

2022  
ACCOUNTABILITY PLAN  
UNIVERSITY OF  
FLORIDA

*BOG Approved June 30, 2022*





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## INTRODUCTION

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

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



## STRATEGY

### Mission Statement

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

### Florida Board of Governors, Statement of Free Expression

*The University of Florida reaffirms its endorsement of the Board of Governors Statement of Free Expression dated April 15, 2019 and of the UF Freedom of Expression Statement dated April 12, 2019. We will continue our work to ensure a climate of free expression and promote civil discourse according to those statements and the Board of Governors Civil Discourse Final Report.*

### Statement of Strategy

The University of Florida's goal is to sustain recognition as one of the nation's Top 5 public universities. UF has engaged several strategies to realize that goal.

The first is to maximize achievement reflected in several important sets of metrics, including the Preeminence metrics, the Performance Funding metrics, and the U.S. News & World Report metrics. Since there is some tension among opposing metrics and the pandemic has modified some traditional organizational and behavioral patterns, this requires careful investment, analysis and choices.

The second strategy is to build and exploit UF's opportunities in Artificial Intelligence and Data Science, the acquisition of UF Scripps in Jupiter, and the project to establish a Graduate and Professional Education Center in West Palm Beach to serve the burgeoning economy in South Florida. UF is positioning itself as a national leader in the urgent federal conversation about developing a 21<sup>st</sup> century AI-enabled workforce. UF's AI capabilities are also important to research at UF Scripps and the new center in West Palm Beach.



## STRATEGY (cont.)

### Strengths, Opportunities & Challenges

UF is recognized as one of the best public universities in the nation, and it is differentiating itself from other large public flagship institutions.

UF is rapidly integrating the tools of AI, Data Science, and the world-class AI supercomputer HiPerGator across the university in curriculum and instruction, research, and outreach to working professionals. UF can leverage these capabilities to establish its reputation as a national leader in AI and applications and help address federal concerns about AI-related national security and economic competitiveness issues.

As UF fosters connections between UF Scripps and the main campus, there is unparalleled opportunity to advance the biomedical research enterprise at UF. As South Florida and other areas of the state advance the economy, especially in FinTech, UF is poised to help drive this new opportunity for the State of Florida.

If there is a challenge, it is that UF competes with the best universities in the nation. That is tough competition, requiring focus, resources and strategy in partnership with the State of Florida and private enterprise. This is perhaps best illustrated by the current competition to attract and retain talent.

### Three Key Initiatives & Investments

1. The AI and Data Science initiative is proving to be transformative for UF. Every college is participating, and AI Across the Curriculum will serve as the basis for the Quality Enhancement Plan to be submitted in UF's upcoming ten-year accreditation review. Research faculty are leveraging HiPerGator to tackle previously unresolvable problems (GatorTron and SynGatorTron are attracting national attention in the biomedical community). UF is leading a national conversation to train a 21<sup>st</sup> century AI-enabled workforce at scale and is enlisting the participation of Florida educational institutions and SEC universities. With 100 new faculty in AI and applications added to the hundreds of faculty currently engaged, UF will have national impact.
2. The project to build a Graduate and Professional Education Center in West Palm Beach will be central during the next five years. With participation of the State, UF, and private donors, it represents a significant commitment to advance that part of the state economy. It will help to attract new industry to the area and provide new educational opportunities for students, particularly in FinTech, based on AI.
3. With the acquisition of Scripps Jupiter, UF has added important new capabilities and research teams in the biomedical sciences. UF Scripps will be able to leverage the enormous capabilities of the main campus to advance their research projects, and main campus researchers will benefit from the collaborative opportunities that emerge.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

The University of Florida continues to improve graduation rates and refine our student success efforts. Our goals are timely graduation for every student and reducing the gap in graduation rates for key subgroups.

**UF Student Success** efforts this year expanded highly effective programs in **academic advising, success coaching, peer tutoring, and training peer mentors**. The university identified students at risk for not graduating on time. We provided free tutoring in 38 courses that students most frequently repeat because of poor grades. The **Gator Graduated Coaching** program paired students eligible to graduate with a coach to remove all barriers to successful completion.

The **UF Thrive Center** unites three existing programs that support first-generation, low-income students, to provide a continuum of support from early childhood to graduate school. The Thrive Center connects The Center for Precollegiate Education and Training's K-12 Diversity Outreach program, the Office of Academic Support's UF Promise and U.S. DOE TRIO SSS programs, and the U.S. DOE TRIO UF McNair Scholars program. We are submitting proposals to the **U.S. DOE TRIO Upward Bound** program to host general, STEM, and veterans' K-12 programs to complement our existing TRIO programs.

**New leadership roles in UF Student Success** create an organizational structure that will sustain positive outcomes. These roles include a director of UF Student Success; Coordinators for tutoring, academic services, and coaching; and a Senior Director of Advising. Interim leaders were in place this year, and plans are underway to hire permanent directors for Student Success and Advising.

Students continue to experience financial and other **challenges from COVID-19**, including housing and food insecurity, the need for mental health assistance, limited work hours and fewer employment opportunities. Higher Education Emergency Relief Fund (HEERF) funds provided additional support. We awarded a total of \$62 million in 66,835 (duplicated) payments to students who completed a Free Application for Federal Student Aid (FAFSA). We also received 24,000 applications from students who had not completed a FAFSA, resulting in approximately 19,706 (duplicated) awards totaling a little over \$13 million. These awards funded emergency needs for students such as housing (rent), food, technology, health care and COVID related travel.

UF is **nationally recognized for graduation rates**. We are ranked #9 among all national universities, public and private, for undergraduate outcomes. UF is tied with Stanford and Brown on this metric. This variable combines our performance on first-year retention, six-year graduation, predicted graduation, and success in graduating low income students. UF is also ranked #7 for six-year graduation rates, among public AAU universities. (US News 2022)

UF had the highest graduation rate in the State University System last year (KPI-5). This year our four-year rate increases from 71% to 75% and our six-year rate increases from 89% to 90%. These gains have been shared across key subgroups – four-year graduation rates increased 4% for first-generation students, 1% for Pell recipients, and 1% for under-represented minority students.



## STRATEGY (cont.)

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

#### STUDENT ACHIEVEMENTS

- The first woman from UF to be named a Rhodes scholar, Aimee Clesi heads to Oxford to pursue a master in criminology and criminal justice. A first-generation college student, Clesi is a member of the UF Honors Program and a double major in history and philosophy.
- Muhammad Abdulla, a math major, receives a highly competitive Goldwater Scholarship.

#### FACULTY ACHIEVEMENTS

- The number of National Academy members on the UF faculty increases to 33. Professor Michele Manuel is elected to the National Academy of Engineering. Gilbert Rivers Upchurch, Chair of Surgery in the College of Medicine, is elected to the National Academy of Medicine.
- Seven faculty in Agriculture, Biology, and Engineering are chosen as Fellows of the American Association for the Advancement of Science. They include J. Scott Angle, Sixue Chen, Matias Kirst, Yuncong Li, Tony Romeo, Kathryn Sieving, and Jose Principe.
- Seven scholars earn Fulbright awards for 2021-22. They are headed to Poland, Ecuador, Paraguay, Guyana, Algeria, and the Dominican Republic. UF ranks fourth in Fulbright awards.
- Distinguished Professor Rob Ferl, horticultural sciences, is named by NASA to co-chair a group that will define space-related biological and physical research for the next 10 years.
- Distinguished Professor Peter Hirschfeld, physics, is awarded the John Bardeen Prize for pioneering theoretical work on the nature of superconductivity.
- Laura Blecha, in the Astrophysics Theory research group, is named a Cottrell Scholar for innovative research on supermassive black holes and the evolution of galaxies. Her research uses HiPerGator, the high-performance computing resource at UF.

#### PROGRAM ACHIEVEMENTS

- Scholars at UF set a new record of \$960M in research expenditures in FY2021. UF is ranked 15<sup>th</sup> among public universities and 26<sup>th</sup> among all universities in FY2020. UF leads all universities in Florida (NSF HERD).
- Federal research funding at UF increases 6.5% in FY2021 to \$423M. Federally funded R&D at all universities increased only 3.7% in FY2020. (NSF HERD).
- The Geomatics program in IFAS receives nearly \$1M NSF grant for scholarships and support services to increase enrollment of talented low-income students.
- New career placement records for the UF MBA full-time program. Every student in the program received an offer within three months of graduation, and the median salary was \$110,000, with a \$20,000 signing bonus.

#### INSTITUTIONAL ACHIEVEMENTS

- The University of Florida rises to #5 among public universities (US News 2022 edition).
- UF Online is now #1, named the best online bachelor's degree in the nation (US News 2022 edition).
- Graduate education at UF receives national recognition as 28 programs across 11 colleges are recognized among the top 25 in their field, among all public and private universities (US News 2023 edition).



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

UF reviewed the Performance-Based Funding Goals last year and adjusted several up and down. The ones that were lowered represent goals that were not achievable in the near term. We reset a few goals to be stretch goals that are achievable as we see the effect of new initiatives.

**Metric 1.** Percent of Bachelor's Graduates Enrolled or Employed: this year the full-time employment threshold changed from \$25K to \$30K. We changed the proposed goals this year to track towards the state goal of 80% in 2024-25. This is an important stretch goal. The percentage of 2019-20 Bachelor's graduates enrolled or employed is currently 70.1%. Measured in the year after graduation, this cohort was impacted by the pandemic. As the economy recovers and the university builds new connections with Florida employers, we expect employment rates to rise.

**Metric 2.** Median Wages of Bachelor's Graduates Employed Full-time: the proposed goals were increased to \$48K in 22-23 and 23-24. UF exceeded \$48K for the first time in 18-19. To allow this rate to stabilize and to allow time for the effects of the pandemic to subside, we set the new goals a few years out.

**Metric 4.** FTIC Four-Year Graduation Rate: the proposed goals were lowered to 74%. This change was due to several factors, including the high concentration of STEM majors and student engagement with internships and coop experiences. This year our four-year graduation rate increased from 71% to 75%.

**Metric 7.** University Access Rate: the proposed goal was lowered to 24% in the near term (fall 2020) and 26% in the outlying years (fall 2022 forward). Our access rate for fall 2020 was 24.7%, so we met our initial goal.

This metric is important for UF in other venues besides PBF, and so UF is highly motivated to succeed in this metric. However, it is difficult for several reasons: (1) there is a shrinking pool of Pell students, (2) the PBF system creates a costly competition within the SUS for a finite pool, (3) this pool of students is very price and financial-aid conscious, and (4) the pandemic has had a deleterious effect on this pool. UF increased financial aid packages for the entering class in fall 2021 to increase this rate.

**Metric 8.** Percentages of Graduate Degrees Awarded within Programs of Strategic Emphasis (PSE): these rates were lowered to 68%, since production of degrees has stabilized around that level and the goal in the BOG 2025 Strategic Plan is 66%. The percentage of PSE graduate degrees awarded in 2020-21 was 70%, exceeding our goal. We reset the goals from 2021-22 forward to 70%.





## PERFORMANCE-BASED FUNDING METRICS

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	68.3	71.8	70.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	72	74	76	78	80

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	42,100	42,200	44,800	48,500	48,500	.	.	.	.	.
APPROVED GOALS	41,000	42,000	43,000	43,000	43,000	43,000	44,000	48,000	48,000	.
PROPOSED GOALS	.	.	.	.	.	43,000	44,000	48,000	48,000	48,000

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	10,120	2,130	-1,010	-3,750	-6,040	.	.	.	.	.
APPROVED GOALS	10,700	10,700	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000	9,000

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	66.7	67.3	70.9	70.7	74.7	.	.	.	.	.
APPROVED GOALS	68	68	70	72	74	74	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	74	74	75	76	76

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	94.7	95.2	95.5	96.3	95.5	.	.	.	.	.
APPROVED GOALS	96	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	58.8	57.7	59.2	58.8	60.8	.	.	.	.	.
APPROVED GOALS	56	57	58	59	59	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	27.6	28.6	27.2	25.8	24.7	.	.	.	.	.
APPROVED GOALS	30	30	30	30	24	24	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	24	26	26	26	26

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	70.9	70.6	69.4	67.5	70.0	.	.	.	.	.
APPROVED GOALS	71	72	72	72	68	68	68	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	70	70	70

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

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	40.7	39.6	42.5	38.5	41.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	39.0	39.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	39.0	40.0	40.0	40.0	40.0

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	84.5	86.1	85.7	85.2	87.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	85.0	85.0	85.0	85.0	85.0	.
PROPOSED GOALS	.	.	.	.	.	87.0	87.0	87.0	87.0	87.0

### 10. BOT Choice: Endowment Size (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,612	1,735	1,825	1,847	2,379	.	.	.	.	.
APPROVED GOALS	1,570	1,770	1,850	1,950	2,180	2,271	2,374	2,488	2,615	.
PROPOSED GOALS	.	.	.	.	.	2,550	2,678	2,810	2,951	3,099



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### A. (1). Average GPA

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	4.4	4.4	4.4	4.5	4.5	.	.	.	.	.
APPROVED GOALS	4.3	4.4	4.4	4.4	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.5	4.5	4.5	4.5

### A. (2). Average SAT Score

	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	1311	1355	1380	1382	1386	.	.	.	.	.
APPROVED GOALS	1280	1350	1360	1360	1360	1360	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	1360	1360	1360	1360	1360

Note\*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	11	10	10	10	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10	10

### C. Freshman Retention Rate [Full-time FTIC students]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	95	96	96	97	96	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### D. Four-year Graduation Rate [Full-time FTIC students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	67	67	71	71	75	.	.	.	.	.
APPROVED GOALS	68	68	70	72	74	74	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	74	74	75	76	76

### E. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	28	29	29	28	33	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

### F. Science & Engineering Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	766	831	881	890	920	.	.	.	.	.
APPROVED GOALS	690	788	856	882	917	944	973	1,002	1,032	.
PROPOSED GOALS	.	.	.	.	.	944	973	1,002	1,032	1,064

### G. Non-Medical Science & Engineering Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	489	506	538	562	575	.	.	.	.	.
APPROVED GOALS	450	503	521	537	579	596	614	633	652	.
PROPOSED GOALS	.	.	.	.	.	596	614	633	652	672



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

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

### I. Utility Patents Awarded [over three calendar years]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	334	319	343	377	419	.	.	.	.	.
APPROVED GOALS	322	339	346	364	351	352	353	354	355	.
PROPOSED GOALS	.	.	.	.	.	352	353	354	355	356

### J. Doctoral Degrees Awarded Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,671	1,627	1,621	1,495	1,500	.	.	.	.	.
APPROVED GOALS	1,600	1,700	1,700	1,700	1,600	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	1,600	1,600	1,600	1,600	1,600

### K. Number of Post-Doctoral Appointees

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	666	640	661	675	671	.	.	.	.	.
APPROVED GOALS	664	690	692	694	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	675	675	675	675	675

### L. Endowment Size (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,612	1,735	1,825	1,847	2,379	.	.	.	.	.
APPROVED GOALS	1,570	1,770	1,850	1,950	2,180	2,271	2,374	2,488	2,615	.
PROPOSED GOALS	.	.	.	.	.	2,550	2,678	2,810	2,951	3,099



## KEY PERFORMANCE INDICATORS

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

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	11	10	10	10	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10	10

#### 2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	77	77	81	82	83	.	.	.	.	.
APPROVED GOALS	72	73	73	73	73	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	75	75	75	75	75

#### 3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3.9	3.9	3.9	3.9	3.8	.	.	.	.	.
APPROVED GOALS	4.1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

#### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	82	84	85	88	86	.	.	.	.	.
APPROVED GOALS	.	83	84	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	85	85	85	85	85



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	88	89	88	89	90	.	.	.	.	.
APPROVED GOALS	88	89	89	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	70	68	67	70	69	.	.	.	.	.
APPROVED GOALS	.	.	.	67	68	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	69	69	69	69	69

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	63	63	69	68	69	.	.	.	.	.
APPROVED GOALS	.	.	.	69	69	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	69	69	70	70	70

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	8,597	9,112	9,963	10,245	10,308	.	.	.	.	.
APPROVED GOALS	8,515	8,515	8,600	8,600	8,600	8,600	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	8,600	9,000	9,000	9,000	9,000

### 9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	6,162	6,336	5,810	5,771	5,919	.	.	.	.	.
APPROVED GOALS	5,650	5,700	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	5,800	5,800	5,800	5,800	5,800



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	28	28	29	28	31	.	.	.	.	.
APPROVED GOALS	26	28	28	28	28	28	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	45	46	47	48	49	.	.	.	.	.
APPROVED GOALS	44	45	46	47	47	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	49	49	49	49	49

### 13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	61	60	60	57	60	.	.	.	.	.
APPROVED GOALS	59	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60





## KEY PERFORMANCE INDICATORS (cont.)

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

### 14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
<b>NURSING</b>	87	93	96	96	89	93	94	94	95	95
<i>US Average</i>	90	92	91	90	86	.	.	.	.	.
<b>LAW</b>	76	68	88	84	80	89	89	90	90	92
<i>US Average</i>	69	66	74	71	71	.	.	.	.	.
<b>MEDICINE (2YR)</b>	95	96	97	99	99	99	99	99	99	99
<i>US Average</i>	96	96	97	97	96	.	.	.	.	.
<b>PHARMACY</b>	89	93	88	89	88	92	92	92	92	92
<i>US Average</i>	88	89	88	88	84	.	.	.	.	.
<b>DENTISTRY (1)</b>	100	92	98	95	N/A	<i>Part I phased out July 2020</i>				
<i>US Average</i>	89	88	95	87	.	.	.	.	.	.
<b>DENTISTRY (2)</b>	98	97	94	95	96	<i>Part II phases out July 2022</i>				
<i>US Average</i>	92	92	95	90	89	.	.	.	.	.
<b>DENTISTRY (INBDE)</b>	<i>Begins August 2020</i>					95	95	95	95	95
<b>OCCUPATIONAL THERAPY</b>	96	93	97	96	95	95	95	95	95	95
CROSS-YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>MEDICINE (4Y-CK)</b>	94	99	100	100	100	99	99	99	99	99
<i>US Average</i>	96	97	98	98	99	.	.	.	.	.
<b>VETERINARY</b>	94	97	92	98	98	95	95	95	95	95
<i>US Average</i>	91	91	95	90	87	.	.	.	.	.
MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
<b>PHYSICAL THERAPY</b>	95	95	95	94	93	95	95	95	95	95
<i>US Average</i>	92	92	92	91	90	.	.	.	.	.

### Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	6	9	7	9	8	8	8	8	8	8
TOTAL	9	9	9	9	8	8	8	8	8	8

Note: Table excludes Occupational Therapy, no US average reported. New Dental exam begins 2022.



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	28	29	29	28	33	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

#### 16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	23	15	17	14	13	.	.	.	.	.
APPROVED GOALS	25	26	27	28	29	29	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	29	29	29	29	29

#### 17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	43	41	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

#### 18. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	801	865	929	942	960	.	.	.	.	.
APPROVED GOALS	735	825	891	918	970	999	1,029	1,060	1,092	.
PROPOSED GOALS	.	.	.	.	.	999	1,029	1,060	1,092	1,125

#### 19. Research Expenditures from External Sources (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	437	467	508	520	532	.	.	.	.	.
APPROVED GOALS	.	.	.	523	536	552	568	585	603	.
PROPOSED GOALS	.	.	.	.	.	552	568	585	603	621



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	118	100	125	152	142	.	.	.	.	.
APPROVED GOALS	105	120	121	123	124	125	126	127	128	.
PROPOSED GOALS	.	.	.	.	.	125	126	127	128	129

#### 21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	293	257	228	261	264	.	.	.	.	.
APPROVED GOALS	293	235	261	265	270	272	274	276	278	.
PROPOSED GOALS	.	.	.	.	.	272	274	276	278	280

#### 22. Number of Start-up Companies Created

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



## ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	36,436	37,527	37,872	38,233	38,561	.	.	.	.	.
APPROVED GOALS	36,415	36,762	37,456	37,938	38,000	38,000	38,000	38,000	38,000	.
PROPOSED GOALS	.	.	.	.	.	38,000	38,000	38,000	38,000	38,000
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	16,297	15,753	15,916	17,189	19,932	.	.	.	.	.
APPROVED GOALS	17,391	16,401	15,716	16,094	16,000	16,000	16,000	16,000	16,000	.
PROPOSED GOALS	.	.	.	.	.	18,000	18,000	18,000	18,000	18,000

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	7,047	7,343	7,431	7,114	7,905	7,790	7,790	7,790	7,790	7,790
FTIC: Returning	20,906	21,191	20,947	21,008	20,654	20,354	20,354	20,354	20,354	20,354
Transfer: FCS w/ AA	6,094	6,333	6,332	6,551	6,408	6,315	6,315	6,315	6,315	6,315
Other Undergraduates	2,389	2,660	3,162	3,206	3,205	3,158	3,158	3,158	3,158	3,158
Post-Baccalaureates	0	0	0	354	389	383	383	383	383	383
<b>Subtotal</b>	<b>36,436</b>	<b>37,527</b>	<b>37,872</b>	<b>38,233</b>	<b>38,561</b>	<b>38,000</b>	<b>38,000</b>	<b>38,000</b>	<b>38,000</b>	<b>38,000</b>
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	7,684	7,242	7,509	8,763	11,178	10,095	10,095	10,095	10,095	10,095
Research Doctoral	4,315	4,323	4,429	4,441	4,669	4,216	4,216	4,216	4,216	4,216
Professional Doctoral	4,298	4,188	3,978	3,985	4,085	3,689	3,689	3,689	3,689	3,689
<b>Subtotal</b>	<b>16,297</b>	<b>15,753</b>	<b>15,916</b>	<b>17,189</b>	<b>19,932</b>	<b>18,000</b>	<b>18,000</b>	<b>18,000</b>	<b>18,000</b>	<b>18,000</b>
<b>TOTAL</b>	<b>52,733</b>	<b>53,280</b>	<b>53,788</b>	<b>55,422</b>	<b>58,493</b>	<b>56,000</b>	<b>56,000</b>	<b>56,000</b>	<b>56,000</b>	<b>56,000</b>

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



## ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	22	27	28	29	27	.	.	.	.	.
APPROVED GOALS	.	.	28	29	30	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	31	31	31	31	31

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	14,839	15,063	15,344	15,199	15,130	15,147	15,147	15,147	15,147	15,147	15,147
UPPER	20,194	21,229	22,443	22,926	23,290	23,038	23,038	23,038	23,038	23,038	23,038
GRAD 1	7,155	6,892	6,654	6,988	7,871	9,433	9,433	9,433	9,433	9,433	9,433
GRAD 2	7,624	7,447	7,434	7,283	7,376	7,450	7,450	7,450	7,450	7,450	7,450
<b>TOTAL</b>	<b>49,813</b>	<b>50,632</b>	<b>51,873</b>	<b>52,395</b>	<b>53,666</b>	<b>55,068</b>	<b>55,068</b>	<b>55,068</b>	<b>55,068</b>	<b>55,068</b>	<b>55,068</b>

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

### Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>UNDERGRADUATE</b>										
All Distance (100%)	26	30	29	29	89	39	35	33	33	34
Primarily Dist. (80-99%)	6	5	7	8	1	7	6	6	6	6
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	2	2	1	2	2	1	1	1
Classroom (0-49%)	67	65	62	61	8	52	57	60	60	59
<b>GRADUATE</b>										
All Distance (100%)	16	17	19	19	61	36	30	30	30	30
Primarily Dist. (80-99%)	14	12	12	12	8	8	10	10	10	10
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	3	1	1	2	1	1	1	1	1
Classroom (0-49%)	69	69	68	68	30	55	59	59	59	59

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



## ACADEMIC PROGRAM COORDINATION

### New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Meteorology	40.0499	STEM	FSU in CIP 40.0401	No	30	Fall 2022
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Urban Analytics	04.0902	STEM	FIU	No	30	Spring 2021
Preventive Veterinary Medicine	01.8110	STEM	None	No	10	Fall 2022
Engineering Education	14.9999	STEM	None	No	25	Fall 2022
MSL in Law	22.0201		FIU,FSU	Yes	75	Fall 2022
Artificial Intelligence Systems	11.0102	STEM	UCF, FAU	No	100	Fall 2022
Business Analytics	11.0501	STEM	FAU, FIU, FSU, UNF, USF, FGCU	Yes	100	Fall 2022
<b>DOCTORAL PROGRAMS</b>						
Engineering Education	14.9999	STEM	FAU, FIU	No	40	Fall 2022

### New Programs for Consideration by Institution in AY 2023-24

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
Mfg Eng Technology	15.0613	STEM	FAMU	100%	300	Fall 2023
Ag Operations Management	01.0106	N/A	None	TBD	40	Fall 2023
Music Bus. & Entrepreneurship	50.1003	N/A	FAU	No	50	Fall 2023
Design & Visual Communication	09.0702	STEM	FAU, FGCU, FIU, FSU, USF	No	14	Fall 2023

# 2022 ACCOUNTABILITY PLAN

University of Florida

BOG Approved 6/30/2022



PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE (CONT.)</b>						
Digital Arts & Sciences	11.0804	STEM	None	No	75	Fall 2023
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2023
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2023
Case Management	51.0001	Health	None	Yes	40	Fall 2023
Genetics and Genomics	26.0801	STEM	None	No	25	Fall 2023
Psychology	42.2799	STEM	UNF	No	42	Fall 2023
Pharmaceutical Sciences	51.2010	Health	FAMU	Yes	900	Fall 2023
FinTech	30.7104	STEM	UCF	No	50	Fall 2023
Financial Engineering	14.3701	STEM	None	No	50	Fall 2023
Transportation Engineering	14.0804	STEM	None	No	50	Fall 2023
Digital Arts & Sciences	11.0804	STEM	None	No	30	Fall 2023
<b>DOCTORAL PROGRAMS</b>						
Geomatics	15.1102	STEM	None	No	25	Fall 2023
Artificial Intelligence Systems	11.0102	STEM	UWF	No	40	Fall 2023
Psychology	42.2799	STEM	None	No	40	Fall 2023



## DEFINITIONS

### Performance Based Funding (PBF)

#### **PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) One Year After Graduation:**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$30,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

#### **PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation**

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

#### **PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours**

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

#### **PBF-4. Four Year FTIC Graduation Rate**

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

#### **PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]**

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





## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

**PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).

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

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



## DEFINITIONS (cont.)

**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.

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

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

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

**PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class:** The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

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

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



## DEFINITIONS (cont.)

**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).

**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.



## DEFINITIONS (cont.)

### Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

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

**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.



## DEFINITIONS (cont.)

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

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

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

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

## Key Performance Indicators (KPI)

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

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

**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).



## DEFINITIONS (cont.)

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

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

**KPI-15: National Academy Memberships:** National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

**KPI-16: Faculty Awards:** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

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



## DEFINITIONS (cont.)

**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).

**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).





## DEFINITIONS (cont.)

**ENRL-4: Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA

