April 20, 2021
2:00 PM – 3:00 PM

Florida Polytechnic University
WEBEX TELECONFERENCE MEETING

Dial in: 1-415-655-0001 | Access code: 185 253 4337#

| MEMBERS		
Cliff Otto, Chair	Mark Bostick, Vice Chair	Dr. W. Earl Sasser
Gary C. Wendt	Bob Stork	

AGENDA

I.   Call to Order   Cliff Otto, Chair

II. Roll Call   Kristen Wharton

III. Public Comment   Cliff Otto, Chair

IV. Approval of the June 12, 2020 Minutes   Cliff Otto, Chair
     Action Required

V.   University Accountability Plan   Dr. Terry Parker,
     Action Required   EVP & Provost

VI. Closing Remarks and Adjournment   Cliff Otto, Chair
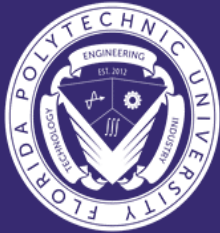
DRAFT MEETING MINUTES

Friday, June 12, 2020
9:00 AM – 10:00 AM

WEBEX/TELE-CONFERENCE MEETING

I.   Call to Order

Chair Don Wilson called the Executive Committee meeting to order at 9:11 a.m.

II.   Roll Call

Kris Wharton called the roll: Chair Don Wilson, Vice Chair Cliff Otto, Trustee Mark Bostick, Trustee Frank Martin, Trustee Earl Sasser, and Trustee Gary Wendt were present (Quorum).

Staff present: President Randy Avent, Provost Terry Parker, Mr. Mark Mroczkowski, Ms. Gina DeIulio, Ms. Kathy Bowman, Mr. Rick Maxey, Mrs. Kris Wharton, Dr. Tom Dvorske, and Dr. Kathryn Miller were present.

III.   Public Comment

There were no requests received for public comment.

IV.   Approval of Minutes

Trustee Philip Dur made a motion to approve the Executive Committee meeting minutes of April 13, 2020. Trustee Earl Sasser seconded the motion; a vote was taken, and the motion passed unanimously.

V.   Florida Polytechnic University Campus Re-Opening Plan

Chair Don Wilson thanked the many people who worked diligently on the campus re-opening plan. Provost Terry Parker noted it has been a team effort and especially recognized Dr. Kathryn Miller and Dr. Tom Dvorske for their excellent work.

Provost Parker shared a presentation on the campus re-opening blueprint, particularly the foundational priorities and principles contained within the plan. Items discussed include the personal responsibility each employee and student must take in their return to campus, as well as the University's responsibility to manage the physical campus and provide a safe learning and work environment. He also reviewed new protocols pertaining to students and employees' personal health monitoring, and for interfacing with other people in residence halls, dining areas, and at student activities.

The University established a Medical Advisory Board to oversee issues relating to COVID-19 screening and testing protocol. President Avent recognized Trustee Philip Dur's recommendation to utilize rapid response testing kits from Abbott Labs. President Avent stated the kits are not FDA approved but he will

continue to consider this as an option.

Screening and surveillance methods such as non-contact thermal camera systems in high traffic entrances will be installed. Trustee Frank Martin inquired who will monitor these devices and direct students with high temperatures. Dr. Miller stated this method relies on each person being responsible to self-report. Anyone with a temperature of 100.4 or greater will be directed to follow a specific protocol. Additionally, students are engaged in discussion about implementing a student pledge that must be signed upon return to campus; students who do not sign the pledge will be engaged in conversation about their responsibility in keeping our campus safe.

Tracing is a time-consuming effort that is implemented when there is a positive case of COVID-19; it is the responsibility of the local department of health to conduct tracing.

Provost Parker reviewed new processes for delivering academic programs as well as an adjustment to the academic calendar. Students will start classes on August 20 and will not be required to return to campus after they go home for Thanksgiving break. After the Thanksgiving holiday, students will complete four days of instruction, two reading days, and five days of finals remotely, ending December 11. Trustee Dur inquired what special needs students might have who need to return to campus after Thanksgiving. Provost Parker recognized some students perform better in their academics if they are on campus. For some, it may be a computing or internet access issue, for others it may be a lack of space to study at home.

