BOARD OF TRUSTEES

Academic & Student Affairs Committee Meeting Agenda

Thursday, April 28, 2022
3:00 PM – 4:00 PM

Florida Polytechnic University
WEBEX TELECONFERENCE MEETING

Dial in: 1-415-655-0001 | Access code: 2435 409 4965#

MEMBERS

Dr. Earl Sasser, Chair	Dr. Laine Powell	Melia Rodriguez
Dr. Ala' J. Alnaser	Dr. Narendra Kini	

AGENDA

I.	Call to Order	Dr. Earl Sasser, Chair
II.	Roll Call	Zaira Medina
III.	Public Comment	Dr. Earl Sasser, Chair
IV.	Approval of the February 9, 2022 Minutes *Action Required*	Dr. Earl Sasser, Chair
V.	University Accountability Plan FY22 *Action Required*	Dr. Terry Parker EVP & Provost
VI.	Closing Remarks and Adjournment	Dr. Earl Sasser, Chair

BOARD OF TRUSTEES

Academic & Student Affairs Committee Meeting

DRAFT MEETING MINUTES

Wednesday, February 9, 2022
8:30 AM – 10:00 AM

Florida Polytechnic University
WEBEX TELECONFERENCE MEETING

Dial in: 1-415-655-0001 | Access code: 2423 132 1730#

I. Call to Order

Committee Chair Earl Sasser called the Academic and Student Affairs Committee meeting to order at 8:30 a.m.

II. Roll Call

Zaira Medina called the roll: Committee Chair Earl Sasser, Trustee Ala' J. Alnaser, Trustee Samantha Ashby, Trustee Narendra Kini were present (Quorum)

Committee member not present: Trustee Laine Powell

Other Trustees Present: Board Chair Cliff Otto, Vice Chair Mark Bostick, Trustee Gary Wendt, and Trustee Bob Stork

Staff Present: President Randy Avent, Provost Terry Parker, Kris Wharton, Kim Abels, John Causey, Erica Johnson, Melaine Schmiz, Dr. Ben Matthew Corpus, Dr. Kathryn Miller, Larry Locke, Andrea Cashell, Lydia Guzman, Kathy Bowman, Dr. Tom Dvorske, Gina DeIulio, David Blanton, Mike Dieckmann, Kevin Calkins, Orel Yoshia, Laura Marrone, Andrew Konapelsky, and Maggie Mariucci.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Narendra Kini motioned to approve the Academic and Student Affairs Committee meeting minutes of November 10, 2021. Trustee Samantha Ashby seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2020-22 Academic & Student Affairs Committee Work Plan

Provost Terry Parker presented the Academic & Student Affairs Committee Work Plan Review 2020-2022. No changes were made.

VI. Provost Report

Provost Parker presented two new Master of Science Degrees in Data Science and Engineering Management. Data Science is an existing degree in the Computer Science program, and the Engineering Management degree is part of the University Engineering program.

The Department of Data Science & Business Analytics offers a Master of Science in Computer Science with two tracks: Data Science and Computer Science. This proposal separates the tracks into two degrees. The program will offer three pathways to degree: a 10-month, course only option culminating in a project-seminar; a 16-month option that includes an individual or small group project; and a 2-year, thesis-based option.

Engineering Management is one of five tracks within the Master of Science in Engineering program. The program will be delivered as a "less-than-one" year master's degree (10-month) culminating in a project-based seminar. Currently, the department offers a master's degree track in Data Science and Engineering Management. By breaking out Engineering Management to a standalone degree, there is a greater opportunity to adapt the curriculum and address industry needs while firmly defining the University's existing Master of Science in Engineering as a technical-based master's degree.

Trustee Gary Wendt inquired if the University needs to add faculty or facilities for the degrees and if there is any additional financial cost. Provost Parker informed neither of the degrees require additional facilities beyond what the University already has and there will be no additional financial cost. The Department of Data Science & Business Analytics has demonstrated the ability to deliver the courses with current faculty; however, the department is actively hiring and hoping to strengthen these degrees.

Committee Chair Earl Sasser inquired how Admissions is recruiting graduate students to increase enrollment. Provost Parker stated Florida Poly is marketing the graduate programs to all college graduates in the state of Florida as well as internationally. Dr. Tom Dvorske added one of the advantages for Data Science to be a separate degree is the ability to recruit a broader set of students with different preparations. Dr. Ben Matthew Corpus stated the University can target market to college graduates with a certain GPA level in related degrees.

Trustee Bob Stork inquired as to how adding the two degrees affects the University's accreditation process. Provost Parker responded the initial accreditation was very stringent because there was a period of time where no changes to degrees could be made. Currently, the University is going through reaffirmation and to remain accredited, it is appropriate to show changes within our degrees. Additionally, there is not the level of stringency with reaffirmation.

Trustee Ala' J. Alnaser made a motion to recommend approval of the Master of Science Degree: "Data Science": to the Board of Trustees. Trustee Samantha Ashby seconded the motion; a vote was taken, and the motion passed unanimously.

Trustee Ala' J. Alnaser made a motion to recommend approval of the Master of Science Degree: "Engineering Management" to the Board of Trustees. Trustee Samantha Ashby seconded the motion; a vote was taken, and the motion passed unanimously.

Provost Parker presented the 2022-23 and 2023-24 academic year calendars for approval. Board of Governors (BOG) regulations require calendar adoptions by March 1st prior to the start of the academic year. The 2022-23 Academic Year Calendar was previously approved by the Board on April 26, 2021, as tentative dates to reflect the campus returning to pre-COVID operating conditions. No changes were made, and Provost Parker is requesting Board approval to file the final 2022-23 Academic Calendar Year with the BOG. The 2023-24 Academic Year Calendar includes tentative dates for planning purposes. The dates should remain unchanged, but if any adjustments are required, they will be submitted to the Board in 2023 for final approval before filing to the BOG.

Trustee Narendra Kini made a motion to recommend approval of the proposed final 2022-2023 Academic Calendar to the Board of Trustees. Trustee Samantha Ashby seconded the motion; a vote was taken, and the motion passed unanimously.

Trustee Narendra Kini made a motion to recommend approval of the proposed interim 2023-2024 Academic Calendar to the Board of Trustees. Trustee Samantha Ashby seconded the motion; a vote was taken, and the motion passed unanimously.

Provost Parker further presented the Admissions outlook for fall 2022, career outcomes for May graduates, the Freshman Initiative which includes improving academic progression requirements and the four-year graduation rate, faculty hiring activity, the upcoming SACSCOC reaffirmation visit, and University growth and admissions.

Regarding the 248 students reviewed by the Academic Review Board, President Randy Avent inquired if the 39 students in suspension went through the Academic Review Board process. Provost Parker informed the bar for suspension was either inattention or extraordinarily poor GPA/progression; therefore, these 39 students did not go through the Academic Review Board process.

Dr. Corpus presented on student choice and recruitment. Regarding housing challenges, Trustee Narendra Kini inquired if modular housing might be a solution. The modular housing he is familiar with has 1- and 2-bedroom types and are equipped with the amenities students need. Provost Parker and President Avent have researched similar options; however, the cost of utility infrastructure is an issue. They are willing to conduct further research upon Trustee Kini's recommendation.

Trustee Wendt inquired about the typical tuition cost for an incoming freshman on an annual basis. Dr. Corpus responded in-state tuition and fees are $4,940, and if room and board is added, it is an additional $11,000. Eighty percent of Florida Poly students are Bright Futures scholars which covers most, if not all, of their tuition. Out of state students do not receive Bright Futures Scholarships.

Provost Parker advised during next week's Strategic Workshop there will be further discussion regarding housing. Committee Chair Sasser commented the University is doing well in hiring faculty and Dr. Corpus' presentation shows Admissions is succeeding, however, the downside is the University cannot grow if there is not enough space for our students. He inquired if the consultants have concluded their report on housing needs. Gina DeIulio replied that a well responded to survey of students was conducted as part of the consultant's housing research, and the consultants will provide a report at next week's Strategic Workshop.

Trustee Wendt would like further information regarding Trustee Kini's suggestion of modular housing and asked if there are any options to see a model. DeIulio suggested Trustee Kini provide Kris Wharton the company's information and she will share this information with the Board.

Trustee Ashby inquired about an email sent by University Housing stating there are only 60 rooms remaining for upperclassmen and the rest are being held for incoming freshman. She asked how many students are potentially not going to find a room on campus. Provost Parker responded he forecasts the University will be approximately 50 beds short. He also stated the University will open a housing/office function to help connect students to local housing opportunities.

VII. Closing Remarks and Adjournment

With no further business to discuss, the Academic and Student Affairs Committee Meeting adjourned at 9:58 a.m.

AGENDA ITEM: V.

Florida Polytechnic University

Academic & Student Affairs Committee

Board of Trustees

April 28, 2022

Subject: University Accountability Plan FY22

Proposed Committee Action

Recommend approval of the 2022 Accountability Plan to the Board of Trustees.

