

2018
Accountability Plan

**UNIVERSITY OF
NORTH FLORIDA**

BOT APPROVED 5/10/18



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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 North Florida's academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a beautiful campus that provides an inspiring setting for our diverse community. Together, we enhance the economic and cultural development of our growing metropolitan region.

VISION STATEMENT *(What do you aspire to?)*

The University of North Florida will be an institution of choice, nationally recognized for high-caliber students, faculty, and staff. We will be known for engaging students with experiential learning grounded in critical thinking, effective communication, and analytical skills. We will expand our reach and relevance through innovative programs and research that drive the economy, build upon our extensive partnerships, and position our students for lifelong success. Students will develop the global perspectives and cultural understanding needed to address future challenges.



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.*

With a focus on student success, the University of North Florida has at its core a student centered commitment emphasizing individual attention, high impact educational practices and engagement in transformational learning opportunities. A full 87% of UNF seniors participate in at least one high impact practice by the time they graduate. These include internships, study abroad, faculty-mentored research, and publishing and presenting research findings. Initially, a local commuter campus, the UNF of today with its high academic entrance standards, is fast becoming an institution of choice for students from across the state and beyond who want personalized relationships with their faculty.

We have a strong commitment to our graduates and are certain that they are fully prepared to engage in a successful career or to attend their choice of graduate school. This results in a UNF graduate who is a critical thinker, effective communicator, and a socially engaged citizen in his or her community. Our institutional metrics on employment rates and mean salaries bear this out.

Originally chartered as a regional university, the university remains committed to enhancing the intellectual, cultural, and civic capital needed for the development of Northeast Florida and beyond. In exercising this dedication, UNF retains ongoing commitments to local businesses and agencies, conducting research relevant to the local community while also generating solutions-transferable well beyond our regional borders.

Our graduates represent a microcosm of the world's college-educated workforce. UNF mirrors and even exceeds the marketplace in terms of our former and current military students, proportion of ethnic/racial minority students (31%), number of UNF students with disabilities, high-talent LGBT population, and a graduation rate for minorities that is the same as the rate for our majority students.

UNF's greatest strength is in preparing students to be successful in securing the most significant jobs in Florida. Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state. Additionally, 22 percent of UNF graduates earn degrees in the majors directly matched to the top 10 job needs, which is five percentage points higher than the State University System (SUS) average.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Strengths:

Consistently ranked nationally for quality and value, the University of North Florida encourages the cultural and intellectual growth of students, while preparing them to make a difference in their communities. Faculty and staff work hand-in-hand with students to provide unique experiences that not only prepare students for the real world, but also encourage civic involvement and responsibility. UNF holds certain qualities and characteristics as fundamental. These are our hallmarks of an education at UNF.

Academically Gifted Students - High school students entering UNF in the fall of 2017 had an average GPA of 4.27 – our most academically gifted class to date.

Small Classes and Individualized Attention - With a student to faculty ratio of 18 to 1 and an average class size of 34 students, UNF professors get to know their students and work with them individually to ensure success. 90% of all undergraduate courses have less than 50 students. Over 73% of UNF full-time instructional faculty are either tenured or on a tenure track line resulting in more terminally degreed and research-activity faculty in undergraduate classrooms. With 16,500 students, it's just the right size to offer a great campus experience.

Internships and high-impact experiences - Approximately 87 percent of UNF seniors polled take part in internships and other real-world experiences in their fields before they graduate. 18% of graduating seniors participated in a faculty led research project outside of the traditional classroom setting.

Particular STEM degree programs and programs defined as areas of strategic emphasis: UNF makes a notable impact on the Northeast Florida region with its strong healthcare, transportation and logistics, and coastal biology programs. Expansion of such programs like nursing, mental health, and environmental sustainability to meet the demands of community providers has great potential but at a cost. The challenge of allocating existing or new resources to expand programs which must meet accreditation and staffing demands cannot be addressed by compromising program quality. With appropriate allocation of resources through strategic planning, workforce demands in healthcare, computing, engineering, and coastal science can be addressed.

Employment after Graduation - Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state.

Transformational Learning Opportunities - From undergraduate research projects to community initiatives, UNF students are offered life-changing experiences outside the classroom.



Environmentally Beautiful Campus - UNF's nearly 1,400-acre campus includes a nature preserve and 10 LEED-certified green buildings, demonstrating our commitment to the environment. UNF also owns 1,050 acres on the Intracoastal Waterway used for research.

Global Perspective - UNF students study abroad at more than twice the national average (14% of UNF graduating seniors have experienced one or more study abroad experiences). UNF has one of the nation's top 10 rates of participation in short-term study abroad experiences. In addition, students from more than 70 countries call UNF home, enriching cultural diversity on campus.

Community Engagement - UNF received the Community Engagement Classification from The Carnegie Foundation for the Advancement of teaching, a prestigious recognition of UNF's strong commitment to the community and efforts to make students good citizens. Nearly 12,000 students participated in over 650 community engagement activities. These activities involved over 270 faculty and yielded an economic value on Northeast Florida of \$8.9 million dollars.

Opportunities and Challenges:

Student Success - UNF is committed to its efforts to ensure increased retention and improving timely graduation rates for all students.

Programmatic Growth - Funding for growth in strategic areas necessitates an alignment between student and faculty interests, emerging markets, and local community business needs for specific skillsets in the workforce.

Enrollment Growth - The University must respond to the demand to increase its current enrollment with the stated mission to provide ideal student-faculty ratios, transformational learning opportunities, and individualized attention.

Downtown development - Until recently, UNF has restricted its expansion to largely within the core campus. With the lease of the Barnett Building in the downtown center, UNF is able to cultivate urban entrepreneurships and contribute on-site course offerings to the downtown community.



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. Advance student success

Academic quality and operational efficiency, not always complementary goals, are at the heart of initiatives UNF has already established or plans to implement over the next three years. Achieving student success requires that students graduate with the requisite knowledge and skills to realize their goals at a pace and cost that enhances successful completion rates and avoids excessive financial expense. Institutional initiatives and the required resources are strategically designed and deployed with the ultimate objective of **promoting improved retention of our students and expeditious time to graduation.**

The following initiatives intend to increase first-to-second year retention rates:

- Intensify “15 to Finish” campaign.
- Create and implement summer bridge (or “boot camp”) programs which target specific student groups specifically preparing first-time students for college.
- Promote greater identification with the institution through increased funding of freshman-specific Transformational Learning Opportunities. Participation in the opportunity would be tied to registration in the upcoming fall term.
- Enhance and expand First Year Seminar directed to first-time-in-college students.
- Expand skills-based workshop availability, including, but not limited to, an emphasis on time management, study skills, note taking, and exam preparation.
- Collaborate with Student Affairs to expand social and academic integration, and co-curricular programming, particularly in the residence halls.
- Identify and implement incentives for students to participate in programming, such as Supplemental Instruction, tutoring, and skills-based workshops.
- Mandate second year advising.
- Implement the Beginning College Survey of Student Engagement.

The following initiatives promote 4 year graduation rates and decrease the number of students graduating with excess hours:

- Increase faculty participation in student success strategies such as mid-term reporting and academic alerts.
- Re-evaluate course sequencing to facilitate student flow-thru, particularly in majors with low 4-year graduation rates.
- Expand peer-assisted student support programming in historically challenging programs of study.
- Incentivize timely graduation by expanding priority registration for those students on track.
- Review policies and procedures which hinder timely graduation.
- Observe the 9-hour summer rule with availability of summer Bright Futures funding.
- Review and correct if appropriate, programs with greater than 120 credit hours.
- Eliminate unnecessary prerequisites or required in-residence credits.
- Increase distance learning course availability.
- Connect career services programming with lower division students.
- Create additional faculty professional development programs focused on retention and graduation.
- Expand predictive modeling for student risk assessment and focus advising efforts on those at risk
- Leverage technology to help advisors and students track academic progress.
- Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.
- Expand financial support for undergraduate research



2. Produce more graduates in STEM fields and areas of strategic emphasis

As a comprehensive public institution, UNF serves a diverse student population in a large metropolitan area which has increased its demand for graduates in the traditional STEM fields as well as a number of additional fields defined by the state as areas of strategic emphasis. Through strategic planning, UNF has proposed the creation of new academic programs as well as the reallocation of resources in current programs to effectively meet the needs of students and community. UNF's Vision Statement commits to relevance in our region which is demonstrated through expanding innovative programs, creating greater research opportunities, and maintain critical external partnerships such as the Mayo, Brooks Rehabilitation, and Johnson & Johnson.

Increase bachelor's degree production in areas of strategic emphasis and STEM:

- Launch BS in Behavioral Neuroscience degree, creating a new psychology curriculum that enhances connections with regional medical and technology organizations.
- BS in Communication was strengthened to better match workforce needs and enhance quantitative research skills of students. Degree is now identified by the Board of Governors as a labor force need.
- Augment BSN enrollments through additional distance learning offerings.
- Increase capacity of health and education programs by expanding geographic markets including Flagler/Palm Coast area.
- Offer preparation for computing educators through a collaboration between Education and Computing.
- Target growth in undergraduate Computing Science, Biology, Physics, and Chemistry programs.

Increase graduate degree production in areas of strategic emphasis and STEM:

- Launch new MS degree programs that serve local workforce needs and focus on existing faculty excellence and infrastructural strengths including MS Logistics & Supply Chain Management, MS Materials Science & Engineering, and MS Data Analytics.
- Analyze new opportunities for RN-MSN students with an associate's degree.
- Explore new doctoral degree prospects, in particular those that draw upon existing research strengths and local opportunities. Included in the master plan is a PhD in Biomedical Sciences in collaboration with Mayo Clinic, a Doctor of Health Administration that would serve the growing local healthcare industry.



3. Expand infrastructure for research & development

- Advance the Materials Science and Engineering Research Facility (MSERF), funded from a state legislative budget request. MSERF is a state-of-the-art microscopy facility that rivals any found in the Southeast. Efforts over the next three years include expanding MSERF's instrumentation as a catalyst for R&D by researchers and industry partners. Additionally, as the university's first multi-user "core" facility, MSERF will serve as a model for identifying and investing in future R&D infrastructure at UNF.
- Strengthen the relationship with Guana Tolomato Matanzas National Estuarine Research Reserve (GTM-NERR) to expand coastal science and engineering research and educational programming. An application is being finalized to sublease vacant land next to the current GTM-NERR facility for a potential future research and instructional laboratory.

- **Serve as an economic driver and engaged community partner**

As is evident from the previous sections, UNF is a major economic driver in Northeast Florida and in the state by providing highly prepared graduates to the workforce, and designing and delivering programs that address strategic needs. To enhance this impact, UNF has developed key initiatives designed to strengthen the connection between curriculum, faculty, students, and centers to regional industry and civic interests.

The following initiatives intend to increase the percent of graduates employed and amount of wages earned:

- Commitment to Student-Community Partnerships - Mutual economic value is generated when connections and relationships between the academic mission of teaching and learning in community settings are established. As a public university situated in a metropolitan region, community relationships strengthen institutional accountability through purposeful initiatives that address the needs and concerns of the region and state. UNF's explicit commitment to the principles of community and civic engagement, involving community partners, faculty, and students, has yielded mutually beneficial relationships with social service, health care, educational, and neighborhood agencies and organizations. The wealth of the larger community is enhanced by this diffusion of intellectual capital.
- Downtown Presence - UNF has signed a lease to rent two floors in the downtown Barnett National Bank building to offer classes for up to 200 students. It is anticipated that classes, including continuing education offerings, will begin in January 2019. The space will also include an Entrepreneurial Center through the Coggin College of Business with the goal of developing and supporting new businesses. UNF students will work as interns in this "learning lab" while entrepreneurs will be provided mentoring and advising support in developing new ideas. Additionally, UNF will continue to grow the relationship between the Museum of Contemporary Art downtown and the campus proper. UNF's presence downtown further stimulates our commitment to meeting local, employer needs.



- Community Flagships and Centers - UNF Flagship programs and UNF centers are designed to establish community partnerships to serve the local population, make a state and national impact, and prepare students for high earning jobs. The University continues to provide financial support for six established flagship programs in Coastal Biology, Community Nursing, Transportation and Logistics, International Business, Music, and Nutrition and Dietetics. In addition, centers such as the Center for Urban Education and Policy and the Center for Community Initiatives collaborate with the local community to strengthen education, policy, and quality of life.



Key Achievements for 2016-17

Limit to one page.

STUDENT ACHIEVEMENTS

1. Furtuna Tewolde, a recent University of North Florida psychology graduate, is a recipient of the Frost Scholarship, a generous funding package that covers university and college fees and a grant for living expenses for select applicants enrolled in a one year Master of Science program at Oxford University in Oxford, England.
2. Matthew Morse, an undergraduate student majoring in chemistry at the University of North Florida, was selected to receive the prestigious National Institute of Standards and Technology's (NIST) Summer Undergrad Research Fellowship, providing him the opportunity to work at the national Material Measurement Laboratory at NIST's Gaithersburg campus in Washington D.C.
3. Kami Richmond won a Phi Kappa Phi graduate scholarship earning a Masters of Public Administration at Syracuse University.

FACULTY ACHIEVEMENTS

1. Dr. Debbie Reed, instructor and professor in residence in the Department of Exceptional Deaf and Interpreter Education at the University of North Florida, has been named to the American Association of Colleges for Teacher Education (AACTE)'s new Clinical Practice Commission (CPC).
2. Dr. Joshua Gellers, assistant professor of political science at the University of North Florida, has been awarded a Fulbright Postdoctoral Scholar Award to conduct research on public participation in the environmental decision-making process through an affiliation with the Department of Geography at the University of Peradeniya in Sri Lanka.
3. Based on an analysis of Clarivate Analytics's Web of Science citation database, UNF faculty published more than 210 quality journal articles in FY2017, a rate that significantly exceeds that of our peer institutions. More impressively, within the first year of publication, UNF faculty articles were on average cited at a rate almost double the averages for both peer and aspirant universities.

PROGRAM ACHIEVEMENTS

1. The Coastal Biology Flagship Program at the University of North Florida was awarded a grant for more than \$300,000 by the National Science Foundation (NSF) to continue the development of an intensive summer research internship for undergraduate students from all over the country to study coastal ecosystems.
2. The Coggin College of Business at the University of North Florida is one of the nation's most outstanding business schools, according to The Princeton Review.
3. Coggin College of Business Accounting student was a top CPA exam performer and winner of the 2016 Elijah Watt Sells Award by the American Institute of CPAs.



RESEARCH ACHIEVEMENTS

1. Ken Laali, a presidential professor of Chemistry received a patent and collaborated with Mayo Clinic faculty to test synthetic curcuminoid compounds that show promise for fighting several forms of cancer.
2. \$1.4 million National Science Foundation grant to establish a Robert Noyce Fellowship program to support the training of STEM teachers via the Jacksonville Teacher Residency program
3. Research and development expenditures, as reported on the NSF Higher Education R&D survey, increased again in FY2017, to a total of \$6.5 million. This represents a three-year increase of 76%, including a 22% growth in R&D expenditures at UNF from federal contracts and grants. UNF's ranking on the HERD survey has jumped well over 30 places since FY2014.

INSTITUTIONAL ACHIEVEMENTS

1. UNF receives 2017 Higher Education in Diversity Award
2. Best Regional University-US News and World Report
3. Best College Value - Kiplinger's Personal Finance list



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	.	66.1	66.5	68.7	69.1	.	.	.	.
APPROVED GOALS	.	.	.	67.5	69.7	70.8	71.8	72.9	.
PROPOSED GOALS	70	71	72	73

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	.	34,700	36,100	37,000	38,000	.	.	.	.
APPROVED GOALS	.	.	.	37,500	38,110	39,253	40,431	41,644	.
PROPOSED GOALS	39,000	39,500	40,000	40,500

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	.	17,060	17,290	17,360	17,680	.	.	.	.
APPROVED GOALS	17,174	17,088	17,002	16,917	.
PROPOSED GOALS	17,500	17,400	17,300	17,200

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

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	26.5	26.2	30.2	32.9	33.7	.	.	.	.
APPROVED GOALS	.	.	.	30.5	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	35	36	37	38

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	76.1	77.8	74.6	75.4	77.5	.	.	.	.
APPROVED GOALS	.	.	.	77	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	78	79	80	81



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	44.6	44.8	44.7	48.7	51.7	.	.	.	.
APPROVED GOALS	.	.	.	48	53	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	53	54	55	56

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	36.2	33.5	32.6	32.1	30.2	.	.	.	.
APPROVED GOALS	.	.	.	33	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

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	51.2	50.2	50.0	48.9	53.6	.	.	.	.
APPROVED GOALS	.	.	.	51	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	54	55	56	57

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	69.4	71.1	71.9	71.7	80.3*	.	.	.	.
APPROVED GOALS	.	.	.	73	73	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	81	81	82	82

Note*: In 2016-17, UNF improved their data collection for this metric and are therefore not eligible for improvement points this year.

10. BOT Choice: 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	8	11	14	16	19	.	.	.	.
APPROVED GOALS	.	.	.	15	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	23



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

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	26	13	19	14	15	.	.	.	.
APPROVED GOALS	.	.	.	19.5	18	19	20	21	.
PROPOSED GOALS	.	.	.	.	.	16	17	18	19

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	96	85	94	94	94	95	95	95	95
US Average	85	85	87	88	90	.	.	.	.
MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	97	97	96	96	96	97	97	97	97
US Average	89	90	91	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Above or Tied	2	2	2	2	2	2	2	2	2
Total	2	2	2	2	2	2	2	2	2



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs (in Calendar Years)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.9	4.9	4.8	4.8	4.8	.	.	.	.
APPROVED GOALS	.	.	.	4.8	4.7	4.6	4.5	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.7	4.6	4.5	4.4

Six-Year FTIC Graduation Rates [full-time and part-time]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	48.6	54.8	54.0	53.0	56.3	.	.	.	.
APPROVED GOALS	.	.	.	55	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60

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	3,221	3,177	3,207	3,255	3,206	.	.	.	.
APPROVED GOALS	.	.	.	3,300	3,280	3,305	3,330	3,355	.
PROPOSED GOALS	.	.	.	.	.	3,250	3,280	3,310	3,330

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	582	590	598	622	619	.	.	.	.
APPROVED GOALS	.	.	.	600	640	646	653	659	.
PROPOSED GOALS	.	.	.	.	.	625	630	635	640

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	17	18	19	18	19	.	.	.	.
APPROVED GOALS	.	.	.	19.5	20	21	21	22	.
PROPOSED GOALS	.	.	.	.	.	20	20	21	21



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

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	25	23	24	22	21	.	.	.	.
APPROVED GOALS	.	.	.	23	23	23	23	23	.
PROPOSED GOALS	.	.	.	.	.	22	22	22	22

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	8	11	14	16	19	.	.	.	.
APPROVED GOALS	.	.	.	15	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	23

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	26	29	30	33	36	.	.	.	.
APPROVED GOALS	.	.	.	31	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	40

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	33	34	35	34	38	.	.	.	.
APPROVED GOALS	.	.	.	36	37	38	39	40	.
PROPOSED GOALS	.	.	.	.	.	39	40	41	42

Scholarship, Research and Innovation Metrics

National Academy Memberships

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

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	1	1	0	0	1	2	.	.	.
APPROVED GOALS	.	.	.	.	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2



KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.5	3.7	3.7	5.1	6.5	.	.	.	.
APPROVED GOALS	.	.	.	.	9.7	10.6	11.7	12.9	.
PROPOSED GOALS	.	.	.	.	.	8.3	9.0	9.3	9.6

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	40	44	50	41	30	.	.	.	.
APPROVED GOALS	.	.	.	.	69	74	82	90	.
PROPOSED GOALS	.	.	.	.	.	40	45	50	50

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	2	0	0	2	1	.	.	.	.
APPROVED GOALS	.	.	.	.	3	3	4	5	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	5

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	0	0	0	1	1	1	.	.	.
APPROVED GOALS	.	.	.	.	1	1	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

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	0	0	0	1	1	0	.	.	.
APPROVED GOALS	.	.	.	.	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	0	1	1	2



KEY PERFORMANCE INDICATORS (CONTINUED)

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.

This KPI is a revision of a similar but broader institution-specific KPI proposed in last year’s Work Plan. The revised metric, which was originally proposed as one of the three Board of Trustees’ Choice metrics UNF presented to the Board of Governors last October, focuses institutional attention specifically on internships that are part of a student’s degree program, and aligns with the federal focus on providing students with real world work experience prior to degree completion.

1. Percent of Bachelor's Graduates Engaged in Internships

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
46.3%	45.9%	46.4%	47.1%	50.1%	51%	52%	53%	54%



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)	6,669	6,684	6,306	6,495	6,998	7,380	7,490	7,610	7,730
FTIC (Profile Admit)	22	16	22	16	25	25	25	25	25
FCS AA Transfers	4,349	4,104	3,958	3,671	3,490	3,350	3,360	3,370	3,380
Other AA Transfers	373	357	361	348	343	350	350	350	350
Post-Baccalaureates	0	0	527	505	496	490	495	500	505
Other Undergraduates	2,595	2,743	2,416	2,562	2,635	2,670	2,680	2,690	2,700
Subtotal	14,008	13,904	13,590	13,597	13,987	14,265	14,400	14,545	14,690
GRADUATE									
Master's	1,472	1,499	1,427	1,404	1,440	1,470	1,500	1,530	1,560
Research Doctoral	100	105	100	94	89	90	95	100	105
Professional Doctoral	114	150	251	359	438	445	455	465	475
Subtotal	1,686	1,754	1,778	1,857	1,967	2,005	2,050	2,095	2,140
UNCLASSIFIED									
H.S. Dual Enrolled	8	39	27	37	34	40	40	40	40
Other ¹	556	490	487	484	537	540	540	540	540
Subtotal	564	529	514	521	571	580	580	580	580
TOTAL	16,258	16,187	15,882	15,975	16,525	16,850	17,030	17,220	17,410

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	4,717	4,572	4,639	4,371	4,649	4,922	5,020	5,120	5,220	5,320
UPPER	4,679	7,555	7,296	7,228	7,200	7,394	7,530	7,570	7,610	7,650
GRAD I	993	994	1,004	945	908	937	960	980	1,000	1,020
GRAD II	172	169	200	262	364	402	410	420	430	440
TOTAL	13,561	13,289	13,139	12,805	13,121	13,655	13,920	14,090	14,260	14,430
NON-RESIDENT										
LOWER	130	151	191	195	208	236	240	245	250	255
UPPER	185	184	176	199	249	287	300	300	305	305
GRAD I	104	103	132	149	140	139	140	145	145	150
GRAD II	9	13	28	51	56	66	70	70	75	75
TOTAL	428	452	528	594	650	728	750	760	775	785
TOTAL										
LOWER	4,484	4,723	4,830	4,566	4,856	5,158	5,260	5,365	5,470	55,75
UPPER	7,864	7,739	7,472	7,427	7,447	7,681	7,830	7,870	7,915	7,955
GRAD I	1,096	1,097	1,136	1,094	1,048	1,075	1,100	1,125	1,145	11,70
GRAD II	180	182	228	313	420	468	480	490	505	515
TOTAL	13,988	13,741	13,666	13,399	13,771	14,383	14,670	14,850	15,035	15,215

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%)	1,054	1,389	1,722	1,941	2,320	2,736	2,950	3,070	3,190	3,320
Hybrid (50-79%)	175	185	214	260	291	225	230	235	240	245
Classroom (0-50%)	11,484	10,888	10,367	9,792	9,692	9,879	9,910	9,930	9,955	9,965
Subtotal	12,713	12,462	12,303	11,993	12,303	12,840	13,090	13,235	13,385	13,530
GRADUATE										
Distance (80-100%)	163	186	252	296	345	438	470	500	530	550
Hybrid (50-79%)	88	49	65	103	109	90	90	90	95	95
Classroom (0-50%)	1,025	1,044	1,047	1,008	1,014	1,015	1,020	1,025	1,025	1,040
Subtotal	1,276	1,279	1,364	1,407	1,468	1,544	1,580	1,615	1,650	1,685

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.



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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA in Disabilities and Society	05.0210	---	None	DL & face-to-face	TBD	Mar/June
BFA Graphic Design & Digital Media	50.0409	Gap Analysis	FAMU, UF, USF SP	No	TBD	Mar/June
BS in Information Technology	11.0103	STEM	FAMU, FIU, FSU, UCF, USF T, USF SM, UWF	TBD	TBD	Mar/June
BS in Information Systems	11.0104	STEM	None	TBD	TBD	Mar/June
BS in Information Science	11.0401	STEM	None	TBD	TBD	Mar/June
BS in Computer Science	11.0701	STEM	None	TBD	TBD	Mar/June
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Educational Technology, Training, & Development	13.0501	Education	FAU, FSU, UCF, UWF	TBD	TBD	TBD
MS in Applied Behavior Analysis	42.2814	---	None	DL & face-to-face	TBD	TBD
DOCTORAL PROGRAMS						

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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T	TBD	TBD	TBD
BS in Biomedical Engineering	14.1901	STEM	Under 14.0501: FGCU, FIU, UF	TBD	TBD	TBD
BA in Community Leadership	TBD	---	None	No	TBD	TBD
BS in Business Analytics	52.1301	STEM	UF	TBD	TBD	TBD


MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

MS in Sport Management	31.0504	---	FAMU, FSU, UCF, UF, USF T	TBD	TBD	TBD
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	TBD
MA in Deaf Education	13.1003	Education	None	Yes	TBD	TBD
MA in Early Childhood	13.1210	Education	None	Yes	TBD	TBD
MS in Business Analytics	52.1301	STEM	None	TBD	TBD	TBD
MS in Engineering Management	14.3502	STEM	FIU	TBD	TBD	TBD
MS in Materials Science & Engineering	40.1001	STEM	FSU	TBD	TBD	TBD
MHA Executive Masters	51.0701	Health	FAU, FIU, UCF	DL & Face-to- Face	TBD	TBD

DOCTORAL PROGRAMS

DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
EdD in Curriculum & Instruction	13.0301	Education	FAU, FIU, FSU, UF, USF t, UWF	TBD	TBD	TBD
PhD in Biomedical Science	26.0102	STEM	FIU, FSU, UCF	TBD	TBD	TBD



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]

- Intensify “15 to Finish” advising campaign; portion of cohort attempting 15+ hours in initial Fall jumped 341% in 2016 & 2017 versus prior five years, but 44% of students in cohort still do not
- Expand financial support for supplemental instruction (SI) and peer tutoring
- Create & implement additional summer “boot camp” programs targeting difficult majors
- Increase funding of freshman-specific Transformational Learning Opportunities, with participation tied to registration in second fall
- Expand skill-based workshop availability, including but not limited to time management, study skills, note taking, and exam prep
- Increase faculty participation in mid-term grade reporting and academic alerts
- Evaluate course sequencing to facilitate student flow-through, particularly in majors with low 4-year rates
- Expand peer-assisted student support programming in historically challenging courses/programs
- Expand priority registration for those students on track
- Increase summer distance learning course availability
- Identify and implement incentives for students to participate in SI, tutoring, and skills workshops
- Expand social, academic, and co-curricular programming in residence halls
- Mandate second year advising
- Enhance and expand First Year Seminar directed to first-time-in-college students
- Implement the Beginning College Survey of Student Engagement
- Review and adjust policies and procedures that hinder timely graduation:
 - Observe the 9-hour summer rule with availability of summer Bright Futures funding
 - Review, and modify if appropriate, programs with greater than 120 credit hours
 - Eliminate unnecessary prerequisites or in-residence credits
- Create additional faculty professional development programs focused on retention / graduation
- Expand development and implementation of predictive modeling for student risk assessment, and focus advising efforts on those students most at risk
- Leverage enrollment services technology to help advisors and students track academic progress
- Expand financial support for undergraduate research
- Expand career services programming focused on lower division students.
- Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.



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]

UNF will expand to all need-based FTIC degree-seeking students a financial aid leveraging strategy first piloted by its Enrollment Services unit in Fall 2016 to encourage FTICs in need to enroll in 15+ hours. This strategy allocates need-based institutional funds using the following award process:

- Eligible students are FTIC degree-seeking students enrolled in 15+ hours, with unmet need, and for whom a gap exists after receiving federal, state, and other institutional assistance
- Need-based funds, targeted to those students least able to pay, are awarded with initial award package
- Eligible students with highest unmet need (excluding loans) are identified each term
- Institutional need-based grants are awarded from \$750 to \$4,000 per year (fall/spring) with a typical award being \$2,500-\$4,000, depending on unmet need.

At UNF, the in-state tuition cost of three additional hours is approximately \$640 per semester. Thus, a typical award more than covers the cost of the additional three hours of enrollment.

The ultimate impact of this program on 4-year rates is still to be seen, but initial results are encouraging. Fall 2016 saw a 310% increase over the previous year in the number of FTICs with need-based aid taking 15 or more hours, and the number grew even higher in Fall 2017. Data will be reviewed each year to assure this proactive approach is making a significant impact on 4-year rates.



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: 
(Chair, University of Board of Trustees)

Date: 5/10/18

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 Opportunity (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 Opportunity (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 GPA Above 2.0

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 <u>not</u> 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 criteria 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 <u>same</u> 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: Unclassified 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 convey 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.