Trustee Gary Wendt asked if the University's proposed plan has been modeled after the other SUS institutions to which Provost Parker replied Florida Poly particularly considered University of Florida and University of North Florida's plans. Additionally, Trustee Earl Sasser asked about staging of student move-in days. Dr. Miller shared students will move in over a greater number of days and will be limited in how many people can accompany them as they move in.

Regarding the Academic Calendar, Vice Chair Cliff Otto noted the December 18 commencement date is not on the calendar. Provost Parker stated he will update the calendar to include commencement on December 18.

Trustee Frank Martin made a motion to approve the Florida Polytechnic University Campus Re-Opening Plan. Trustee Earl Sasser seconded the motion; a vote was taken, and the motion passed unanimously.

Trustee Gary Wendt made a motion to approve the updated Academic Calendar, reflecting an August 20, 2020 start date of classes, remote learning, reading days, and final exams after Thanksgiving, and inclusion of the December 18, 2020 Commencement. Trustee Mark Bostick seconded the motion; a vote was taken, and the motion passed unanimously.

VI.   Closing Remarks and Adjournment

President Avent stated that the return-to-work plan for employees should be finalized next week. He will email the document to trustees as an information item.

With no further comments, the meeting adjourned at 10:09 a.m.

Florida Polytechnic University
Executive Committee
Board of Trustees
April 20, 2021

Subject: **2021 Florida Polytechnic Accountability Plan (BOG Report)**

Proposed Executive Committee Action

Recommend approval of the 2021 Accountability Plan.

Background Information

Pursuant to the Board of Governors Regulation 1.001, the Board of Trustees (BOT) shall prepare a multi-year Accountability Plan for the Board of Governors (BOG) that outlines the university's priorities, strategic directions, and performance measures and outcomes on institutional and system-wide goals. This plan follows the exact format specification provided by the Board of Governor's staff. The Accountability Plan reflects the university's distinctive mission and focus on core institutional strengths within the context of the State University System goals and regional and statewide needs. The 2021 Accountability Plan requires BOT approval prior to its submission to the BOG on May 3rd.

Items to Note

The accountability plan is based upon a careful analysis of the indicators of campus performance and ties very directly to performance-based funding metrics. We have built into the current projections our best guess at the effects of COVID19 on our campus and have in addition carefully created a forecast of campus enrollment. Within the executive committee meeting a discussion of these goals is appropriate.

Supporting Documentation: 2021 Accountability Plan

Prepared by: Terry Parker, Provost and Executive Vice President

2021
ACCOUNTABILITY PLAN

FLORIDA

POLYTECHNIC

UNIVERSITY

Draft 4/14/2021

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

Statement of Strategy

Florida Poly strives to be an Engineering University of Distinction ranked in the top 15 of engineering schools nationwide that do not offer a doctoral degree program. To become a top 15 engineering school requires focus and resources to produce improvement in three critical areas: student quality and growth, faculty quality and growth, and services to support student success.

The University must attract and retain the most highly distinguished high school graduates who are interested in and show facility with STEM disciplines. Our goal is to enroll students with average entering test scores that are competitive with the top-tier universities in the United States. By 2026, Florida Poly also plans to grow the student body to over 2,200 and graduate over 400 engineers and applied scientists per year to address workforce demand and grow Florida's high-tech economy.

The best and brightest students are attracted to world-class faculty and programs. We are selectively hiring faculty and in the coming two years will add 25 highly qualified individuals in existing and new programs who will bring a broadened intellectual base to the University with experience in applied research. Top faculty seek the latest in research facilities and equipment, and the continued construction of the Applied Research Center will serve to improve our ability to recruit the best talent. New programs will continue to grow out of our existing undergraduate and graduate degree programs to serve emerging disciplines, with strong future job demand, in a cost-effective manner.

In the fall of 2021, Florida Poly will return to "normal" campus operations with a focus on both the instruction and campus life that a residential campus provides. Enhanced student services, policy changes, and scholarship programs continue to evolve to directly address retention and four-year graduation rates that are typically low in the STEM fields. This effort will lead to a larger percentage of students earning their degrees in a timely manner. Additionally, we continue to improve the curriculum and co-curricular activity to produce mature, industry-ready graduates. A part of this effort is to broaden our already robust experiential learning opportunities such as internships, entrepreneurship, and our year-long interdisciplinary, industry-sponsored senior capstone project course required of all majors. We are expanding our experiential learning programs with co-curricular certificates in leadership, programs in undergraduate research, educational outreach, and other opportunities for students to demonstrate unique career-oriented skills alongside their already rigorous degree program. These efforts align with our vision to produce students who are ready to enter the workforce and take on project leadership roles within a few months of graduation.

Finally, Florida Poly will host a SACSCOC reaffirmation bid with reports due in fall 2021 and site visit in spring 2022. The compliance certification process drives a hard look at areas where policy and process can be improved, efforts realigned with strategic metrics, and budgetary foresight used to more strongly drive initiatives critical to student growth, graduation, and industry alignment.

STRATEGY (cont.)
Strengths, Opportunities & Challenges

Florida Polytechnic University's Greatest Strengths Include:

- A dedicated focus on the core STEM subjects offering a high-touch model with smaller classes.
- Positioned as the sole, 100% STEM public campus in the southeast, Florida Poly's environment makes it accessible to a wide range of Floridians who would otherwise go out of state for this type of educational experience.
- Strategic location in Lakeland that provides close proximity (within 40 miles) to more than 11,000 high-tech firms. This clearly aligns with our commitment to build jobs for Florida.
- Continuously growing and enriching relationships with, and commitment to, nearly 200 Small and Medium Businesses (SMBs) in Florida.
- Organizational flexibility and nimble start-up culture with strong experience in both industry and higher education capable of rapid testing and evaluation of new strategies.

Opportunities Include:

- Enrollment: The University must continue to grow. This fall, we will offer yet another new program—Cybersecurity Engineering—that leverages curricular efficiencies and will attract new students at low cost to the institution. We have opened new admissions programs to enhance diversity and jump-start students' workplace readiness for our required internship program and, of course, employment beyond graduation. These programs stimulate student interest in the University and demonstrate to students that we are serious about our institutional commitment to high-tech employment and economic growth. Our efforts continue to deliver results in admissions where we again see a significant increase in the number of applications over previous years despite a declining national trend. Despite the question marks raised by the COVID-19 pandemic, our efforts in remote learning will accelerate new pathways for differentiated delivery and previously planned efforts toward online delivery for key course groupings in targeted programs. We continue to explore new academic progress, concentrations, and delivery methods to grow our market and compete with the best STEM universities in the country.
- Academic Progress Rate: The University will undergo its SACSCOC reaffirmation in 2022 (site visit and decision) and as part of its reaffirmation is developing a Quality Enhancement Plan designed to move the needle on the University's Academic Progress Rate. The program leverages student peer expertise in several ways as means to stimulating academic success, maturing campus academic culture, and focusing faculty on critical learning experiences and students' methods of learning.
- Time to Degree: We continue with Complete College America's 15 to Finish drive and have realigned our summer offerings around getting students back on track. We continue to press on critical curricular pathways to ensure that prerequisites are appropriate and not unnecessary or incidental blockers to progression. We're implementing a multi-year course rotation and consistently manage academic schedules by student-curricular demand to facilitate on-track progress.
- Degrees Awarded: Our mission culminates in graduating highly skilled technology leaders. All our initiatives—emphasis on enrollment, increased transfer agreements, industry-relevant curriculum, and enhanced student services—drive toward growth in degrees awarded and economic impact.
- Senior Capstone Showcase: Our unique, multidisciplinary senior capstone sequence provides students with an industry-sponsored project in which they work closely with the client on requirements, development, prototypes, and presentation. The growth in the quality of this program and industry

sponsorships continues to provide opportunities for our students to succeed in terms of employment, internships, salary earned, and a range of partnerships with the University.

Challenges:

As with all institutions, COVID-19 has posed well-documented immediate challenges over the last year, but we must be mindful of the long-term challenges. These include the lengthy disruptions in normal learning (learning loss), which are particularly damaging to first- and second-year students and future incoming freshman who have endured nearly half of their high school experience in pandemic education experiences. The impact of this will inevitably lead to a greater reliance on academic and instructional support programs and student life initiatives that seek to bolster students' ability to again focus on their educational pathways. We expect an enhanced demand for student support services that will foster strong achievement by students, in spite of significant gaps in their pre-university education. Despite these challenges, Florida Poly continues to adapt and find ways to position itself to achieve its near-term (five-year) goals, which include a campus population of over 2,200 students (by fall 2025), a four-year graduation rate of 47% (and continuing to build to a 50% rate), an APR in the mid-80s, and annual degree production of 400 undergraduate and graduate degrees.

Three Key Initiatives & Investments

Enrollment and Institutional Growth

A key investment for the University lies in expanding enrollment growth and paths toward raising the number of graduates in Florida with degrees in core STEM programs. Via stronger and more targeted recruitment efforts of FTICs, meaningful entry-level programs that prepare students for future success, broadening transfer options, and growth at the graduate level, the University is pressing forward both in terms of student inflow and offerings to drive a high-tech Florida economy.

Florida Poly recognizes that a critical component for growth is student success and retention.

Faculty and Research

Critical investments include increasing our faculty numbers to support new programs and program growth, as well as increasing our research capacity. The construction that is underway (but not fully funded) of the Applied Research Center, which will add 95,000 square feet of research, classroom, and faculty office space to the campus as well as student project space for senior capstone courses, club competitions, and other faculty-student collaborative projects, is a strong boost to our campus.

The Advanced Mobility Institute (AMI) continues to develop and focuses on actual testing and testing protocols of autonomous vehicle technologies in collaboration with FDOT, Suntrax, and a range of other private and public entities. The institute has garnered an NSF Major Research Infrastructure award, which is currently under development. The institute ties into our curriculum across several academic programs providing a range of student opportunities with direct experience in research and innovation.

The expansion of research within the Florida Industrial and Phosphate Research Institute (FIPR) continues with a diversification of its traditional phosphate research to new areas critical to delivering Florida Poly's mission and Florida's economy. As a founding member of the U.S. Department of Energy's Critical Materials Institute, FIPR has significant efforts focused on using material streams from phosphate mining as a source for rare earths, which are critical to the nation. In addition, FIPR is partnering with the new Environmental Engineering program to develop strong research capacity in water, especially as it relates to water usage and cleanup for the phosphate industry.

Administrative Efficiency

One of the four Pillars of the University's strategic plan is administrative efficiency, and as we enter fiscal year 2022, we are poised to take a hard look at our budget allocations across the entire institution, evaluate our critical priorities in terms of revenue and performance-critical areas, and the systems that are essential to delivering those core-mission activities. As with all institutions, the COVID-19 pandemic has brought unanticipated challenges and opportunities and forced organizational changes to meet these challenges. While the cause may be short-term, hopefully, the lessons learned will not be.

Research Partners on Campus

One of the primary expectations underlying the creation of Florida Poly is that it would attract high-tech companies to Florida and lead to expansion of high-tech companies that are already in the state. With that in mind the University has begun working to establish a research park immediately adjacent to the campus. The most difficult component of establishing a successful research park is attracting the first industry partner. At the time of this report, Florida Poly has issued an Intent to Award a contract to International Flavors and Fragrances (IFF) with a ground lease on the campus for them to fund, construct, operate and maintain a global research center. The facility is expected to be 30,000 to 35,000 square feet and will house cutting edge research activity. Most important about this partnership is the nature and level of collaboration that will exist between the University and IFF. The collaboration will include student internships and jobs, joint research with Florida Poly faculty, engagement in academic instruction, funding of capstone projects and faculty research and more. In addition, IFF clients, partners and visitors will come to the facility on the Florida Poly campus and will impact the local and state economies.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Programs and services updated and combined from previous years to reflect this past year's activities:

As a general approach, Florida Poly is committed to graduating students in four years. All of our undergraduate degree programs are capped at 120 credit hours, which if passed successfully according to the published plan of study, will ensure a student graduates in four years.

When a student chooses a major, that student is agreeing to follow the plan of study outlined by the program and the published catalog. In the event a student falls off of that plan due to personal or academic issues, the student works closely with the Academic Success Center and, where necessary, the department chair to review their progress and "get back on track." In the event of programmatic changes or difficulties with scheduled offerings, academic departments work with the University Registrar and with the students to ensure that appropriate and sufficient substitutions or exceptions are made to maintain progress to completion in four years.

Academic Support

1. We continue to improve our program of advising and registration for all new students (started fall 2018) to ensure that they start out on the right path, followed by well publicized and high-touch outreach for regular semesterly advising and registration to ensure students get registered and stay on track. These efforts have expanded during COVID-19 to include the use of distance technologies to facilitate registration and academic advising, student academic support including tutoring, and campus activities.
2. Students on probation are placed in a new probation class SLS 2930. The course, called Foundations for Academic Success, was introduced for spring 2021 semester and is based on a less formal but similar program led out of the Academic Success Center that saw success rates of on average 85% among students who needed intervention. Currently, the class has 192 students enrolled in the spring 2021 semester. The class is led by our ASC team and academic success coaches.
3. Regular outreach to at-risk students is accomplished via an **"EARLY ALERT"** button in Canvas where faculty inform the Academic Success Center when students begin missing multiple classes. The ASC works closely with our CARE team and other offices to identify students in need and connect them with appropriate resources.
4. Via our SACSCOC Quality Enhancement Plan, we will implement a new peer-learning initiative and focus on freshman courses to drive improvement in academic progress rate.

Scheduling

5. "Gateway" courses are provided off-cycle to allow students a chance to recover from class withdrawals and failures.
6. Summer courses are arranged to provide a pathway to "catch up" for students getting off track.

Curricular

7. We feature a Common Freshman Year (CFY) of required courses for all but one of our undergraduate degree programs, creating peer cohorts and providing students time to acclimate to our rigorous STEM curriculum without having the burden of potential lost credit if they change majors.
8. We utilize curriculum maps so students can see their academic pathway and understand the relationships between prerequisite and upper-division courses.
9. We've developed co-curricular endorsements to bring student life experiences and curricular activities into a holistic campus that supports professional development, lifelong learning, and leadership dimensions.

Financial Aid

10. We continue to develop aid packages to incentivize students to limit work during the school year to 20 hours or less per week.
11. We engage in Proactive Financial Aid Literacy Counseling to support students' self-assessment and options for resolving unmet need.
12. We modified the Florida Poly Scholarship policy to better support successful academic progress.

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

Student Achievements	
Karun Mackoom, Vanessa Townsend	2021 cohort of National Security Innovation Network (NSIN) X-Force fellows.
Edward Von Lue, Bela Rangel, Raquel Julian, Miquel Cecchin do Amaral, and Benjamin Norris	Developed a software tool to help enterprises simplify and accelerate third-party and internal risk assessments.
Dorian Alberti and River Anderson	Developed a low-cost exoskeleton for warehouse workers and were awarded an entrepreneurial grant.
Aaron Apigo, Kevin Racktoo, and David Terry	Winners of the 2021 Catapult Launch Night for their development of an innovative gesture-control device for electric longboards
Jacob Rogers	Founded the Club Lacrosse team that will compete against other university club teams
Makail Davis, Drew Stevens	Present at Florida High-Tech Corridor's stemConnect event
Megan Morano, Ethan Medjuck	Finalists in the Florida Blue Health Innovation Challenge.
Cindy Nguyen	Created an interactive learning tool in collaboration with the Network for Computational Nanotechnology.
Gage Roper	Selected for the Fulbright Killam Fellowship Program
Jaimie Davis(Student), Dr. Ashiq Sakib (Faculty)	Founded the *Mu Omega Chapter of the Institute of Electrical and Electronics Engineers Eta Kappa Nu (IEEE-HKN) academic honor society*
Veronica Perez Hererra (Alumni), Gina Delulio (Staff)	Women in STEM award winners

Faculty Achievements

Dr. Muhammad Rashid, chair of Electrical and Computer Engineering	Recognized as among the top 2% of scientist in the world in a study by Stanford University.
Dr. Ajeet Kaushik	Contributed to the World Health Organization's database of global literature on coronavirus disease
Dr. Matt Bohm	Partnered with Hacking for Defense (H4D), a program of the Department of Defense's National Security Innovation Network, to integrate the H4D curriculum into the FL Poly Capstone curriculum.
Dr. Md Selim Habib	Selected for the Optical Society of America Foundation public policy program
Dr. Sesha Srinivasan	Selected for the Fulbright Specialist Program

Program Achievements

Mechanical Engineering Department	Developed an Aerospace concentration
Electrical and Computer Engineering department	Developed new Bachelor of Science degree program in cyber security engineering

Institutional Achievements

Fall 2020 new student enrollment increased by 6.8% despite the pandemic while increasing quality of board scores (SAT up 40 points and ACT up 2 points).

Overall retention of 1st to 2nd fall (FT and PT) at 85% (fall 2019 to fall 2020), which is the highest retention in Florida Poly's history.

Fall 2020 faculty-to-student ratio 1 to 16 with median class size of 22 and a full-time average credit load of 13.64 hours.

The University created the Office of Diversity and Inclusion to support students and employees of all races, ethnicities, genders, faiths, sexual orientations, and cultural backgrounds.

Florida Poly made its first appearance in the national rankings of U.S. News and World Report as a top 75 engineering college without a doctoral degree and top 40 of those that are public.

Florida Poly also ranked second in the nation for delivering quality, affordable mechanical engineering education by Affordable Schools. Also, the University was named one of the five best universities in the Southern states for tech students by Deep South Magazine.

Randy Avent Named to Florida Trend's Florida 500 list of Florida's most influential business leaders

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

Goal adjustments are a realistic recognition of the impact COVID-19 has had on student progress and performance, as well as an acknowledgement of the nationwide difficulties and likely learning loss in the pre-university student pipeline.

Academic Progress Rate: COVID-19 will show its impact most immediately on the academic progress rate. Students in the 2020-2021 cohort experienced unusual difficulty in the fall 2020 semester creating for us a change in efforts to support their progress through policy adjustments and other student support efforts. For spring 2021, we reduced our fully-distance offerings to require more on-campus, in-class presence as a means to combat learning loss and lack of engagement, which may mitigate some of the impact of COVID-19 on this class, but our APR projections indicate a real acknowledgement of the difficulty and impact on our fall-spring persistence numbers. Similarly, we have set our Pell APR numbers to reflect the same trend as the total APR population.

Graduation Rate: Students who are in and have been in the pipeline generally performed better during this pandemic year than those who first started, although learning loss occurred in this population as well, and we saw similar difficulties with engagement. The social, economic, and family toll taken by the pandemic has impacted student priorities and made progression far more challenging. The University continues to work through policy- and financial-aid-related programs to support students in this difficult time. In terms of projections, we see a gradual increase in our graduation rate, noting that the 2020-2024 number will likely fall off by a point or two due to the pandemic's impact on the current class.

Degrees Awarded (KPI): Goals set prior to the pandemic projected mostly consistent growth and progression; however, as noted, COVID-19 has disrupted that in a significant way. One way the University responded to student difficulties was by providing a "COVID-19 accommodation" that would provide a segment of our students a remote option for their courses, which saved progression for many students but often at a lower rate. Thus, the impact over time on degrees awarded is disruption and noise in the projected numbers, fluctuations from year to year, and completions that will likely take longer than the four-year target. In response to this reality, the University has undertaken a close examination of its course offerings schedule over a three-year period, with thoughtful scheduling of critical courses for progression in off-sequence terms to support students catching up and getting back on track. This effort should also have the benefit of ensuring excess hours are limited across our population.

Other Indicators: The University's focus on incoming growth through all available pipelines, expanded student support efforts via SACSCOC Quality Enhancement Plan and other initiatives, as well as planned new programming, we hope will shorten the disruptive impact of the pandemic.

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	.	.	.	67.5	74.1	.	.	.	.	.
APPROVED GOALS	.	.	.	72.8	72.8	75	78	78	78	.
PROPOSED GOALS	.	.	.	.	.	75	76	77	78	78

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	.	.	.	54,800	56,300	.	.	.	.	.
APPROVED GOALS	.	.	.	40,700	45,000	50,000	51,500	54,000	54,000	.
PROPOSED GOALS	.	.	.	.	.	54,000	54,000	54,500	54,500	55,000

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	-5,330	-5,790	-7,540	.	.	.	.	.
APPROVED GOALS	.	.	12,000	12,000	2,000	3,000	5,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	2,000	3,000	5,000	5,000	5,000

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

	2012-16	2013-17	2014-28	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	.	.	36.6	39.5	34.3	.	.	.	.	.
APPROVED GOALS	.	.	37	37	38	40	41	42	42	.
PROPOSED GOALS	.	.	.	.	.	41	43	42	41	45

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	76.8	65.1	71.7	65.4	76.6	.	.	.	.	.
APPROVED GOALS	74	75	75	76	77	77	80	83	83	.
PROPOSED GOALS	.	.	.	.	.	66	80	82	83	83

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	.	.	30.3	29.5	33.8	.	.	.	.	.
APPROVED GOALS	.	.	15	28	32	31	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	32	32	32	32	32

8. Percentage of Freshmen in Top 10% of High School Class

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2014	Fall 2015
ACTUAL	14	22	25	25	32	.	.	.	.	.
APPROVED GOALS	35	17	18	22	22	23	25	27	28	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2014-16	2015-17	2016-18*	2017-19*	2018-20*	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	.	.	1.4	5.9	4.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5	5

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

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	78.1	67.7	87.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	66	80	82	83	83

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	.	73.2	84.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	75	77	78	78	78	.
PROPOSED GOALS	.	.	.	.	.	84	84	85	86	86

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	.	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 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	14	22	25	25	32	.	.	.	.	.
APPROVED GOALS	35	17	18	22	22	23	25	27	28	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	†	3.6*	3.8	4.0	.	.	.	.	.
APPROVED GOALS	.	.	.	4.7	4.5	4.5	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.4	4.4	4.4	4.4

Note†: There were too few (less than twenty) graduates in the 2016-17 graduating class to report for this measure.
Note*: The 2017-18 rate was somewhat artificial because 2014 was the initial cohort; so all graduates would have finished within four years.

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	*	96	89	82	.	.	.	.	.
APPROVED GOALS	.	.	68	70	75	80	80	81	82	.
PROPOSED GOALS	.	.	.	.	.	80	80	81	82	83

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	.	.	.	.	50	.	.	.	.	.
APPROVED GOALS	.	.	.	.	51	56	56	58	58	.
PROPOSED GOALS	.	.	.	.	.	56	56	58	58	58

KEY PERFORMANCE INDICATORS (cont.)

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

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	.	20	14	†	39	.	.	.	.	.
APPROVED GOALS	.	.	.	.	16	18	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	18	18	19	20	20

Note†: There were too few (less than twenty) graduates in the 2016-19 graduating class to report for this measure.

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	.	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	49	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	33	33	35	37	38

Note†: The 2017-21 cohort is the first FTIC cohort in which Florida Poly students were able to receive Pell grants during their first year

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	18	197	239	293	.	.	.	.	.
APPROVED GOALS	.	13	160	250	320	320	330	340	350	.
PROPOSED GOALS	.	.	.	.	.	251	276	320	340	350

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	21	8	8	15	.	.	.	.	.
APPROVED GOALS	.	16	7	14	18	28	28	30	35	.
PROPOSED GOALS	.	.	.	.	.	26	28	30	35	35

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	24	21	22	25	.	.	.	.	.
APPROVED GOALS	.	23	24	25	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	26

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	7	8	7	6	6	.	.	.	.	.
APPROVED GOALS	9	5	6	7	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	1	2	4	7	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	11	12

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

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

15. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	.	.	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	0	0	1	0	0	1

17. Total Research Expenditures ($Thousands)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	204	438	1,202	2,006	1,091	.	.	.	.	.
APPROVED GOALS	.	.	600	1,300	751	1,000	1,267	1,330	1,500	.
PROPOSED GOALS	.	.	.	.	.	1,013	1,267	1,300	1,500	1,550

18. Research Expenditures from External Sources ($Thousands)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	249	348	323	.	.	.	.	.
APPROVED GOALS	.	.	.	.	304	491	780	1,012	1,200	.
PROPOSED GOALS	.	.	.	.	.	483	675	900	1,000	1,200

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

19. Utility Patents Awarded

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

20. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

Percent of Students Beginning a Startup Company or Working in a Small Company

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	27	32	20	.	.	.	.	.
APPROVED GOALS	.	.	.	.	20	20	21	21	22	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	22	22

Number of Industry Relationships Providing Employment &/or Research Opportunities for Students &/or Faculty

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	23	50	221	223	197	.	.	.	.	.
APPROVED GOALS	.	.	.	200	220	240	250	250	250	.
PROPOSED GOALS	.	.	.	.	.	200	210	220	240	250

Percent of Undergraduates Who Completed an External Internship Program (based on methodology reported to BOG)

	2015-16	2016-17	2017-18	2018-19	2019-20	P1	P2	P3	P4	P5
ACTUAL	.	.	.	79	99	.	.	.	.	.
APPROVED GOALS	.	.	.	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	96	97	97	97	97

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1,282	1,439	1,389	1,267	1,294	.	.	.	.	.
APPROVED GOALS	.	.	1,441	1,283	1,300	1,375	1,550	1,700	1,850	.
PROPOSED GOALS	*.*	*.*	*.*	*.*	*.*	*1,390*	*1,570*	*1781*	*2044*	*2,210*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	31	17	33	48	72	.	.	.	.	.
APPROVED GOALS	.	.	23	51	59	72	83	85	85	.
PROPOSED GOALS	*.*	*.*	*.*	*.*	*.*	*67*	*57*	*64*	*69*	*74*

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	459	316	319	277	319	336	379	407	540	613
FTIC: Returning	585	839	818	765	735	810	933	1082	1196	1264
Transfer: FCS w/ AA	69	86	96	124	138	128	146	160	167	179
Transfer: Other	142	165	135	89	88	97	98	110	119	132
Post-Baccalaureates	27	33	21	12	14	19	20	22	22	22
Subtotal	*1,282*	*1,439*	*1,389*	*1,267*	*1,294*	*1,390*	*1576*	*1781*	*2044*	*2210*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	31	17	33	48	72	67	57	64	69	74
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Subtotal	31	17	33	48	72	67	57	64	69	74
TOTAL	1,313	1,456	1,422	1,315	1,366	1,457	1633	1845	2113	2284

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

ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	33	35	27	32	27	.	.	.	.	.
APPROVED GOALS	.	.	.	34	32	34	35	36	38	.
PROPOSED GOALS	.	.	.	.	.	*32*	*33*	*34*	*36*	*38*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	679	777	719	654	586	615	722	815	884	935
UPPER	185	465	642	612	585	580	741	835	907	959
GRAD 1	24	14	11	20	35	38	44	49	54	57
GRAD 2	0	0	0	0	0	0	0	0	0	0
TOTAL	**888**	**1,255**	**1,372**	**1,286**	**1,206**	**1,233**	**1,507**	**1,699**	**1,845**	**1,951**

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	0	0	0	0	0	10	10	10	11	12
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	1	1
Hybrid (50-79%)	0	0	0	0	0	0	0	1	1	2
Classroom (0-49%)	100	100	100	100	100	90	90	89	87	85
GRADUATE										
All Distance (100%)	0	0	0	0	0	7	7	7	8	9
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	1
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	1
Classroom (0-49%)	100	100	100	100	100	93	93	93	92	89

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of its ongoing coordination efforts. The programs listed below are based on the 2020 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 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Civil Engineering	14.0801	Yes	FAMU, FAU, FGCA, FIU, FSU, UCF, UF, UNF, USF	No	150	May 2022
Industrial Engineering	14.3501	Yes	FAMU, FSU, UCF, USF	No	75	May 2022
Computer & Info Systems	11.0199	Yes	UCF (MS)	No	230	May 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Engineering Management	14.9999	Yes	NA	Hybrid	45	Jan 2022
Data Science	30.7001	Yes	NA	Hybrid	45	Jan 2022
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						

As Florida Polytechnic University continues to build upon a mission that is STEM-focused, additional Bachelor programs will be investigated and developed. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.0203	Yes	FAMU, FIU,UNF, USF-T	Hybrid	45	January 2022

Additional Master's programs will be investigated and developed to sustain Florida Poly's STEM-focused mission. Like the bachelor programs, the master's programs will consider the best fit within the System to meet market needs and the resources required in delivering these degrees.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
DOCTORAL PROGRAMS						

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 all 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 State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation
This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours
This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

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

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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

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

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

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

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

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University***)**

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.

PBF-9a: 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. Full-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).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]: This metric is based on the percentage of 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 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. 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. 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: 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. Source: Florida State University student survey 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: 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 (full-time 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 also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher 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 the most recent rankings. Sources: 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 the Center for Measuring University Performance.

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

PRE-D: 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).

DEFINITIONS (cont.)

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

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

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & 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, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

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

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

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: 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.

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

DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 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. 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-6: 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 are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as 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-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. 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 excluded. 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).

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 HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: 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 U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-16: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-17: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

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

KPI-19: Research Expenditures Funded from External Sources: This metric reports the 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant or similar patents. Source: United States Patent and Trademark Office (USPTO).

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

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

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).

DEFINITIONS (cont.)

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). Source: State University Database System (SUDS).