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. The Accountability Plan reflects the university's distinctive mission and a focus on core institutional strengths within the context of the State University System goals and regional and statewide needs. The 2022 Accountability Plan requires BOT approval prior to its submission to the BOG, on May 2nd.

The Table of Contents for the document is provided below. Pages 3 to 11 provide a written commentary on our strategy, focus areas for the coming year (Three Key Initiatives and Investments), and Performance-Based Funding Goal Adjustments. Tables of actual values for the prior five years, and current goals and proposed goals for the coming five years are provided for Performance-Based Funding Metrics as well as Key Performance Indicators starting on page 13.

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Supporting Documentation: 2022 Accountability Plan

Prepared by: Dr. Terry Parker, Executive Vice President and Provost

2022

ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

Draft 4/25/2022

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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 continues on its path to become an ***Engineering University of Distinction*** ranked in the top 15 of engineering schools nationwide that do not offer a doctoral program. For the coming year we will continue our focused strategy that integrates three critical areas: student quality and growth; faculty quality and growth; academic and student programs and services to support the needs of a residential campus focused on STEM education and industry relations.

In the fall of 2021, the University welcomed approximately 640 new students to campus compared to 418 students in the fall of 2020. This tremendous growth was the result of an aggressive admissions function that works to attract and retain highly distinguished high school graduates who show facility with STEM disciplines. In the coming years we will continue to recruit and enroll students with average entering test scores that are competitive with the top-tier universities in the United States. While we are concerned about the downward pressure that a housing shortage places on student body growth, we continue with our goal of over 2,500 students on campus and graduate production over 400 engineers and applied scientists per year. We will continue to position these graduates to address workforce demand and grow Florida's high-tech economy.

The expansion of the student body and the attendant "impact" of the university requires Florida Poly to grow its degree programs so that it is a true polytechnic university with a strategic array of degree offerings. Over the next two years, the University will continue to explore potential academic programs that will expand our portfolio as an engineering school. As a small university our method of adding new programs is to leverage existing academic activity into new degree programs; this means that our degrees are constructed in a way that is fundamentally multidisciplinary, which is a strength in the 21st century technical workforce marketplace. We grow new degrees consistent with our principles to serve foundational and emerging disciplines, with strong future job demand.

Florida Poly is transitioning from a single building academic campus in the fall of 2022 with the opening of the newly constructed Applied Research Center. This will provide much needed relief in terms of space for our growing student body and faculty, and will also expand our ability to attract students and faculty and facilitate corporate engagement.

The Applied Research Center brings with it expanded research and educational labs and greater opportunity to showcase student and faculty projects and innovations.

The best and brightest students are attracted to, and increasingly demand, world-class faculty and programs. We are selectively hiring faculty across all our programs and our two-year hiring program that ends in fall of 2022 will have added approximately 25 highly qualified individuals to our campus. This a growth in over 30% of the faculty body. This hiring of faculty is underpinned by the principle that faculty are the keystone element in the institution, and we must add faculty to create an expanded and top engineering academic portfolio rich in applied research and of global significance. We will continue to add faculty strategically to serve the foundational needs of our entering classes, the degree specific needs of our programs at both the undergraduate and graduate level, and also the ongoing research (and industrial applied research) needs and opportunities of our campus.

Student programs and services is the third element of our integrated strategy that is focused on growth and excellence. Fall 2021 brought with it a "return to normal" for campus operations with a focus on both the instruction and campus life that a residential campus provides. Entering 2021 – 2022, we began multiple critical projects and changes to improve the quality of the campus. These included completion of SACSCOC reaffirmation processes including a campus site-visit; the creation of an Academic Review Board to directly address students at-risk and to promote a culture of excellence and achievement in the student body (the overall theme within student programs is "work hard, play hard"), the piloting and roll out of our SACSCOC Quality Enhancement Plan aimed at improving student achievement through a peer-led learning strategy program connected directly to our critical first-year courses in mathematics and the sciences. The objective of this program is to improve our APR with a notable emphasis on facilitating learning/achievement maturity in students with a goal producing student academic excellence with an improved quality of learning.

Similarly, we continue to expand our students' professionalism and career-readiness by building on our experiential learning opportunities such as internships, entrepreneurship, and our year-long interdisciplinary, industry-sponsored senior capstone project course required of all majors. This year, we added a "Coding" certificate to provide students with career-focused skills and better position their options for internships. Improvements in the University's internship and career programs ensure that students have broad access to opportunities where they link academic learning to campus experiences in research, collaboration, and leadership.

