2023
ACCOUNTABILITY PLAN

UNIVERSITY OF NORTH FLORIDA

BOG Approved June 22, 2023

Table of Contents

INTRODUCTION **3**

STRATEGY **4**

Mission Statement 4
Statement of Strategy 4
Strengths, Opportunities & Challenges 5
Three Key Initiatives & Investments 5
Graduation Rate Improvement Plan Update 6
Key Achievements for Last Year 7
Performance-Based Funding Goal Adjustments 8

PERFORMANCE-BASED FUNDING METRICS **9**

KEY PERFORMANCE INDICATORS **12**

Teaching & Learning 12
Scholarship, Research & Innovation Metrics 16
Institution Specific Goals 18

ENROLLMENT PLANNING **19**

ACADEMIC PROGRAM COORDINATION **21**

DEFINITIONS **22**

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.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

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.

Values
We achieve excellence in all we do; we are an institution of uncompromising character, we lead with humility, humanity, and integrity.

- *Integrity*: We do the right thing for the right reason at the right time
- *Respect*: We treat everyone with kindness; we are informed by the perspectives of others; and we draw strength from our differences
- *Accountability*: We are responsible for how the outcomes of our actions affect others and our environment
- *Innovation*: We harness creativity and talent to turn challenges into opportunities and problems into solutions in a uniquely UNF way

UNF is fully committed to the principles of open-minded and tolerant civil discourse throughout its campus community and endorses the Florida Board of Governors' Statement of Free Expression.

Statement of Strategy

Strategic Goal: To be a Top 100 Public University
UNF seeks to be a university of national prominence with North Florida as our geographic catalyst and student success as our mantra.

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

Focus on Student Success: UNF provides students the tools and opportunities to make the most of their college experience, enabling them to reach and exceed their goals. We hone this focus through academic and administrative excellence that integrates student experience, community and business engagement, a professional environment, and transdisciplinary research, scholarship, and creative activities, and we support it by effective financial, infrastructural, and marketing resources.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths

- To serve the needs of Northeast Florida and beyond, UNF has increased the percentage of bachelor's degrees conferred in Programs of Strategic Emphasis by 52% and bachelor's degrees conferred in STEM and Health by 85% over the last ten years
- UNF continues to see gains in the Median Salaries of Bachelor's Graduates Employed Full-time with the achievement of $45,500 for AY 2020-21 (an increase of 6% increase over the prior year)
- By the time they graduate from UNF, 85% of students report participating in at least one High Impact Practice, such as internships, undergraduate research, community-based learning, learning communities, capstones, and study abroad. Fifty-nine percent (59%) of UNF students report participating in multiple High Impact Practices

Opportunities

- UNF is currently restructuring student support units, including Enrollment Services, Student Engagement, and Undergraduate Studies, into one comprehensive unit focused on holistic student success from enrollment to employment
- We are redefining our undergraduate and graduate recruitment and admissions strategies to align these strategies more effectively with institutional priorities and programs

Challenges

- UNF's low Retention and Academic Progress Rates for AY 2020-21 and AY 2021-22 will have downstream impacts to our graduation rates as there are fewer students in the graduation pipeline
- Within the State University System over the last ten years, UNF had the second lowest percentage increase of General Revenue (E&G) per FTE

Three Key Initiatives & Investments

1. **Address Workforce, Higher Education, and Research Demands of a Rapidly Growing Area**
   - Increase enrollment strategically, including through expansion of key programs, using available capacity, and growing online selectively
   - Expand out-of-state enrollment from Georgia and beyond
   - Attract, support, and graduate more underrepresented, disadvantaged, and first-generation students
   - Allocate and reallocate resources to areas of higher growth and return on investment
   - Pursue resources to facilitate growth, increase degree production, and elevate national ranking
2. **Enhance Student Success & Workforce Readiness**
   - Enhance onboarding and predictive modeling to advise students into courses and programs for success
   - Focus career services on first year/underrepresented students by engaging students early
   - Launch targeted, pre-transfer academic advising for intended AA transfers from Florida College System
3. **Advance our University of Distinction Initiative: UNF MedNexus**
   - Further develop partnerships with premier state, national, and international health organizations and educational institutions to address critical needs in nursing and to advance research and innovation
   - Leverage UNF's strengths to develop creative healthcare solutions, such as in medical technology

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UNF's four-year graduation rate increased to 50.6%. This is an increase of 16.9 percentage points (or 50.1%) since the implementation of the Graduation Rate Improvement Plan that was approved five years ago in 2018.

- Highly proactive and effective precision advising and outreach
  - Academic advisors reach out to students strategically every term to promote degree progression and retention
  - The Transition Advising Program began in Fall 2021. This program provides targeted, individualized advising and career counseling before any student's change of major to reduce excess credit hours and preserve on-time graduation. From Fall 2021 to Fall 2022, 149 students were referred to the Transition Advising Program, and 84 students made major changes, with all referred students graduating or expected to graduate on time.
- Strong support for students in need
  - The 4-year graduation rate for Pell recipients (50%) remained flat for the last two years, but has increased 25 percentage point (or 103%) over the last ten years
  - For Aid Year 2122, UNF awarded 3,654 unique undergraduate students $10,106,810 in need based gift aid and 3,056 unique undergraduate students $9,908,134 in non-need based gift aid from institutional and foundation funds. In addition, UNF strives to cover 100% of tuition and fees with gift aid for Pell students.
- Institutional focus on students attempting 15+ hours per term or 30+ hours in an academic year
  - Institutional non-need-based student scholarships are tied directly to attempting 15 hours per term or 30+ hours in an academic year
  - From 2021 to 2022, the percentage of full-time FTICs (FTFTs) attempting 15+ hours in first fall increased from 64% to 73%, and has now increased by 17 percentage points (29%) since 2018
- Successful academic support services
  - UNF's tutoring and Supplemental Instruction (SI) / Peer Assisted Student Success (PASS) programs maintain international certification through the College Reading & Learning Association. In 2022, 5,311 students utilized tutoring and SI/PASS programs for 28,744 visits
  - DFW rates for students regularly visiting SI/PASS sessions were 75% lower than those who did not participate in academic support services (34.2% vs. 8.7% DFW)
  - Peer tutors and supplemental instructors provided 250+ free practice worksheets to students in challenging courses, which those students viewed 28,000+ times
  - Persistence Advocates made 6,094 student contacts during the last three semesters in retention, watchlist, and re-registration campaigns
- UNF continued the "Stay Strong" initiative, awarding $1.1 million during the 2021-22 aid year to promote retention and degree progression
- UNF created machine learning models to predict students' chances of passing each possible initial math course, piloting in Spring 2022 and launching in Summer/Fall 2022 a student success advising initiative to direct incoming freshmen into the most appropriate math course selections

STRATEGY (cont.)

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

INSTITUTIONAL ACHIEVEMENTS (beyond those mentioned previously in this Plan)

- Nationally ranked by U.S. News & World Report as a 'Top Public School' and 'Top Performer in Social Mobility'
- Ranked by U.S. News in the top 50 universities in the nation for 'Best Online Bachelor's Programs'
- For 14th consecutive year, ranked among the 'Best in the Southeast' by Princeton Review
- Jumped 12 spots from last year on the NSF Higher Education Research & Development (HERD) report
- For 8th time, awarded Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine
- For 13th straight year, designated one of the most military friendly schools in the nation by Military Friendly

FACULTY ACHIEVEMENTS

- Dr. Sophie Filibert (College of Education) and the SOAR program were awarded $1.6M U.S. Department of Education GEAR UP Partnership grant to help low-income students prepare for college
- Dr. Amy Lane (Chemistry) and U-RISE program received $1M five-year grant from the National Institutes of Health to prepare undergraduate biomedical science students for graduate programs and careers
- Dr. Cliff Ross (Biology) was awarded a National Science Foundation (NSF) grant to study seagrass health
- Dr. Adam Rosenblatt (Biology) led a local "heat map" project with the City of Jacksonville, funded in part by the National Oceanic and Atmospheric Administration (NOAA)

STUDENT ACHIEVEMENTS

- Osprey Security (School of Computing student team) won first place and the "Best in Service" awards at the 2023 Southeast Regional Cyber Defense Competition
- Osprey Racing (Engineering club) placed 18th of 120 international teams in the Formula Society of Automotive Engineers Collegiate Design Series competition in a student designed and built race car
- UNF's Financial Services student team was one of three national semifinalist winners in the International Association of Registered Financial Consultants National Financial Plan competition
- Dr. Megan E. Lynch (Education postdoctoral fellow) was awarded the National Association for Professional Development Schools' Outstanding Dissertation Award
- A UNF student team from Construction Management won the National Association of Home Builders Award at the annual NAHB competition in Las Vegas
- UNF student Tiffany Ritch (Engineering major) was chosen by the American Society of Civil Engineers as one of 10 collegiate "New Faces of Civil Engineering"

PROGRAM ACHIEVEMENTS

- The College of Education and Human Services was awarded a partnership grant of over $7M, Project PREP, by the U.S. Dept. of Education, to address the critical teacher shortage
- For the 16th straight year, UNF's Coggin College of Business was named a Best Business School by Princeton Review recognizing outstanding MBA program
- Named #3 Best Nursing Doctoral Degree in Florida, #4 Best Nursing Schools in Florida and #27 Best Schools in the SE (Nursing Degree Search); also, Best Online Master's Degrees in Dietetics, Top 20 Most Affordable Online Master's in Health Administration Degrees and Top 50 Best Online MHA Degrees (OnlineMastersDegrees.org)
- UNF's Public Opinion Research Lab in the College of Arts and Sciences was ranked in the top 25 best public opinion polling centers in the nation by FiveThirtyEight
- UNF's Brooks College of Health and HCA Florida Healthcare opened a state-of-the-art nursing simulation center
- The Coggin College of Business received a Congressional-directed appropriation for 12 Bloomberg terminals to support UNF's Crowley Center for Transportation and Logistics

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

PBF Metric 5: Academic Progress Rate

Retention and Academic Progress Rate are two of UNF's biggest challenges as demonstrated in our APR rates for the Fall 2020 and Fall 2021 cohorts: 73.9% and 74.9% respectively. We are proposing to adjust our 2022-23 goal to 82% from 84% and our 2023-24 goal to 84% from 85%.

UNF has made an institutional commitment to improving our Retention and Academic Progress Rates, which will fuel and accelerate continued gains in our four- and six-year graduation rates. We are taking the following actions to improve Retention and Academic Progress Rates:

- Reorganizing student support units including Enrollment Services, Student Engagement, and Undergraduate Studies into one comprehensive unit focused on holistic student success from enrollment to employment
- "Osprey Connections," a First Year Experience, was successfully piloted in Fall 2022 and will be greatly expanded in Fall 2023 to offer FTIC students a rich, common experience including opportunities to build community and develop a sense of belonging. In "Osprey Connections," students will be introduced to High Impact Practices early in their educational careers, and exposed to engaging courses in their area of interest taught by talented full-time faculty members
- The "Osprey First Summer Success Pathways" program will be launched in Summer 2023 to help students who need academic scaffolding transition from high school to college
- Peer Coaches are now preassigned to incoming students who are predicted to struggle academically in their first year based on academic pre-entry characteristics
- UNF's new SMART Center for Mathematics and Statistics was launched in Fall 2022 to provide comprehensive Math and Statistics tutoring to student in four different locations on campus
- A Student Success Advisory Council was developed and charged to monitor student success, identify barriers to student success, and assess the outcomes of recommended actions
- Expanded access of FTIC Cohort Dashboards from advising and Undergraduate Studies to deans, department chairs, and program directors to allow individual student tracking and targeted outreach and programming
- Implementation of Degree Works in Spring 2023 enables better tracking by students and advisors on individual student's progress towards their degree

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	62.5	69.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*71*	*72*	*73*	*75*	*77*

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,600	40,000	41,000	42,900	45,500	.	.	.	.	.
APPROVED GOALS	39,000	39,500	40,640	41,280	43,000	43,500	44,000	44,500	45,000	.
PROPOSED GOALS	.	.	.	.	.	*45,750*	*46,000*	*46,250*	*46,500*	*46,750*

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	12,970	10,270	8,100	5,790	570	.	.	.	.	.
APPROVED GOALS	17,500	12,000	9,900	7,500	1,300	6,900	6,700	6,500	6,300	.
PROPOSED GOALS	.	.	.	.	.	6,900	6,700	6,500	6,300	*6,100*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	12,970	10,270	8,730	7,800	6,270	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	6,900	6,700	6,500	6,300	*6,100*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	38.6	44.6	48.3	48.3	50.6	.	.	.	.	.
APPROVED GOALS	35	43	47	49	50	52	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	*52*	*54*	*55*	*56*	*57*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	78.6	80.7	81.3	73.9	74.9	.	.	.	.	.
APPROVED GOALS	78	80	81	82	83	84	85	86	86	.
PROPOSED GOALS	.	.	.	.	.	*82*	*84*	*86*	*88*	*90*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	54.3	57.4	57.0	66.5	68.0	.	.	.	.	.
APPROVED GOALS	53	57	58	60	67	68	69	70	71	.
PROPOSED GOALS	.	.	.	.	.	*69*	70	*70*	*71*	*71*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	30.7	31.2	31.2	30.8	32.3	.	.	.	.	.
APPROVED GOALS	30	31	32	33	34	35	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	*35*	*36*	*37*	*38*	*38*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	52.7	54.4	51.9	57.8	56.8	.	.	.	.	.
APPROVED GOALS	54	55	57	59	60	61	62	63	64	.
PROPOSED GOALS	.	.	.	.	.	*61*	*62*	*63*	*64*	*64*

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

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	54.7	59.2	63.3	63.7	61.3	.	.	.	.	.
APPROVED GOALS	.	.	60	60	61	61	62	62	62	.
PROPOSED GOALS	.	.	.	.	.	*62*	*62*	*64*	*67*	*70*

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	53.6	59.6	56.5	58.3	61.5	.	.	.	.	.
APPROVED GOALS	.	.	.	57	58	59	60	61	62	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*61*	*62*	*63*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	21.3	24.4	27.3	85.4	49.1	.	.	.	.	.
APPROVED GOALS	20	24	28	68	30	31	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	*43*	40	*37*	*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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	16	15	14	14	12	.	.	.	.	.
APPROVED GOALS	16	17	18	20	22	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*25*	*25*	*25*	*25*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.5	4.4	4.3	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.6	4.5	4.4	4.3	4.1	4.1	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	83	81	84	85	83	.	.	.	.	.
APPROVED GOALS	81	81	82	82	85	85	87	87	87	.
PROPOSED GOALS	.	.	.	.	.	*85*	*87*	*87*	*87*	*87*

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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	58	61	60	61	61	.	.	.	.	.
APPROVED GOALS	57	58	62	62	63	63	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*64*	64	*64*

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	41	43	46	42	46	.	.	.	.	.
APPROVED GOALS	.	.	.	47	48	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*51*	*52*	*52*

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	38	42	49	50	50	.	.	.	.	.
APPROVED GOALS	.	.	45	49	50	52	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	*52*	*54*	*55*	*56*	*57*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3,231	3,342	3,419	3,420	3,373	.	.	.	.	.
APPROVED GOALS	3,250	3,360	3,440	3,530	3,400	3,490	3,580	3,670	3,760	.
PROPOSED GOALS	.	.	.	.	.	3,490	3,580	3,670	3,760	*3,800*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	691	781	839	912	944	.	.	.	.	.
APPROVED GOALS	625	790	795	900	960	970	980	990	1,000	.
PROPOSED GOALS	.	.	.	.	.	*970*	*980*	*990*	*1,000*	*1,010*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	20	20	21	23	23	.	.	.	.	.
APPROVED GOALS	20	20	21	21	23	24	25	26	27	.
PROPOSED GOALS	.	.	.	.	.	*24*	*25*	*26*	*27*	*28*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	19	17	15	15	14	.	.	.	.	.
APPROVED GOALS	22	22	18	19	20	21	22	23	23	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*16*	*16*	*16*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	35	35	36	46	48	.	.	.	.	.
APPROVED GOALS	37	38	39	45	48	48	49	49	50	.
PROPOSED GOALS	.	.	.	.	.	*48*	*49*	*49*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	37	43	38	44	46	.	.	.	.	.
APPROVED GOALS	39	40	41	44	46	46	47	47	48	.
PROPOSED GOALS	.	.	.	.	.	*46*	*47*	*47*	*48*	*48*

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	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	95	96	95	89	88	*100*	*100*	*100*	*100*	*100*
US Average	92	91	90	86	82	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	94	97	100	100	99	*100*	*100*	*100*	*100*	*100*
US Average	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
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

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	3	1	1	0	NA	.	.	.	.	.
APPROVED GOALS	1	1	1	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*NA*	*NA*	*NA*	*NA*	*NA*

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	33	25	24	.	.	.	.	.
APPROVED GOALS	.	.	.	.	27	28	29	30	31	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*31*	*32*

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	10	13	14	16	19	.	.	.	.	.
APPROVED GOALS	8	11	11	12	16	16	17	17	18	.
PROPOSED GOALS	.	.	.	.	.	*19*	*19*	*20*	*20*	*21*

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4	4	5	7	9	.	.	.	.	.
APPROVED GOALS	.	.	5	6	7	7	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	10	*10*	*10*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1	1	5	5	1	.	.	.	.	.
APPROVED GOALS	3	2	3	4	4	4	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*	*4*

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1	1	2	1	0	.	.	.	.	.
APPROVED GOALS	1	2	2	2	1	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	1	0	1	0	.	.	.	.	.
APPROVED GOALS	1	1	2	2	1	1	2	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	50	46	46	50	52	.	.	.	.	.
APPROVED GOALS	51	52	53	50	51	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	*52*	*53*	*54*	*55*	*56*

2. Freshman Retention Rate [for Full-Time FTIC]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	82	83	83	79	80	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*84*	*86*	*88*	*90*	*92*

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	58	61	60	61	61	.	.	.	.	.
APPROVED GOALS	57	58	62	62	63	63	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*64*	64	*64*

4. Percentage of Undergraduate Classes with Fewer than 20 Students

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
ACTUAL	26	27	27	31	32	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*33*	*34*	*35*	*36*	*37*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	14,256	14,419	14,310	13,853	13,870	.	.	.	.	.
APPROVED GOALS	14,265	14,540	15,060	14,070	14,580	15,010	15,460	15,940	16,440	.
PROPOSED GOALS	.	.	.	.	.	*13,900*	*14,020*	*14,150*	*14,270*	*14,400*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	2,155	2,356	2,365	2,389	2,215	.	.	.	.	.
APPROVED GOALS	2,005	2,230	2,380	2,380	2,410	2,440	2,460	2,490	2,520	.
PROPOSED GOALS	.	.	.	.	.	*2,250*	*2,290*	*2,320*	*2,360*	*2,390*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	2,474	2,641	2,739	2,577	3,133	*2,750*	*2,830*	*2,920*	*3,000*	*3,090*
FTIC: Returning	5,067	5,437	5,898	6,034	5,915	*6,590*	*6,610*	*6,630*	*6,650*	*6,670*
Transfer: FCS w/ AA	3,160	2,895	2,600	2,525	2,238	*2,020*	*2,030*	*2,040*	*2,050*	*2,060*
Other Undergraduates	3,060	3,001	2,682	2,362	2,260	*2,230*	*2,240*	*2,250*	*2,260*	*2,270*
Post-Baccalaureates	495	445	391	355	324	*310*	*310*	*310*	*310*	*310*
Subtotal	**14,256**	**14,419**	**14,310**	**13,853**	**13,870**	***13,900***	***14,020***	***14,150***	***14,270***	***14,400***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	1,593	1,783	1,825	1,852	1,747	*1,760*	*1,780*	*1,800*	*1,820*	*1,840*
Research Doctoral	89	77	73	86	80	*90*	*100*	*100*	*110*	*110*
Professional Doctoral	473	496	467	451	388	*400*	*410*	*420*	*430*	*440*
Subtotal	**2,155**	**2,356**	**2,365**	**2,389**	**2,215**	***2,250***	***2,290***	***2,320***	***2,360***	***2,390***
TOTAL	**16,411**	**16,775**	**16,675**	**16,242**	**16,085**	***16,150***	***16,310***	***16,470***	***16,630***	***16,790***

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	22	24	25	25	29	.	.	.	.	.
APPROVED GOALS	.	24	26	28	30	31	32	33	33	.
PROPOSED GOALS	.	.	.	.	.	*31*	*32*	*33*	*33*	*33*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	5,158	5,420	5,591	5,401	5,380	*5,856*	*5,480*	*5,440*	*5,510*	*5,600*	*5,720*
UPPER	7,682	7,862	8,052	8,000	7,681	*7,448*	*7,710*	*7,770*	*7,870*	*7,990*	*8,170*
GRAD 1	1,075	1,220	1,309	1,375	1,339	*1,294*	*1,310*	*1,300*	*1,310*	*1,330*	*1,370*
GRAD 2	468	494	497	499	490	*444*	*430*	*470*	*480*	*490*	*500*
TOTAL	**14,383**	**14,995**	**15,449**	**15,276**	**14,890**	***15,042***	***14,930***	***14,980***	***15,170***	***15,410***	***15,760***

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	21	24	27	85	49	*43*	*40*	*37*	*34*	*32*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	2	2	2	7	5	*3*	*2*	*2*	*2*	*2*
Classroom (0-49%)	77	74	70	8	46	*54*	*57*	*60*	*63*	*65*
GRADUATE										
All Distance (100%)	28	33	36	77	53	*51*	*48*	*45*	*42*	*39*
Primarily Dist. (80-99%)	0	0	1	0	0	*0*	*1*	*1*	*1*	*1*
Flex	0	0	0	2	2	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	6	6	6	7	10	*9*	*8*	*8*	*8*	*7*
Classroom (0-49%)	66	61	58	13	35	*40*	*43*	*46*	*49*	*53*

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 2023-24

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 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BGS in Integrative General Studies	24.0101		FAU, FIU, USF	No	120	April 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Health Informatics	51.2706	Health	USF, FIU	Yes	60	April 2023
DOCTORAL PROGRAMS						
Ph.D. in Computing	11.0101	STEM	FAU, FIU, FSU, UCF, UF	No	10	April 2024

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

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 Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF, UWF	Yes	80	April 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Financial Technology	30.7104	STEM	UCF	Yes	130	April 2024
DOCTORAL PROGRAMS						
DHA in Health Administration	51.0701	Health	None	Yes	20	April 2024

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) 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 $40,000) somewhere in the United States. This data 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. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. 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: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and 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).

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. 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: Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

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

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

Preeminence Research University (PRE)

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

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. 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 degree-seeking students 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 eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

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

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

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

KPI-6: 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. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were 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 degree-seeking students 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).

DEFINITIONS (cont.)

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 high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

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

KPI-19: Research Expenditures Funded from External Sources: This metric reports the research expenditures 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.

DEFINITIONS (cont.)

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).

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 result in all students in the section having the same percentages of remote work is not a FLEX section and are 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