2018 Accountability Plan

UNIVERSITY OF FLORIDA

BOT APPROVED
6/7/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

BOT APPROVED
6/07/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.
Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: an exceptional academic environment, achieved by a diverse community; an outstanding and accessible education that prepares students for work, citizenship, and life; a preeminent faculty; growth in research and scholarship that improves lives; strengthened public engagement; successful and appreciative alumni; and infrastructure and administration that enable preeminence.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

To achieve UF's goal to become a Top 5 university, UF is implementing strategies to optimize its achievements in multiple metrics that play critical roles in public perception, the State's Performance Funding and Preeminence scoring systems, its standing among AAU universities in research, graduate education, and technology transfer, and multiple national and international ranking systems, including U.S. News & World Report.

Through investment of new resources, both public (legislative appropriations) and private (a $3 billion capital campaign is halfway to its goal), and through internal reallocations, UF is building leadership positions in strategic endeavors. This is being driven, in large part, through the hiring of 500 additional faculty members. This growth is boosting the university's research, technology transfer, and economic development portfolios. Through careful deployment of these faculty members, the university is reducing the student-faculty ratio and undergraduate class size. The new resources also enable UF to allocate competitive stipends for graduate assistants. This will step up the quality of each new cohort of graduate students who are important partners in faculty research endeavors.

At the same time, the university is addressing other factors that play important roles in determining its national standing:

- improving its four- and six-year graduation rates by addressing the incentives and disincentives to timely graduation
- improving the credentials of the incoming freshman class each year
- updating pedagogy to improve student success and preparation
- engaging in national outreach and branding efforts to improve perception of key stakeholders

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STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

UF is one of the nation's most comprehensive public research universities. This is a strength but it presents a challenge to leverage appropriately the opportunity it presents. For example, the emerging discipline of data science will require not only specialists in computer science, statistics and mathematics, but also the contributions of practitioners from many applied fields (medicine, pharmacy, demography, geography, etc.) UF is particularly well-suited for such state-of-the-art interdisciplinary work.

UF is on the cusp of becoming one of the nation's truly top public research universities. This absolutely makes sense for one of the nation's rapidly rising states. Having recently achieved top ten status in the U.S. News & World report ranking, UF is determined to become one of the Top 5 public research universities in the U.S. This aspiration has brought into sharp focus an academic work plan for the entire university. Along each dimension – research, education, outreach, tech transfer and economic development – we have identified aspirational targets and the means to achieve them. Thanks to the public resources provided by the Legislature and the Governor and the private resources raised through the UF capital campaign, we are adding 500 faculty, beginning construction of a new Data Science building, and expanding our research portfolios in many critically important areas with global impact.

For almost all metrics of interest, UF is a high achiever. That poses a challenge as well. There is little or no "low hanging fruit" left for plucking in great bunches. Future progress will depend on focus and discipline and often will come incrementally. For example, UF's 4- and 6-year graduation rates of 68% and 88% (for the fall 2011 cohort) are among the best in the nation, and UF is determined to improve them. But no single action or policy change is likely to improve either of these by five or ten points. Incremental improvement requires fine-tuning a host of factors, and this process is underway.

The other challenge UF faces, at least with respect to rankings, is the nature of the process: it is an arms race. UF engages in a very competitive environment against the best universities in the nation. Other universities will not stand still as UF improves and tries to capture a larger share of what they likely believe to be "their" market.

The news is good, however. Thanks to the partnership among the university, the Legislature, and the Governor, UF is perceived nationally to have substantial momentum. We are successfully recruiting accomplished faculty. Graduate stipends have been adjusted to nationally competitive levels, so UF is in position to recruit some of the nation's best students. Its research and technology transfer enterprises are recognized among the best in the nation. If we can maintain this successful partnership, build on this momentum, and sustain the focus on our metric goals, then UF will achieve top-five status.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. UF has partnered with donor Herbert Wertheim to transform the College of Engineering's research capacity and output, its educational programs, and its outreach programs. His $50M gift enables investment in programs and facilities, while UF's new recurring investment in the college is growing the faculty in size and strength. A vision for "The 21st Century New Engineer" underlies the college's educational programs. The anticipated returns on investment include: an increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity and data science; a larger grants and contracts portfolio; more extensive technology transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station in Sarasota.
An initiative to build a new Data Science Building is strongly linked to this initiative. This facility will enable the university to bring many faculty in data science from around the campus to collaborate with core engineering strengths in this area and underpin an important emerging technology.

2. UF is completing the first year of an initiative to fill 500 new faculty positions. This investment into the university's future will have multiple impacts, all of which drive towards UF's goal to become a Top 5 university. First, it will strengthen research portfolios in key areas and advance the university's goal of $1 billion annually in research contracts and grants. Since most of this hiring will take place at the early professional level, it also serves to rebalance the demographics of the faculty. Second, it decreases the student faculty ratio, an important metric in rankings and reputation. Third, the new faculty positions are being deployed to reduce class sizes. This also figures into rankings and fosters greater contact between students and instructors. Fourth, the new faculty positions are allowing us to redesign the way we deliver content in several disciplines. For example, national best practices are being adopted in teaching the freshman calculus class. Large national experiments show that we can anticipate improved student success in this class, leading to greater access to STEM majors and better overall retention and graduation rates.

3. UF is at the halfway mark of its $3 billion capital campaign. At this point, over $1.5 billion has been raised through the generosity of donors to the university. These funds and the earnings generated from UF's endowment help provide the resources for the margin of excellence we seek and help foster recognition of the university's world-class achievements in learning, discovery, engagement, and economic development. UF is placing special emphasis in this campaign on growing the endowment from $1.5B to $3B and on securing named professorships and chairs to help attract and retain world-class faculty. The funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction and renovation on the campus. With a return of $9 for every $1 invested, the capital campaign offers excellent return on investment for UF and the state.

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Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Philip Dmitriev won a Frost Scholarship to study at Oxford
2. Michael Cudic won a Barry Goldwater Scholarship award last year and won an NIH award to study at Oxford this fall. Aaron Sandoval was named a Goldwater recipient for the coming year
3. Jasmine Haddaway was named a Rangel Scholar

FACULTY ACHIEVEMENTS

1. Doug Soltis & Art Hebard elected to National Academy of Science
2. Jack Davis won 2017 Kirkus Prize for Nonfiction for The Gulf: The Making of an American Sea
3. Pam Soltis won Southeastern Universities' Research Association 2018 Distinguished Scientist Award

PROGRAM ACHIEVEMENTS

1. Reitz Union wins EBie Award for Sustainability from The Urban Green Council
2. UF Strategic Development Plan earned the Society for College and University Planning's 2017 "Excellence in Planning for an Existing Campus" award.
3. UF ranked #5 among large schools on the Peace Corps' 2017 Top Volunteer-Producing Colleges and Universities list

RESEARCH ACHIEVEMENTS

1. UF research spending reached a record $801.4 million in 2017
2. UF Sid Martin Biotechnology Institute named Incubator of the Year for 2017 among more than 7,500 incubators worldwide
3. Multiple sclerosis can be inhibited or reversed using a novel gene therapy technique that stops the disease's immune response in mouse models, University of Florida Health researchers have found.

INSTITUTIONAL ACHIEVEMENTS

1. UF tied for #9 among U.S. public universities in U.S. News & World Report ranking
2. UF was ranked #2 in Kiplinger's Best Values in Public Colleges
3. UF won the 2018 Senator Paul Simon Award for Comprehensive Internationalization

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	66.2	67.6	69.4	70.9	.	.	.	.
APPROVED GOALS	.	.	.	66	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*71*	*71*	*72*	*72*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,800	38,400	40,700	42,100	.	.	.	.
APPROVED GOALS	.	.	.	35,500	41,000	41,000	42,000	42,000	.
PROPOSED GOALS	.	.	.	.	.	*42,000*	*43,000*	*43,000*	*43,000*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	9,950	10,060	10,760	10,340	.	.	.	.
APPROVED GOALS	.	.	.	.	10,700	10,700	10,700	10,700	.
PROPOSED GOALS	.	.	.	.	.	*10,700*	*10,700*	*10,700*	*10,700*

4. FTIC Four-Year Graduation Rate (for Full-time students)

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	66.3	67.3	68.0	67.6	66.0	.	.	.	.
APPROVED GOALS	.	.	.	67	68	68	70	71	.
PROPOSED GOALS	.	.	.	.	.	*68*	*70*	*72*	*74*

Note: The 2009, 2010, and 2011 cohorts match IPEDS reports and have been adjusted for PharmD students. The 2012 and 2013 cohorts are lower because they have not yet been adjusted for PharmD students.

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	95.7	95.2	94.6	95.5	94.6	.	.	.	.
APPROVED GOALS	.	.	.	96	96	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	52.2	54.7	56.1	56.9	58.8	.	.	.	.
APPROVED GOALS	.	.	.	56	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*59*	*59*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	32.8	32.4	31.6	29.7	27.7	.	.	.	.
APPROVED GOALS	.	.	.	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.0	69.8	69.2	70.3	70.9	.	.	.	.
APPROVED GOALS	.	.	.	71	71	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*72*	*72*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	74.4	77.3	79.8	80.3	82.1	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*85*	*85*

Note*: There are no approved goals for UF yet as the Board changed UF to this metric at its Nov. 2017 meeting.

10. BOT Choice: Licenses/Options Executed Annually*

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL #	129	140	147	261	293	257	.	.	.
ACTUAL RANK	7	4	5	3	2	.	.	.	.
APPROVED GOALS	.	.	.	.	293	235	245	260	.
PROPOSED GOALS	.	.	.	.	.	*235*	*261*	*265*	*270*

Note*: The UF Board chose benchmarks for this metric to be based on UF's national rank – not the number of licenses/options executed.
Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	4.3	4.3	4.3	4.3	4.4	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.3	4.3	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	*4.4*	*4.4*	*4.4*	*4.4*

1b. Average SAT Score

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	1287	1285	1273	1281	1331	.	.	.	.
APPROVED GOALS	.	.	.	1273	1280	1280	1290	1290	.
PROPOSED GOALS	.	.	.	.	.	*1350*	*1360*	*1360*	*1360*

Note: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	10	10	9	11	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	96	96	96	96	95	.	.	.	.
APPROVED GOALS	.	.	.	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	87	88	87	87	88	.	.	.	.
APPROVED GOALS	.	.	.	88	89	89	89	90	.
PROPOSED GOALS	.	.	.	.	.	*89*	*89*	*90*	*91*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	25	25	25	29	28	.	.	.	.
APPROVED GOALS	.	.	.	25	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	*30*	*31*	*32*	*33*

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	643	652	700	742	766	.	.	.	.
APPROVED GOALS	.	.	.	707	690	725	760	805	.
PROPOSED GOALS	.	.	.	.	.	*788*	*812*	*837*	*862*

7. Non-Medical Science & Engineering Research Expenditures (M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	472	480	518	483	489	.	.	.	.
APPROVED GOALS	.	.	.	523	450	475	495	520	.
PROPOSED GOALS	.	.	.	.	.	*503*	*518*	*534*	*550*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	8 of 8	8 of 8	8 of 8	7 of 8	8 of 8	.	.	.	.
APPROVED GOALS	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	232	263	303	307	334	.	.	.	.
APPROVED GOALS	.	.	.	270	322	315	323	333	.
PROPOSED GOALS	.	.	.	.	.	*339*	*344*	*350*	*354*

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,595	1,671	1,592	1,579	1,671	.	.	.	.
APPROVED GOALS	.	.	.	1,592	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,700*	*1,700*	*1,700*

11. Number of Post-Doctoral Appointees*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 OFFICIAL	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	648	625	674	677	644	679	666	.	.
APPROVED GOALS	.	.	.	677	644	679	664	690	.
PROPOSED GOALS	.	.	.	.	.	.	.	*690*	*692*

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,360	1,520	1,556	1,468	1,612	.	.	.	.
APPROVED GOALS	.	.	.	1,630	1,570	1,640	1,717	1,800	.
PROPOSED GOALS	.	.	.	.	.	*1,770*	*1,850*	*1,950*	*2,100*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	10	10	9	11	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	77	75	72	73	73	.	.	.	.
APPROVED GOALS	.	.	.	72	72	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	*73*	*73*	*73*	*73*

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.1	4.0	3.9	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	.	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	87	88	86	87	88	.	.	.	.
APPROVED GOALS	.	.	.	87	88	89	89	90	.
PROPOSED GOALS	.	.	.	.	.	*89*	*89*	*90*	*90*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8,245	8,515	8,604	8,451	8,595	.	.	.	.
APPROVED GOALS	.	.	.	8,515	8,515	8,515	8,600	8,600	.
PROPOSED GOALS	.	.	.	.	.	*8,515*	*8,600*	*8,600*	*8,600*

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exams: Percent Pass Rates (first-time examinees)

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOAL	2019 GOAL	2020 GOAL	2021 GOAL
Nursing	**92**	**90**	**93**	**90**	**87**	**90**	**90**	**90**	**90**
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	**87**	**89**	**87**	**78**	**76**	**81**	**81**	**81**	**81**
Florida Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Medicine (2Yr)	**98**	**96**	**95**	**96**	**95**	**98**	**98**	**98**	**98**
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.
Pharmacy	**95**	**96**	**95**	**94**	**89**	**90**	**90**	**90**	**91**
US Average	*95*	*95*	*93*	*86*	*88*				
Dentistry (p1)	**100**	**100**	**100**	**97**	**100**	**95**	**95**	**95**	**95**
US Average	*93*	*96*	*96*	*95*	*89*	.	.	.	.
Dentistry (p2)	**100**	**96**	**99**	**98**	**98**	**95**	**95**	**95**	**95**
US Average	*94*	*92*	*92*	*91*	*92*	.	.	.	.
Occupational Therapy	100	100	98	**100**	**96**	**95**	**95**	**95**	**NA**
No Comparison available	.	.	.	.	.	.	.	.	.

CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
Medicine (4Y-CK)	**100**	**98**	**98**	**99**	**94**	**98**	**98**	**98**	**98**
US Average	*98*	*97*	*95*	*96*	*96*	.	.	.	.
Medicine (4Y-CS)	**99**	**97**	**98**	**99**	**97**	**98**	**98**	**98**	**98**
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.
Veterinary	**99**	**97**	**95**	**98**	**97**	**97**	**97**	**97**	**97**
US Average	*96*	*90*	*90*	*90*	*91*	.	.	.	.

MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18 GOAL	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL
Physical Therapy	**94**	**94**	**96**	**95**	**95**	**95**	**95**	**95**	**95**
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Note: An asterisk (*) indicates the passing rate is preliminary.

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5,981	6,241	5,613	5,809	6,162	.	.	.	.
APPROVED GOALS	.	.	.	5,620	5,650	5,700	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	*5,700*	*5,800*	*5,800*	*5,800*

Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	27	27	28	27	28	.	.	.	.
APPROVED GOALS	.	.	.	26	26	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*28*	*28*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	6	6	7	7	7	.	.	.	.
APPROVED GOALS	.	.	.	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*6*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	26	27	31	32	.	.	.	.
APPROVED GOALS	.	.	.	27	32	33	34	35	.
PROPOSED GOALS	.	.	.	.	.	*33*	*34*	*35*	*35*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	40	42	43	43	45	.	.	.	.
APPROVED GOALS	.	.	.	44	44	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	*45*	*46*	*47*	*47*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	58	58	58	59	61	.	.	.	.
APPROVED GOALS	.	.	.	58	59	59	59	59	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	25	25	25	29	28	.	.	.	.
APPROVED GOALS	.	.	.	25	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	18	20	15	21	23	.	.	.	.
APPROVED GOALS	.	.	.	21	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	*26*	*27*	*28*	*29*

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	695	708	740	791	801	.	.	.	.
APPROVED GOALS	.	.	.	747	735	770	810	850	.
PROPOSED GOALS	.	.	.	.	.	*825*	*849*	*875*	*901*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51	54	52	52	55	.	.	.	.
APPROVED GOALS	.	.	.	52	52	53	53	54	.
PROPOSED GOALS	.	.	.	.	.	*56*	*56*	*57*	*57*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	97	91	115	101	118	.	.	.	.
APPROVED GOALS	.	.	.	.	105	108	110	115	.
PROPOSED GOALS	.	.	.	.	.	*120*	*121*	*123*	*125*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	129	140	147	261	293	257	.	.	.
APPROVED GOALS	.	.	.	225	293	235	245	260	.
PROPOSED GOALS	.	.	.	.	.	*235*	*261*	*265*	*270*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	15	16	16	15	17	11	.	.	.
APPROVED GOALS	.	.	.	17	16	10	16	17	.
PROPOSED GOALS	.	.	.	.	.	*11*	*15*	*15*	*16*

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.

1. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

2. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

3. Metric

FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	FALL YYYY YYYY-YY	YYYY GOAL	YYYY GOAL	YYYY GOAL	YYYY GOAL
xxx	xxx	xxx	xxx	xxx	*xxx*	*xxx*	*xxx*	*Xxx*

BOT APPROVED
6/07/2018

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	25,591	25,705	26,221	27,419	27,624	27,354	27,545	27,755	27,755
FTIC (Profile Admit)	632	631	618	448	329	330	333	335	335
FCS AA Transfers	4,890	5,142	5,480	5,807	6,094	6,264	6,308	6,356	6,356
Other AA Transfers	248	285	404	462	614	751	757	762	762
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	1,014	1,018	1,279	1,382	1,775	2,062	2,076	2,092	2,092
Subtotal	**32,375**	**32,781**	**34,002**	**35,518**	**36,436**	**36,762**	**37018**	**37,300**	**37,300**
GRADUATE									
Master's	7,204	7,114	7,618	8,059	7,684	7,770	7,764	7,747	7,735
Research Doctoral	4,348	4,229	4,296	4,314	4,315	4,295	4,268	4,234	4,208
Professional Doctoral	4,377	4,411	4,359	4,446	4,298	4,345	4,358	4,362	4,362
Subtotal	**15,929**	**15,754**	**16,273**	**16,819**	**16,297**	**16,401**	**16,391**	**16,342**	**16,305**
UNCLASSIFIED									
H.S. Dual Enrolled	71	149	124	273	542	731	736	741	753
Other[1]	1,720	1,852	2,120	2,244	2,587	2,737	2,750	2,762	2,790
Subtotal	**1,791**	**2,001**	**2,244**	**2,517**	**3,129**	**3,468**	**3,485**	**3,503**	**3,544**
TOTAL	50,095	50,536	52,519	54,854	55,862	56,640	56,894	57,145	57,149

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	13,177	13,028	12,751	13,084	13,459	13,595	13,145	13,032	13,089	13,089
UPPER	17,809	18,028	18,051	18,372	18,862	19,630	19,843	19,887	19,902	19,902
GRAD I	3,611	3,407	3,378	3,603	3,625	3,638	3,724	3,724	3,705	3,694
GRAD II	5,061	4,961	4,859	4,623	4,527	4,313	4,148	4,038	4,015	3,999
TOTAL	**39,658**	**39,424**	**39,039**	**39,682**	**40,473**	**41,175**	**40,860**	**40,682**	**40,710**	**40,684**
NON-RESIDENT										
LOWER	595	711	855	1,101	1,380	1,463	1,605	1,697	1,763	1,763
UPPER	734	851	1,007	1,125	1,332	1,569	1,831	2,060	2,202	2,202
GRAD I	2,945	2,928	2,984	3,264	3,530	3,251	3,194	3,188	3,192	3,193
GRAD II	2,901	2,833	2,815	2,941	3,098	3,120	3,206	3,271	3,235	3,207
TOTAL	**7,175**	**7,322**	**7,661**	**8,431**	**9,340**	**9,403**	**9,836**	**10,216**	**10,393**	**10,365**
TOTAL										
LOWER	13,772	13,739	13,606	14,185	14,839	15,057	14,749	14,730	14,852	14,852
UPPER	18,543	18,878	19,058	19,497	20,194	21,200	21,674	21,947	22,104	22,104
GRAD I	6,556	6,335	6,362	6,867	7,155	6,888	6,918	6,913	6,897	6,887
GRAD II	7,962	7,794	7,674	7,564	7,624	7,433	7,354	7,309	7,250	7,206
TOTAL	**46,833**	**46,746**	**46,700**	**48,113**	**49,813**	**50,578**	**50,696**	**50,898**	**51,103**	**51,049**

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 that students enroll. 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.

Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	6,404	8,376	8,918	10,284	11,282	12,305	12,602	12,947	13,267	13,267
Hybrid (50-79%)	491	305	319	423	425	348	364	367	333	333
Classroom (0-50%)	25,424	23,935	23,427	22,975	23,326	23,604	23,456	23,363	23,356	23,356
Subtotal	**32,319**	**32,616**	**32,664**	**33,682**	**35,034**	**36,257**	**36,423**	**36,677**	**36,956**	**36,956**
GRADUATE										
Distance (80-100%)	3,356	3,643	3,943	3,999	4,301	4,095	4,125	4,153	4,159	4,172
Hybrid (50-79%)	486	310	280	238	302	364	285	284	283	282
Classroom (0-50%)	10,678	10,177	9,813	10,194	10,176	9,862	9,862	9,785	9,705	9,640
Subtotal	**14,520**	**14,130**	**14,036**	**14,431**	**14,779**	**14,321**	**14,272**	**14,222**	**14,147**	**14,094**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

BOT APPROVED
6/07/2018

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Spanish & Port Studies	16.0908	N/A	None	No	838	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Master of Design	50.0401	N/A	None	No	20	March 2018
Anatomy	26.0403	N/A	None	No	50	Spring 2019
DOCTORAL PROGRAMS						
Anatomy	26.0403	N/A	None	No	25	Spring 2019
Doctor of Musical Arts	50.0901	LOCAL	None	16%	15	June 2018
Doctor of Athletic Training	51.0913	N/A	None	No	25	Fall 2018

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Marine Sciences	26.1302	STEM	FIU, UWF	TBD	100	Spring 2020
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2020
Ag Operations Mang	01.0106	N/A	None	TBD	40	Fall 2020
Early Childhood Ed	13.1210	EDUCATION	FGCU, FIU, FSU, UCF, UNF, USF	TBD	TBD	Fall 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Case Management	51.0001	N/A	None	Yes	40	Fall 2019
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2020
Geomatics	15.1102	STEM	None	Yes	40	Fall 2020
Advanced Legal Research	22.0201	N/A	None	Yes	25	Spring 2019
DOCTORAL PROGRAMS						
Arch & Bldg Sciences	04.0902	N/A	None	No	30	Spring 2019
Geomatics	15.1102	STEM	None	No	25	Fall 2020
Sustainability Studies	30.3301	STEM	None	No	20	Spring 2019
Lang, Lit & Cultures	16.0101	GLOBAL	None	TBD	TBD	Fall 2020
Plant Breeding	01.1104	STEM*	None	TBD	20	Fall 2020

*will be proposed as a STEM program

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

UF's four-year and six-year graduation rates are currently 68% and 88%, respectively, for the fall 2011 cohort. Our goal is to raise these rates to 75% and 90% or higher. In order to understand the challenges and opportunities, we analyzed the fall 2010 freshman cohort. While 67% graduated in 4 years, an additional 17% graduated by the end of the 5th year. Very few students graduated in the sixth year, and 762 students left UF without graduating. This analysis helps guide our efforts toward improvement.

Academic Considerations. UF is extending its universal tracking system to cover all eight semesters, thereby allowing us to monitor individual student progress over the entire student career. Our goal is to change the student culture about timely graduation. This includes:

- Emphasizing the importance of planning for 4-year graduation in Preview presentations
- Including messaging about 4-year graduation in New Student Convocation
- Stressing the importance of the advising role in planning for graduation
- Launch a "Think 30" campaign for current students
- Hosted a National Academic Advising Association consultation in February 2018 to enhance academic advisor role in timely graduation
- Analyze which students repeat courses excessively and what subgroups are most at-risk

Financial Considerations. For students in short-term financial crises, UF has instituted a system of micro grants to address their needs. By providing students with small grants of $500 or $1,000, we were able to retain well over 350 students who would otherwise have dropped out for a semester. We expect this new set of financial programs to reduce the number of students who ultimately leave UF without graduating.

Curriculum. We are encouraging programs that exceed 120 credit hours to streamline their requirements. To date, Nursing, Biomedical Engineering, Electrical Engineering and Civil Engineering have decreased their requirements from one to three credit hours. We discovered that students often had to take difficult final exams (chemistry, mathematics, and physics) on the same day. UF is piloting a new schedule to offer these exams on separate days. All programs will be required to expand universal tracking through semester 8.
UF is converting its first semester calculus course to a "flipped" format that has been demonstrated nationally to improve success rates. Calculus I will be offered in summer 2018 for incoming engineering students who wish to accelerate their progress.

Policy. UF is tightening enforcement of the policy requiring 9 hours of summer enrollment. Summer Bright Futures will assist with this effort.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

The University of Florida (UF) is committed to enabling student completion of an undergraduate degree within four years. In order to accomplish this objective, students need to complete 30 credits each academic year.

While UF currently provides a full financial aid package based on 15 credits per term to students who apply by the financial aid deadline, special situations may arise that strain student financial resources. Full-time undergraduates (taking 12 or more credits) who would like to increase their course load, but are limited by financial circumstances, are encouraged to consult with Student Financial Affairs (SFA).

SFA will review the student's financial circumstances and, if it is determined additional funding is needed, the student's financial aid package will be adjusted using a **Grad-A-Gator** grant.

Information explaining the **Grad-A-Gator** grant will be provided on the SFA website and advertised to students during the fall and spring terms each year.

In addition, UF instituted a series of financial aid micro grants last year. These awards assist students experiencing unexpected circumstances and financial stress and encourage them to remain enrolled. The program has been quite successful in retaining students who would otherwise have dropped out for at least a semester.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6-7-18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

Performance Based Funding

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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had 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).
6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. 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).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

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

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D 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: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.