Our three-pronged strategy focused on student quality and growth; faculty quality and growth; and highly engaged academic and student programs and services sets the baseline for all planning at Florida Poly. Our mission is: "Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences." The strategy that we have identified advances this mission with an overarching goal of joining the top fifteen engineering schools that do not grant a doctoral degree. As a small institution we continue to practice agility by proactively addressing areas of concern, building on our successes, and advancing our mission by growing the campus and our value to industry and the Florida economy.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths

- 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.
- A highly affordable cost structure with degrees that align with high paying jobs for our graduates.

Opportunities

- Enrollment: The University continues its emphasis on enrollment growth and the pieces necessary to make that happen. We continue to experience strong increases in applications, well above the national average, and seek to yield ever more qualified and capable students.
- Academic Progress Rate: The University anticipates a clean reaffirmation in 2022, and has developed a Quality Enhancement Plan designed to improve 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. This is one of multiple efforts where we focus on the quality of the freshman year and how to support our freshman as they transition to achieving university students.
- 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. Our time to degree measure for an engineering school is currently approximately 4.1 years compared to typical engineering colleges with a 4.5-year time to degree completion measure.
- 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

- Covid-19 Update: While Florida Poly and the State of Florida are largely past the direct impacts of the pandemic, the more difficult to measure impacts the pandemic has had on student learning, student persistence, and engagement with campus activity continues to be a factor in our experience, planning, and improvement processes. Many of our leading initiatives include consideration of how to address the increased variance in student preparation and expectations of academic work. We reworked many existing programs in anticipation

of the Covid-year and have continued to modify as we come out of it. As a result of COVID-19, we have instituted an Academic Review Board that is focused on end of the first semester performance. This board provides guidance to all students that withdraw from courses or that have low grades. In order to maintain enrollment, a student must participate in this process.

- Housing: Limitations in housing availability hamper the University's ability to grow enrollment and retain students. We have established an "off-campus" housing office to support students looking for housing in the surrounding area; however, off-campus housing prices have gone up significantly, and demand is at a premium. We are in the process of adding 400 "beds" to campus with an expected open date of fall 2024.
- Systems integration: The University is engaging in a large-scale process of evaluating our IT systems including our Student Information System and supporting resources. This project will position us well for creating student-friendly services and finer and more robust data for analysis and decision-making, the process is multi-year and requires extra time of staff.
- Student Advising: we have completely revamped our student advising system and have implemented mandatory advising for all students. This has produced greater maturity in the students in terms of their awareness of degree requirements and also has provided better connection between students and faculty.
- New degree program: Cyber Security Engineering.

Three Key Initiatives & Investments

1. Freshman Initiative
   This initiative was launched in the fall of 2021 and will continue into next year. This is a holistic approach to create high performance in freshman class, with a goal of achieving 80% or higher academic progression rates. This effort starts with students, uses their entry attributes to determine their first semester courses, tightens controls on registration, and thoughtfully balances institutional loads across semesters. We have overhauled our forgiveness pathways along with overhauling our management of students that ultimately will not succeed. Included is new coursework in the first semester, stated guidelines for the freshman courses, and an emphasis on a positive and achieving student culture. Finally, as a part of our accreditation activity, we implemented a Peer learning program that focuses on using students to guide other students in organized help sessions. The goal of these sessions is not "transactional" as is typical with an end goal of getting a student's homework done, it is rather overarching with a goal of teaching students the skills they need to learn *how* to learn and succeed.
2. Student Affairs
   Student Affairs continues to grow on campus, offering students leadership and support opportunities through their Florida Poly experience. Collaboratively working with various departments throughout the University, Student Affairs aims to develop students in the areas of collaboration, adaptability, leadership and innovation. Student Affairs has led residence life since 2019 and the on-campus, residential life experience that we have developed has resulted in student surveys that indicate strong increasing preference to live on campus. The introduction of club sports has lead Florida Poly students to compete outside the university on a club level in key areas including women's soccer, men's lacrosse, ultimate frisbee and robotics. Commuter student outreach and involvement happens through all areas of Student Affairs and will continue to develop with key goals of offering experiences that provide students with the opportunity to be part of their university while gaining skills that will position them for career success.
3. Career
   Career Development has grown in 2021-2022, adding an internship coordinator. A high-level career development staff member is also being added. This staff growth positions Florida Poly to continue to evolve the career experience for all Florida Poly students as well as the companies that hire Florida Poly talent. Utilizing key career technology including Handshake and Quinncia, Florida Poly aligns its support for career with the ever-changing needs of both future employees and employers.
4. IT Systems
   We are at the beginning of a full replacement of our student information system and are one year into an overarching data management project. In addition, we have identified a strong advising tool that we believe will help us work with students to create a custom four-year plan for graduation, based on the particular challenges that a student has due to advanced placement credits. This tool will help us make certain that students have an optimal path available to them for timely graduation. In addition, we are looking at significant restructuring of IT services to better serve the campus.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Florida Poly is committed to graduating students in four years. All of our undergraduate degree programs are capped at 120 credit hours, our courses are carefully arranged so that course prerequisites force students to take classes in the correct order, and our course offering pattern supports the overall planning for students to meet all of their degree requirements in four years. In order to graduate in four years, students must follow the degree plans provided to them, and successfully pass their classes.

