditures that was 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 [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – 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 – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

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 (eg, 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.

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.

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 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 institution educational plant surveys.

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 1009.24(17), F.S.).

