2021

ACCOUNTABILITY PLAN

UNIVERSITY OF NORTH FLORIDA

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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

STRATEGY

Mission Statement

Mission

Our student-centered mission is to create the next generation of thinkers, leaders, and problem solvers with the unique knowledge and experience to positively impact the world.

Guiding Philosophy

- ✓ Student-Centered
- ✓ Excellence
- ✓ Innovation
- ✓ Partnerships
- ✓ Inclusion
- ✓ Uniquely UNF
- ✓ Goodness and Morality

Statement of Strategy

Strategic Goal:
University of national prominence with north Florida as our catalyst and student success as our mantra.

Vision:
We will be the higher education nexus where diverse students, faculty, and organizations from around the world collaborate and creatively innovate for the advancement of society.

With students as our focus, UNF will pursue UNIQUE approaches to:

- ✓ Experiential Learning: Projects, Internships, Intl. Immersion, and Business & Community Partnerships
- ✓ "Precision" Advising, Counseling, and Teaching
- ✓ Faculty Engagement, Student Research
- ✓ Character Development, Problem-Solving
- ✓ Graduate School Pathways
- ✓ Continue to Produce Graduates to Support Florida's Future Talent Needs

Moreover, UNF's areas of university distinction will be **Healthcare**, **Logistics**, **Water**, and **Technology** (STEM), which will match competencies to needs, and students to jobs.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

STRENGTHS

- **Supporting Florida's Talent Needs:** Strong employment of graduates by employers in Florida
- **Student Success**: Raised graduation rate since 2015 by 2,210 basis points (84%), among best in U.S.
- **Growth with Quality**: Grew cohort size by 73% since 2015, among best in U.S., while lifting retention by 8%
- **Diversity:** Since 2015, grew traditionally underrepresented freshmen by 164% and Black/A-A frosh by 248%
- **Experiential Learning**: 90% of UNF seniors participate in high-impact practices (e.g., internships, research)
- **Small Classes & Individualized Attention**: Student-faculty ratio of 19-to-1, and average class size of 29
- **Geography**: Proximity to vibrant & diverse business community, particularly in strategic areas
- **National Ranking**: Raised national ranking this year from #140 to #136 among public universities

OPPORTUNITIES & CHALLENGES

- Advance **success in gateway courses**, and build on success in **4-year grad rates** and **growing with quality**
- Elevate UNF as a **world-class brand** by developing and deploying unified brand strategy and communication
- Develop a **service culture** for all constituents: students, alumni, faculty, staff, employers, donors, community
- Further **student well-being**, especially in areas of stress, anxiety, and depression
- Identify, recognize, motivate, and **reward excellence** in research, teaching, service, and athletics
- Ease **student challenges**: 29% of students are first-generation, and 67% of undergrads work
- Enhance **finances & infrastructure**, particularly in support of student success and strategic initiatives
- Build a **unified & inspired UNF** amidst uncertainty & emerge from COVID-19 even **better positioned for future**

Three Key Initiatives & Investments

1. **UNF MedNEX**: **The nation's first comprehensive, university-based medical/healthcare nexus**
   - Multi-county hub and spoke federation of premier state, national, and international health organizations, linked with the health-related ecosystem of a major public university, to create innovative solutions
   - Includes UNF's first connection outside Jacksonville, a public-private partnership in development with the City of Palm Coast, AdventHealth, Daytona State College, and Flagler County schools
   - Addresses critical needs in Nursing, and future critical needs in Mental Health, PT, OT, Health Informatics

2. **Enhance Student Success & Workforce Readiness**
   - Increase enrollment strategically: expand key programs & reach into Georgia; prep for 2025 "birth dearth"
   - Attract, support, and graduate more underrepresented, disadvantaged, and first-generation students
   - Enhance onboarding & predictive modeling to identify students most likely to need additional support
   - Structure career services with larger focus on first-year/underrepresented students & value of engaging

3. **Use the Crisis as Springboard**
   - Created **VP & Chief Diversity Officer** position to advise leadership on diversity/inclusion/racial equity vis-à-vis strategies/learning/community relations + recruitment/retention of faculty/staff/students of color
   - Develop stronger community integration and avenues to success with Title I schools and students
   - Identify and grow areas of greatest efficacy, efficiency, and return on the state's and student's investment

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UNF's four-year graduation rate increased to **48.3%,** a **370 basis point (or 8.3%) increase** over last year, and a **1360 basis point (or 39.2%) increase** since the implementation of the Graduation Rate Improvement Plan that was approved three years ago in 2018. To put that in perspective, a three-year increase of **1360** basis points would have placed UNF as **#8 in the United States** over the most recent three years of publicly available data on 365 public 4-year master's-large and doctoral institutions in the United States.

Particularly impactful in achieving that level of success has been the following:

- Institutional-research-driven, precision advising of students in each of their first four years, to assure that students remain on track to graduate
- Highly proactive institutional focus on students attempting 15+ hours per term
    - Institutional non-need-based scholarships tied directly to students attempting 15 hours per term
    - Percentage of all degree-seeking resident undergrads earning 15+ hours in fall grew by 11 points (85%) from 2014 to 2019, tied for highest in the SUS
    - From 2015 to 2020, the pct. of full-time FTICs (FTFTs) attempting 15+ hours in first fall increased from 20% to 57%, and pct. of FTFTs with need-based aid attempting 15+ hours grew from 18% to 63%
- Highly effective academic support services
    - Persistence Advocacy program added 2 F/T staff & engaged 1546 students (nearly 3x last year's total)
    - Raised Supplemental instruction enrollees by 33%, attendees by 25%, and total visits by 13%
    - DFW rate for students visiting 5 or more SI sessions was 57% lower than those who didn't participate
- Highly effective support for students in need
    - 4-year grad rate for Pell recipients (49%) is a full point higher than the 4-year rate of Non-Pell students
    - Pell 4-year grad rate increased 6.8 points (16%) versus last year, and 14 points (40%) since 2018
    - Since Plan was approved in 2018, 1st school in SUS to have higher Pell grad rate than non-Pell rate
- Created artificial intelligence models to assess first-year retention risk, which are being used by persistence advocacy staff to more effectively allocate attention and resources to FTICs
- Continued "Stay Strong" initiative, which awarded $1.2 million during CY 2020 to promote degree progression
- Instituted pre-majors for Engineering, Computing, and Health to assist students with appropriate major selection in these historically challenging programs
- Launched "My Osprey Network," an online platform that provides students with an aggregated list of contacts in various high-impact departments across the university, including academic advising, financial aid, housing, and career services; during Fall 2020, the Network was accessed 6,446 times by 4,244 unique students
- Reduced net cost to the student (metric #3) by 21% since last year, and 51% over the last three years
- Over 200 admissions and 25 undergrads now enrolled in 15 UNF+ accelerated bachelors-to-masters programs
- Grew "Community Alliance for Student Success" cohort to 99 Black & Hispanic students and 9 community leaders: enhances retention/graduation by involving seniors and local black leaders as mentors
- Lowered textbook costs: (1) 54 courses and 44 faculty now participate in the Open Education Resource Initiative, generating $680k+ in savings; (2) 282 courses and 150 faculty participate in the statewide textbook initiative Affordability Counts, 3rd highest in the SUS and 17% of the total SUS course count; (3) facilitating far more widespread use of the Follett Access program, which has already saved $930,000 to date

STRATEGY (cont.)

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

INSTITUTIONAL ACHIEVEMENTS

- Raised national ranking in *U.S. News & World Report* from #140 to #136 among public universities
- Received $6M for UNF MedNexus: nation's first comprehensive, university-based medical & healthcare nexus
- Awarded the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine for the sixth time
- University community committed almost $700,000 in direct funds for the University's Student Emergency Relief Fund and scholarships to assist students facing financial hardship due to the COVID-19 pandemic
- Recognized as a United Nations Academic Impact organization

FACULTY ACHIEVEMENTS

- Li Loriz (Nursing) won the 2019 Florida Nursing Students Association Director of the Year
- Amy Lane (Chemistry) named a Henry Dreyfus Teacher-Scholar, and awarded the American Society of Pharmacognosy's 2019 Matt Suffness Young Investigators Symposium Award
- Frank Smith (Biology) awarded $330,000+ by NSF to investigate tardigrade development
- Daniel Santavicca (Physics) awarded $100,000 by NSF for a Collaborative Research Grant with MIT
- Jonathan Matheson (Philosophy) awarded John Templeton Foundation Grant to study epistemic autonomy
- Jenny Hager (Sculpture) received the award for Excellence in Teaching, and Scott Brown (Art History) awarded for Excellence in Scholarly Research & Publication, from SECAC, a national organization for visual arts

STUDENT ACHIEVEMENTS

- First cohort of UNF students named University Innovation Fellows, a program run by Stanford University's Hasso Plattner Institute of Design
- Waheed Khalili won a prestigious Portz Fellowship from the National Collegiate Honors Council, and was a major contributor to two published articles
- UNF Percussion Ensemble placed second at the 2019 Chamber Percussion Ensemble Competition
- Grace Lewis, a sophomore piano performance major, won the Avalonia Inspirational Award from the Avalonia Festival of Short Films for her film *Grace Redeems*

PROGRAM ACHIEVEMENTS

- School of Computing selected to receive a $500,000 grant from the National Security Agency to develop curriculum and train transitioning military personnel and first responders in healthcare cybersecurity systems
- College of Computing, Engineering and Construction, in collaboration with UCF, awarded an NSF grant for research in the use of autonomous robotics for agriculture in Northeast Florida
- College of Education and Human Services awarded $4.4 million grant from the U.S. Dept. of Education to prepare teachers in PK-2 classrooms to integrate STEM and computational thinking in teaching models
- College of Education and Human Services awarded $1.6 million Teacher Quality Partnership grant from the U.S. Dept. of Education to support innovative teacher preparation models in high-need schools
- Division of Continuing Education closed the IT skills gap in Jacksonville by providing specialized skills training and achieved an 81% job placement rate

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 1 goals: Unchanged, despite negative potential impact due to COVID. Goal for 2023-24 continues expected upward trend of one percentage point per year.

Metric 2 goals: Unchanged, despite negative potential impact due to COVID. Goal for 2023-24 continues the same expected upward trend as prior-year targets.

Metric 3 goals: Significantly more aggressive, due to improvements in financial gift aid to students, as well as near-term impact of COVID-relief funding from federal CARES Act.

Metric 4 goals: More aggressive for next year by one percentage point versus previously approved target, due to surpassing the goal this year, and despite potential negative impact due to COVID. Target for 2025 reflects expected continued growth in the rate.

Metric 5 goals: Unchanged, despite negative potential impact due to COVID. Goal for 2024-25 continues expected upward trend of one percentage point per year.

Metric 6 goals: More aggressive by one percentage point in each out year, despite missing the target this year. Reflects better match of our offerings to the state's updated list of strategic emphasis programs.

Metric 7 goals: Unchanged, despite negative potential impact from fewer students below poverty threshold being able to pursue higher education post-COVID. Goal for 2023-24 continues expected upward trend of one percentage point per year.

Metric 8 goals: More aggressive by one percentage point in each out year, despite missing the target this year. Reflects better match of our offerings to the state's updated list of strategic emphasis programs.

Metric 9a goals: New metric. Goals reflect anticipated future growth in the metric.

Metric 9b goals: New metric. Goals reflect anticipated future growth in the metric.

Metric 10 goals: Dramatically more aggressive for next year, due to impact of the COVID-era shift to much more online learning. Goals beyond next year return to previously approved levels. Target for 2024-25 is the same as for 2023-24, due to anticipated softening of the move to distance learning, to maintain consistency with UNF brand promise of high touch and greater interaction with faculty and fellow students.

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	68.7	69.3	69.9	70.5	72.7	.	.	.	.	.
APPROVED GOALS	67.5	69.7	70	71	72	73	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	*73*	*74*	*75*	*76*	*77*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	37,000	38,000	38,600	40,000	41,000	.	.	.	.	.
APPROVED GOALS	37,500	38,100	39,000	39,500	40,640	41,280	41,920	42,560	43,200	.
PROPOSED GOALS	.	.	.	.	.	*41,280*	*41,920*	*42,560*	*43,200*	*43,840*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	17,360	16,540	12,970	10,270	8,100	.	.	.	.	.
APPROVED GOALS	.	17,174	17,500	12,000	9,900	9,680	9,460	9,230	9,000	.
PROPOSED GOALS	.	.	.	.	.	*7,500*	*7,300*	*7,100*	*6,900*	*6,700*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	32.9	34.7	38.6	44.6	48.3	.	.	.	.	.
APPROVED GOALS	30.5	34	35	43	47	48	50	52	54	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*52*	*54*	*55*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	75.4	78.2	78.6	80.7	81.3	.	.	.	.	.
APPROVED GOALS	77	76	78	80	81	82	83	84	85	.
PROPOSED GOALS	.	.	.	.	.	*82*	*83*	*84*	*85*	*86*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	48.7	51.7	54.3	57.4	57.0	.	.	.	.	.
APPROVED GOALS	48	53	53	57	58	59	60	61	62	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*62*	*63*	*64*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	32.1	30.2	30.7	31.2	31.2	.	.	.	.	.
APPROVED GOALS	33	33	30	31	32	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	*33*	*34*	*35*	*36*	*37*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	48.8	53.6	52.7	54.4	51.9	.	.	.	.	.
APPROVED GOALS	51	52	54	55	57	58	60	61	62	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*61*	*62*	*63*

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

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	39.1	37.9	40.5	43.2	46.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*47*	*48*	*49*	*50*	*51*

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	53.6	52.5	53.6	59.6	56.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*59*	*60*	*61*

10. BOT Choice: Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	16.2	18.9	21.3	24.4	27.3	.	.	.	.	.
APPROVED GOALS	15	17	20	24	28	29	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	*68*	*30*	*31*	*32*	*32*

KEY PERFORMANCE INDICATORS

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

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

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

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	14	15	16	15	14	.	.	.	.	.
APPROVED GOALS	20	18	16	17	18	20	22	24	25	.
PROPOSED GOALS	.	.	.	.	.	*20*	*22*	*24*	*25*	*25*

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.8	4.8	4.5	4.4	4.3	.	.	.	.	.
APPROVED GOALS	4.8	4.7	4.6	4.5	4.4	4.3	4.2	4.1	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.3*	*4.2*	*4.1*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	72	80	83	82	84	.	.	.	.	.
APPROVED GOALS	73	73	81	81	82	82	83	85	87	.
PROPOSED GOALS	.	.	.	.	.	*82*	*83*	*85*	*87*	*87*

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	53	56	58	61	60	.	.	.	.	.
APPROVED GOALS	55	56	57	58	62	62	63	63	64	.
PROPOSED GOALS	.	.	.	.	.	*62*	*63*	*63*	*64*	*64*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	55	55	55	59	63	.	.	.	.	.
APPROVED GOALS	.	.	.	.	60	60	61	61	62	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*61*	*62*	*62*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	28	35	38	42	49	.	.	.	.	.
APPROVED GOALS	.	.	.	.	45	47	50	52	54	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*52*	*54*	*55*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	3,255	3,206	3,231	3,342	3,419	.	.	.	.	.
APPROVED GOALS	3,300	3,280	3,250	3,360	3,440	3,530	3,620	3,710	3,800	.
PROPOSED GOALS	.	.	.	.	.	*3,530*	*3,620*	*3,710*	*3,800*	*3,890*

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	621	619	691	781	839	.	.	.	.	.
APPROVED GOALS	600	640	625	790	795	810	820	830	840	.
PROPOSED GOALS	.	.	.	.	.	*900*	*910*	*920*	*930*	*940*

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

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

KEY PERFORMANCE INDICATORS (cont.)

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

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	22	21	19	17	15	.	.	.	.	.
APPROVED GOALS	23	23	22	22	18	19	20	21	22	.
PROPOSED GOALS	.	.	.	.	.	*19*	*20*	*21*	*22*	*23*

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	16	19	21	24	27	.	.	.	.	.
APPROVED GOALS	15	16	20	24	26	27	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	*68*	*30*	*31*	*32*	*32*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33	36	35	35	36	.	.	.	.	.
APPROVED GOALS	31	34	37	38	39	40	41	42	44	.
PROPOSED GOALS	.	.	.	.	.	*45*	*45*	*46*	*46*	*47*

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33	38	37	43	38	.	.	.	.	.
APPROVED GOALS	36	37	39	40	41	42	43	44	46	.
PROPOSED GOALS	.	.	.	.	.	*44*	*44*	*45*	*45*	*46*

KEY PERFORMANCE INDICATORS (cont.)

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

15. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	94	94	95	96	95	96	96	96	96	96
US Average	88	90	92	91	90	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
PHYSICAL THERAPY	96	96	94	97	100	97	97	97	97	97
US Average	92	92	92	92	91	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	2	2	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

16. National Academy Memberships

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

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	0	1	3	1	1	.	.	.	.	.
APPROVED GOALS	.	1	1	1	1	2	2	2	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*3*	*3*

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5	7	10	13	14	.	.	.	.	.
APPROVED GOALS	.	10	8	11	11	12	12	14	15	.
PROPOSED GOALS	.	.	.	.	.	*12*	*12*	*14*	*15*	*15*

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2	2	4	4	5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	5	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*	*8*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	2	1	1	1	5	.	.	.	.	.
APPROVED GOALS	.	3	3	2	3	4	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	*4*	*4*	*4*	*5*	*5*

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1	1	1	1	2	.	.	.	.	.
APPROVED GOALS	1	1	1	2	2	2	1	2	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*1*	*2*	*3*	*3*

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1	1	0	1	0	.	.	.	.	.
APPROVED GOALS	1	0	1	1	2	2	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*1*	*1*	*2*	*1*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

1. Percent of Bachelor's Graduates Engaged in Internships

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	47	50	50	46	46	.	.	.	.	.
APPROVED GOALS	.	.	51	52	53	54	55	.	.	.
PROPOSED GOALS	.	.	.	.	.	*50*	*51*	*52*	*53*	*54*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	28	35	38	42	49	.	.	.	.	.
APPROVED GOALS	.	.	.	.	45	47	50	52	54	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*52*	*54*	*55*

3. Percent of Bachelor's Graduates Employed in Florida First Year Post-Graduation

[Data Source: FETPIP]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	73	73	74	73	75	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*76*	*76*	*77*	*77*	*78*

4. Number of Black/African-American & Hispanic FTICs in Incoming Cohort

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
ACTUAL	408	450	527	666	763	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*775*	*840*	*870*	*900*	*930*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	13,597	13,987	14,256	14,419	14,310	.	.	.	.	.
APPROVED GOALS	.	13,630	14,265	14,540	15,060	15,510	15,910	16,320	16,640	.
PROPOSED GOALS	.	.	.	.	.	*14,070*	*14,580*	*15,010*	*15,460*	*15,940*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1,857	1,967	2,155	2,356	2,365	.	.	.	.	.
APPROVED GOALS	.	1,934	2,005	2,230	2,380	2,420	2,430	2,460	2,490	.
PROPOSED GOALS	.	.	.	.	.	*2,380*	*2,410*	*2,440*	*2,460*	*2,490*

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	1,981	2,293	2,474	2,641	2,739	2,500	2,700	2,800	2,900	3,000
FTIC: Returning	4,530	4,730	5,067	5,437	5,898	5,900	6,270	6,660	7,080	7,530
Transfer: FCS w/ AA	3,671	3,490	3,160	2,895	2,600	2,600	2,550	2,500	2,450	2,400
Transfer: Other	2,910	2,978	3,060	3,001	2,682	2,680	2,650	2,630	2,600	2,570
Post-Baccalaureates	505	496	495	445	391	390	410	420	430	440
Subtotal	**13,597**	**13,987**	**14,256**	**14,419**	**14,310**	**14,070**	**14,580**	**15,010**	**15,460**	**15,940**

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	1,404	1,440	1,593	1,783	1,825	1,830	1,850	1,870	1,880	1,900
Research Doctoral	94	89	89	77	73	80	80	80	80	80
Professional Doctoral	359	438	473	496	467	470	480	490	500	*510*
Subtotal	**1,857**	**1,967**	**2,155**	**2,356**	**2,365**	**2,380**	**2,410**	**2,440**	**2,460**	**2,490**
TOTAL	**15,454**	**15,954**	**16,411**	**16,775**	**16,675**	**16,450**	**16,990**	**17,450**	**17,920**	**18,430**

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

ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	18	20	22	24	25	.	.	.	.	.
APPROVED GOALS	.	.	.	24	26	28	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	*28*	*30*	*31*	*32*	*33*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	4,566	4,856	5,158	5,420	5,591	5,400	5,310	5,410	5,680	6,130
UPPER	7,427	7,447	7,682	7,862	8,052	8,000	7,870	8,020	8,410	9,080
GRAD 1	1,094	1,048	1,075	1,220	1,309	1,370	1,370	1,390	1,400	1,410
GRAD 2	313	420	468	494	497	500	510	520	530	540
TOTAL	**13,399**	**13,771**	**14,383**	**14,995**	**15,449**	**15,270**	**15,060**	**15,340**	**16,020**	**17,160**

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

Percent FTE Enrollment by Method of Instruction

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	16	19	21	24	27	68	30	31	32	32
Primarily Dist. (80-99%)	0	0	0	0	0	0	1	1	1	1
Hybrid (50-79%)	2	2	2	2	2	5	2	2	2	2
Classroom (0-49%)	82	79	77	74	70	27	67	66	65	65
GRADUATE										
All Distance (100%)	21	24	28	33	36	70	36	36	36	36
Primarily Dist. (80-99%)	0	0	0	0	1	0	1	1	1	1
Hybrid (50-79%)	7	7	6	6	6	6	6	6	6	6
Classroom (0-49%)	72	69	66	61	58	24	57	57	57	57

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2020 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BS in Biochemistry	26.0202	STEM	FSU, FGCU, FIU	No	TBD	October / January
BS in Learning Design & Technology	13.0501	STEM	None	No	44	June / October
BS in Kinesiology	31.0505	STEM	FAU, FGCU, UWF	No	180	October / January
BA in Africana Studies	05.0201	Global	FAMU, FIU, FSU, UF, USF-T	No	TBD	March / June
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2022-23

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Health Informatics	51.2706	Health	USF, FIU	Yes	TBD	TBD
DOCTORAL PROGRAMS						
Ph.D. in Computing	11.0101	STEM	FAMU, FIU, FSU, UCF, UF	No	10	TBD

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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

DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis
This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant
This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis
This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*
Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students to the university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

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

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

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

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

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

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

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

DEFINITIONS (cont.)

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

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

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours
This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

KPI-12: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

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

KPI-15: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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

DEFINITIONS (cont.)

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

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

KPI-19: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant or similar patents. Source: United States Patent and Trademark Office (USPTO).

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

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

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

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