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 that plan due to personal or academic issues, the student works closely with their academic advisor 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 to ensure that appropriate and sufficient substitutions or exceptions are made to maintain student 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. In the spring of 2022, we moved to a mandatory advising model, with in-major advising performed by faculty in a student's declared major.
2. Students at-risk and/or on probation are placed in a specially designed SLS – Academic and Life Skills course that supports their return to good standing or, for new incoming students, that they are equipped to handle our rigorous and demanding curriculum. This past year over 70% of students in these courses demonstrated an overall improvement in their academic performance.
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. This model intentionally replaces tutoring with a "learn-how-to-learn" methodology with student peers leading the sessions. A keystone part of this model is the direct tie to the academic courses delivered.
5. We have implemented policy that: 1) provides opportunity for grade replacement that is expanded in the freshman year, 2) an academic review board model where students that are struggling academically or not making sufficient academic progress are reviewed after semester grades are assigned and before the start of the next semester. Results can include changes to next semester course schedules or in the case of students that are not working to succeed, suspension. This provides a pathway for students that invest in their own education and also excludes students who are not a positive influence on student culture.

Scheduling

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

Curricular

1. 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.

2. We utilize curriculum maps so students can see their academic pathway and understand the relationships between prerequisite and upper-division courses.
3. 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

1. We continue to develop aid packages to incentivize students to limit work during the school year to 20 hours or less per week.
2. We engage in Proactive Financial Aid Literacy Counseling to support students' self-assessment and options for resolving unmet need.
3. 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

- C. Nguyen, Data Science senior, completed an Undergraduate Research Experience (URE) with the Network for Computational Nanotechnology at Purdue University.
- A team of senior capstone design students developed a tool to assess whether potential business partners have hidden risk that could affect a company's operations.
- An entrepreneurial team of students earned funding for the development of an innovative gesture-control device for electric longboards and were the only student team invited to the Catapult Shark Tank event.
- Students K. Mackoon and V. Townsend were part of the 2021 National Security Innovation Network and X-Force fellows helping with military devise solutions to real-world problems.

Faculty

- Dr. Mohammad Reza Khalghani, assistant professor of electrical and computer engineering, received a SE Center for EE Development Fund Grant to design and simulate a new, resilient way to provide temporary power to critical services in an emergency.
- Dr. Sesha Srinivasan was selected to the Fulbright Specialist Program.
- Dr. Md Selim Habib, assistant professor of Electrical Engineering was selected for the highly competitive Optical Society of America Foundation public policy program.
- Dr. Muhammad Rashid, professor within Electrical Engineering was listed among the top 2% of scientists in a global list compiled by Stanford University and top 1% of the 87,611 scientists in his field of electronics.
- Dr. Ajeet Kaushik, assistant professor of Chemistry published several scientific papers that explored the use of nanomedicine, biosensors, and artificial intelligence to diagnose and combat COVID-19. Nine papers were added to the World Health Organization's database of global literature on coronavirus disease.
- Dr. Randy Avent, FL Poly President was selected as a correspondent academician to the Royal European Academy of Doctors.
- Dr. Oguzhan Topsakal, assistant professor of Computer Science employed leading-edge digital technology to help plastic surgeons achieve better outcomes when performing rhinoplasty.

Program

- The U.S. military turned to interdisciplinary faculty and student teams at FL Poly to help find solutions to a wide variety of military communications, logistics and modernization problems.
- The FL Poly Nuclear Propulsion Pipeline Program became the first of its kind in the nation to provide students in their freshman year an opportunity to enter the Naval Nuclear Propulsion Program.
- The state's first UG Health Systems Engineering concentration was developed within Data Science.
- A 4+1 MBA program was developed between FL Poly and Florida Southern College.
- The state's first B.S. degree in cybersecurity engineering began in fall 2021.

Institution

- FL Poly gained both in quantity and quality of its incoming class in fall 2020, despite unprecedented challenges caused by COVID-19 and the economic downturn.
- In our second appearance in the national rankings for FL Poly; number 26 on the list of engineering colleges without a doctorate degree (USNWR), number 1 for regional colleges in the south (USNWR), 3rd in SUS for top performance at a low cost and No. 14 in best career (WalletHub), and on the list of 10 Most Prominent Analytics Institutes by Analytics Insight Magazine (Data Science/Business Analytics).

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

1. FTIC Four-Year Graduation Rate (metric #4): we have had concerns that COVID would lower the four year rate as it has APR. Early data predictions indicate that the 43% for 2018-2022 is achievable (noting that this is a prediction). The 42% and 41% in subsequent years as a goal may be achievable, but we have observed that students that were further from graduation were more strongly affected by COVID. The 45% goal for 2021-2025 is likely achievable based on our one semester of data from the fall 2021 entering class. We are recommending no changes to these goals.
2. Academic Progress Rate (#5): Actual performance for 2020-21 was poor with COVID playing a strong role in this difficulty. We set goals last year to what was "realistic but aggressive." Early indicators are that we will likely achieve our 2021-22 goal of 75% (noting again that these are data predictions and that spring mid term grades are poor indicators of success or failure). We have invested strongly in the freshman year, and recommend no adjustment in these goals at this time.
3. Percentage of Freshman in Top 10 % of High School Class (#8): For two years in a row, this metric has exceeded 32%. Our recommendation is to move this metric to 32%, noting that as we graduate more than 25 MS degree students this year, we expect that the number of graduate degrees granted in areas of strategic emphasis measure will replace the Top 10% of High school Class which is used now.

Key Performance Indicators

1. Time to Degree for FTICs in 120 hr programs (#3): This measure has needed a few years to settle into a steady value since it is strongly influenced by students that take more than four years to graduate (i.e. in 2018, it was impossible for it to be greater than 4 since we had only been operation for four years). Engineering programs commonly have students that take more than four years to graduate. However, we have demonstrated performance between 4.0 and 4.1 for two consecutive years. We recommend a lowering of this goal to 4.1 years for all upcoming years.
2. Percent of Baccalaureate Degrees Awarded Without Excess Hours (#4): for the last two years this measure has been 82%. We recommend raising the goal to 82% for 2021-2022 and 2022-23, and noting our shift in advising model, of the years 2023-24 and beyond, given our shift in advising model which should improve this indicator, an additional increase to 85%.
3. Six-Year Graduation Rates (#5): Data analysis indicates that achievable rates are 49% and 56% for 2016-22 and 2017-23. We recommend no change for 2018-24 and beyond.
4. FCS AA Transfer Three-Year Graduation Rate (#6): Data analysis indicates that this rate is improving. We recommend an across the board increase to 25%.
5. Bachelor's Degrees Awarded (#8): Covid has produced higher than expected attrition across freshman to junior years. We project approximately 250 B.S. graduates for this year and expect a similar number of graduates for the coming two years. The large entering class in fall of 2021 will lift the number of graduates significantly. Goals are adjusted to reflect this expectation.
6. Graduate Degrees Awarded (#9): There is emerging strength and stability in the graduate program and we recommend raising this goal as noted in the document.
7. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students (#10): Our forecast of this data indicates that we can raise this measure to 28% for all forecast years.
8. Percent of Undergraduates Engaged in Research (#17): We did not have approved goals for this metric. Our analysis of this metric indicates that we should put in place a 25% metric and evaluate this in the coming years.
9. Total Research Expenditures (#18): Our indications are that we can raise this measure as noted in the document. This is largely driven by hiring new faculty.
10. Research Expenditures from External Sources (#19): We recommend raising this goal from $675k to $725K for this year.

Enrollment Planning:
Fall Undergraduate Headcount. These enrollment goals are aggressive and represent the drive to grow the institution tempered by the requirement to bring in students that will succeed. For 2021, we had a very large entering class but a strongly impacted returning class due to covid. This produced a fall 2021 degree seeking headcount that was 4% below our goals. We have noted that there is not sufficient off-campus housing that is easily commutable to campus to provide relief for our at-capacity on campus housing system. This has caused us to lower our forecast incoming class size by 100 students (to ~540). The goals listed for 2022 and beyond are achievable, take into account our best estimates of return rates by cohort, and assume an aggressively successful admission function.

Fall Graduate Headcount. Graduate enrollment has outperformed its goals for the last two years. At this time, we recommend raising these goals in recognition of the increasing population of graduate students on the campus.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	66.0	72.4	69.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	76	76.4	76.9	76.9	77.4

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	54,800	56,300	54,400	.	.	.	.	.
APPROVED GOALS	.	.	40,700	45,000	54,000	54,000	54,500	54,500	55,000	.
PROPOSED GOALS	.	.	.	.	.	54,500	54,500	54,500	55,000	55,500

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	-5,330	-5,790	-7,540	-12,160	.	.	.	.	.
APPROVED GOALS	.	12,000	12,000	2,000	2,000	3,000	5,000	5,000	5,000	.
PROPOSED GOALS	.	.	.	.	.	3,000	5,000	5,000	5,000	5,000

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	.	36.6	39.5	34.3	38.2	.	.	.	.	.
APPROVED GOALS	.	37	37	38	41	43	42	41	45	.
PROPOSED GOALS	.	.	.	.	.	*43*	42	41	45	45

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	65.1	71.7	65.4	76.6	64.2	.	.	.	.	.
APPROVED GOALS	75	75	76	77	66	75	82	83	83	.
PROPOSED GOALS	.	.	.	.	.	75	82	83	83	83

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	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 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	.	30.3	29.5	33.8	33.1	.	.	.	.	.
APPROVED GOALS	.	15	28	32	32	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	32	*32*	32	32	32

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	22	25	25	32	32.9	.	.	.	.	.
APPROVED GOALS	17	18	22	22	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	32	32	32	32	32

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

	2015-17	2016-18*	2017-19*	2018-20*	2019-21*	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	.	1.4	5.9	4.2	4.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	5	5	5	5	5	.
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]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	78.1	67.7	87.8	66.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	66	80	82	83	83	.
PROPOSED GOALS	.	.	.	.	.	80	82	83	83	83

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	73.2	84.6	78.1	.	.	.	.	.
APPROVED GOALS	.	.	.	75	84	84	85	86	86	.
PROPOSED GOALS	.	.	.	.	.	84	85	86	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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	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 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	22	25	25	32	33	.	.	.	.	.
APPROVED GOALS	17	18	22	22	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	32	32	32	32	32

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	†	3.6*	3.8	4.0	4.1	.	.	.	.	.
APPROVED GOALS	.	.	4.7	4.5	4.4	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.1	*4.1*	*4.1*	*4.1*	*4.1*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	*	96	89	82	82	.	.	.	.	.
APPROVED GOALS	.	68	70	75	80	80	81	82	83	.
PROPOSED GOALS	.	.	.	.	.	82	82	85	85	85

Note: There were too few (less than twenty) graduates in the 2016-17 graduating class to report for this measure.

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	.	.	.	50	56	.	.	.	.	.
APPROVED GOALS	.	.	.	51	56	56	58	58	58	.
PROPOSED GOALS	.	.	.	.	.	49	56	58	58	59

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	20	14	†	39	15	.	.	.	.	.
APPROVED GOALS	.	.	.	16	18	18	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*25*

Note† : There were too few (less than twenty) graduates in the 2016-17 graduating class to report for this measure.

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	.	.	.	.	31	.	.	.	.	.
APPROVED GOALS	.	.	.	.	33	34	35	37	38	.
PROPOSED GOALS	.	.	.	.	.	34	35	37	38	38

Note: The 2017-18 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]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	18	197	239	293	256	.	.	.	.	.
APPROVED GOALS	13	160	250	320	251	276	320	340	350	.
PROPOSED GOALS	.	.	.	.	.	250	260	270	350	360

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	21	8	8	15	18	.	.	.	.	.
APPROVED GOALS	16	7	14	18	26	28	30	35	35	.
PROPOSED GOALS	.	.	.	.	.	32	34	40	40	45

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	24	21	22	25	25	.	.	.	.	.
APPROVED GOALS	23	24	25	25	25	25	25	25	26	.
PROPOSED GOALS	.	.	.	.	.	28	28	28	28	28

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	8	7	6	6	6	.	.	.	.	.
APPROVED GOALS	5	6	7	7	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Faculty Awards

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

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	50	18	28	.	.	.	.
APPROVED GOALS	.	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

18. Total Research Expenditures ($Thousands)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	438	1,200	2,006	1,100	1,269	1,325	.	.	.	.
APPROVED GOALS	.	600	1,300	751	1,013	1,267	1,300	1,500	1,550	.
PROPOSED GOALS	.	.	.	.	.	*1,300*	*1,400*	*1,500*	*1,500*	*1,550*

19. Research Expenditures from External Sources ($Thousands)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	249	348	323	572	725	.	.	.	.
APPROVED GOALS	.	.	.	304	483	675	900	1,000	1,200	.
PROPOSED GOALS	.	.	.	.	.	725	900	1,000	*1,200*	*1,200*

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

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	1	0	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1	1

21. Number of Licenses/Options Executed Annually (based on AUTM)

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

22. Number of Start-up Companies Created (based on AUTM)

	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	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

The University is currently developing a new strategic plan and did not choose to provide additional metric goals currently.

ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1,439	1,389	1,267	1,294	1,335	.	.	.	.	.
APPROVED GOALS	.	1,441	1,283	1,300	1,390	1,576	1,781	2,044	2,210	.
PROPOSED GOALS	.	.	.	.	.	1,447	1,668	1,955	2,164	2,379

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	17	33	48	72	81	.	.	.	.	.
APPROVED GOALS	.	23	51	59	67	57	64	69	74	.
PROPOSED GOALS	.	.	.	.	.	73	108	120	140	140

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	316	319	277	319	399	290	320	385	404	420
FTIC: Returning	839	818	765	735	699	888	1027	1203	1321	1463
Transfer: FCS w/ AA	86	96	124	138	131	116	144	174	231	266
Other Undergraduates	165	135	89	88	95	136	158	172	185	206
Post-Baccalaureates	33	21	12	14	11	17	19	21	23	24
Subtotal	**1,439**	**1,389**	**1,267**	**1,294**	**1,335**	***1,447***	***1,668***	***1,955***	***2,164***	***2,379***

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	17	33	48	72	81	73	108	120	140	140
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	**17**	**33**	**48**	**72**	**81**	**73**	**108**	**120**	**140**	**140**
TOTAL	**1,456**	**1,422**	**1,315**	**1,366**	**1,416**	**1,520**	**1,776**	**2,075**	**2,304**	**2,519**

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.

ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	35	27	32	27	30	.	.	.	.	.
APPROVED GOALS	.	.	34	32	32	33	34	36	38	.
PROPOSED GOALS	.	.	.	.	.	*33*	*34*	*36*	*38*	*38*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LOWER	777	719	654	586	616	644	639	808	947	1048	1153
UPPER	465	642	612	585	580	594	599	758	888	983	1081
GRAD 1	14	11	20	35	47	42	63	70	81	81	89
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**1,255**	**1,372**	**1,286**	**1,206**	**1,243**	**1,280**	**1,301**	**1,636**	**1,916**	**2,112**	**2,323**

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	0	0	0	0	21	3	3	5	8	8
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	1	2	2
Flex	0	0	0	0	54	5	5	5	5	5
Hybrid (50-79%)	0	0	0	0	0	0	0	0	1	1
Classroom (0-49%)	100	100	100	100	25	92	92	89	84	84
GRADUATE										
All Distance (100%)	0	0	0	0	11	7	7	8	9	9
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	1	1
Flex	0	0	0	0	53	0	0	0	1	1
Hybrid (50-79%)	0	0	0	0	0	0	0	0	1	1
Classroom (0-49%)	100	100	100	100	36	93	93	92	88	88

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

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

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 2021 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						
Civil Engineering	14.0801	Yes	FAMU, FAU, FGCA, FIU, FSU, UCF, UF, UNF, USF	No	150	May 2023
Industrial Engineering	14.3501	Yes	FAMU, FSU, UCF, USF	No	75	May 2023
Computer & Info Systems	11.0199	Yes	UCF (MS)	No	230	May 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

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.						
Construction Engineering	14.3301	Yes		No	110	May, 2024
Chemical Engineering	14.0701	Yes	FAMU, FSU, UF, USF,	No	100	May, 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Additional Master's programs will be investigated and developed to build upon Florida Polytechnic's STEM-focused mission. These degrees will fully consider the market needs, the resources required in delivering the degrees, and be compatible with the System's Strategic Plan.						
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) 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 $30,000) 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 and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-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-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10.FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. 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 Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. 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 on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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, 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. Also includes veterinary medicine. Source: State University Database System (SUDS).

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

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

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, 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. The non-Hispanic, African-American and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

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

KPI-15: 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-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, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-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). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA