2023
ACCOUNTABILITY PLAN

UNIVERSITY OF WEST FLORIDA

BOG Approved June 22, 2023

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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.

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

UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

Statement on Civil Discourse and Free Expression
UWF's commitment to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state.

Statement of Strategy

UWF will continue to fulfill its mission by employing the following strategies:

1. Build programs of distinction that enhance UWF's reputation for educational innovation and excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic and workforce needs. Optimize and refine internal and external support to promote teaching and learning activities, research, service, strategic innovation and other scholarly endeavors that serve the greater good and the SUS Strategic Plan.
2. Provide high-quality learning and high-impact practices that inspire students to become enlightened, engaged global citizens and successful professionals. UWF will align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
3. Strengthen and expand partnerships that multiply UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders while attracting residents and visitors to campus. Inspire partnerships that open pathways to employment for UWF students and graduates.
4. Attract, retain and develop high-quality faculty and staff. Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements and community partnerships.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities. Invest in and steward UWF's natural, technical, intellectual and physical capital and infrastructure.
6. Provide effective and timely business and operational services informed by best practices. Ensure student and employee safety and continuity of operations from natural disasters or catastrophic events. Assure accountability of operations and outcomes to appropriate internal and external stakeholders.
7. Maintain a welcoming, inclusive, equitable and respectful environment for employees, students, visitors and service partners. Ensure a commitment to open-minded and tolerant civil discourse.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

UWF fulfills its institutional mission by building on the following strengths and opportunities:

Robust and comprehensive academic programming, aligned with region and state needs, is available to all students at UWF. Most of our undergraduate courses are taught by full-time faculty, and we judiciously employ adjuncts in the fields where applied knowledge will be beneficial. **Community partners and regional resources** offer opportunities to enhance the cultural and economic landscape. A majestic 1,600-acre campus in Pensacola offers broad opportunities for partnerships, conservation studies, and natural resource research. The UWF Historic Trust invites the opportunity for students to immerse themselves in the textured history of Florida. Increased coordinated efforts between UWF and its Center for Cybersecurity, IHMC, regional military installations, local governments and the private sector could create a strong draw to technology-related industries with high-paying jobs, especially in robotics and cybersecurity. Northwest Florida is a desirable place to live, which creates an opportunity for a local workforce of remote workers. Our military presence creates a substantial economic impact in Northwest Florida. UWF is consistently recognized as a military-friendly University by various publications. **Key challenges** include competition for top talent in post-covid environment and a backlog of deferred maintenance including a lack of funding for upgrades to facilities and infrastructure, which hampers efforts to improve technological resources and creates potential security risks.

Three Key Initiatives & Investments

1. **WORKFORCE ALIGNMENT:** UWF is laser-focused on the success of our students and Florida businesses. The Argo2Pro Career Readiness Program equips students with skills needed for today's workforce. Increased internship opportunities provide real-world knowledge before graduation. In-person and virtual career fairs provide venues for students and employers to meet. University leaders maintain valuable, personal relationships with top employers of our graduates.

2. **PROGRAMS OF EXCELLENCE:** UWF continues building signature programming including cybersecurity, supply-chain logistics, engineering, nursing, and intelligent systems and robotics. Our Ph.D. in Intelligent Systems and Robotics is the first of its kind in Florida and one of only a few in the nation.

3. **ACCESS:** UWF provides students access to high quality education regardless of their financial situations. We believe in removing barriers to help students maintain satisfactory academic progress and complete their degrees on time. Online programming provides access for students needing flexibility in course scheduling. More than 70% of UWF students receive financial assistance through various programs including the Argo 30 Guarantee, which fills the gap for Pell-eligible students, covering tuition and mandatory fees not covered by other grants or scholarships. We increasingly collaborate with state colleges to ensure successful transition for transfer students.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UWF has implemented several initiatives since 2017 that enabled us to increase our 4-year graduation rate from 25.2% (2013 cohort) to 47% (2018 cohort), despite challenges from the pandemic.

To reach the Florida State University System's goals, UWF has focused on increasing the percentage of baccalaureate-seeking undergraduates earning 30 or more credit hours in the first year by promoting the "30 to Finish Campaign" and the "Argo 30 Guarantee", which covers all tuition and mandatory fees for eligible students for 30 credit hours. UWF also has an Undergraduate Progress to Degree Policy, enhanced credit hour alert notifications for summer and fall registrations, and a continued focus on completion grants, including summer enrollment mini grant awards. Each of these are designed to help academic advisors keep students on track to complete 30 credit hours per academic year.

The Senior Countdown program provides students with timely communication and priority registration, while the Senior Graduation Grant is applied during a student's last semester to help them finish. Since their inception, these two programs have awarded over $2.5MM to 2,719 students, 96% of whom graduated within 4 years.

The Academic Excellence scholarship (ACEX) is competitive merit award (gpa ≥ 3.50) designed to keep students on track to graduate in four years, and is renewed annually based on completing 30 credit hours. Since its inception, 2,672 students have received more than $17.6MM, with 2017 and 2018 cohort ACEX graduation rates of 61 and 62 percent, respectively.

UWF launched 'Argie', an Artificial Intelligence (AI) Chat Bot, in March 2020. Argie notifies students of important dates and deadlines including registration opening, last day to add/drop classes, financial aid deadlines, etc. Argie's AI also enhances communication for credit hour alert, Degree in Three eligibility, Senior Countdown eligibility, and provides students with information about tutoring, academic support, and more. Approximately 85% of active FTIC cohort students who are on track to earn their bachelor's degree within 4 years have opted-in for Argie text notifications.

For the 2021-2022 year, we implemented a Fresh Start Initiative with eight-week courses for students struggling in Math and English; 30 total students enrolled to date. UWF also started a STEM Success initiative, partially funded by a Title III grant. This has enabled the redesign of first year STEM courses and the construction of analytics tools to help STEM students create course schedules that ensure they stay on track to graduate in four years. Interactive texting is part of this initiative, which enhances advisor outreach and provides students with information on tutoring and support services. Another recent initiative is Stay the Course (STC), a scholarship awarded to eligible students who have been identified as being at-risk for stopping out. Since 2021, STC has awarded 179 students a total $129,000. We fully anticipate a significant improvement in the four-year graduation rate from these initiatives beginning with the 2021 cohort.

UWF is dedicated to student success, and graduation in four years is a primary goal. The varied communication, outreach, student success, and financial aid campaigns, help encourage students to stay on track to graduate in four years or less, and to accomplish this within their financial limitations.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

1. Taher Rahgooy, a Ph.D. candidate of the intelligent systems and robotics program launched by University of West Florida and the Institute for Human and Machine Cognition, became the program's first graduate at UWF's Fall 2021 Commencement ceremony.
2. A University of West Florida student won the gold award in a prestigious nationwide Japanese language contest, J.LIVE Talk, hosted by The George Washington University.
3. The UWF Cyber Club placed second in the Regional Collegiate Penetration Testing Competition, outranking prestigious cyber programs from the University of Central Florida, Auburn University and more.

FACULTY ACHIEVEMENTS

1. Dr. James Arruda, professor in the University of West Florida Department of Psychology, signed a consulting and licensing agreement with California-based company, BIOPAC Systems Inc., to collaborate on the development of a device that could be instrumental in the early detection of Alzheimer's.
2. Assistant Professor Dr. Brad Regez and University of West Florida Department of Mechanical Engineering partnered with the UWF Haas Center Sea3D Additive Manufacturing Lab for "3D-Printed Materials Recycling Projects" to reduce waste and decrease costs associated with printing projects produced at the lab.
3. Dr. Allysha Winburn, assistant professor of anthropology, was highlighted in an online feature in Science Magazine that discusses whether anthropologists should measure skulls of human remains to predict their continental ancestry and racial category.

PROGRAM ACHIEVEMENTS

1. UWF and Miami Dade College have created an agreement, in an effort to meet state workforce needs in cybersecurity, allowing MDC students graduating with a Bachelor of Science in Cybersecurity degree eligibility for express admission into the Masters of Science in Cybersecurity program at UWF.
2. UWF Center for Behavior Analysis is providing hands-on training for UWF's Army ROTC cadets and local law enforcement agencies through a virtual simulation system. The VirTra 300 LE firearms training simulator is a virtual reality system designed to incorporate applied behavior analysis with behavior-based fluency.
3. UWF offers the region's first Inside-Out Prison Exchange course, an international initiative that encourages dialogue and education among incarcerated individuals and university students.

INSTITUTIONAL ACHIEVEMENTS

1. UWF was named a top 20 public regional institution in the South in the 2022 U.S. News & World Report Best Colleges rankings, and was included in the list of 2021 Great Colleges to Work For. The University received the 2021 Higher Education Excellence in Diversity Award for the 6th time and was ranked in the 2022 U.S. News & World Report Best Online College rankings. UWF ranked 4th nationally in the annual Military Friendly Schools list for 2022-23, the highest spot on the list in school history.
2. UWF led the state in percentage of bachelor's graduates employed in Florida Board of Governors' 2021-22 performance metrics. More than 72% of UWF bachelor's graduates are employed or furthering their education one year after graduation.
3. UWF was re-designated as a National Center of Academic Excellence in Cyber Defense by the National Security Agency through 2028 in recognition of the University's ability to meet the increasing demands of cybersecurity professionals.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

UWF has not reduced any Performance-Based goals on this Accountability Plan.

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	.	.	.	72.5	74.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*77*	*78*	*79*

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	36,800	40,900	45,200	45,500	48,800	.	.	.	.	.
APPROVED GOALS	.	37,000	40,900	41,000	46,000	46,500	47,000	47,500	48,000	.
PROPOSED GOALS	.	.	.	.	.	*49,000*	*49,500*	*50,000*	*50,500*	*51,000*

PBF Metric #3 Note: Beginning 2020-21, 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 2024, 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	9,920	7,980	5,170	4,000	1,370	.	.	.	.	.
APPROVED GOALS	15,058	9,250	7,900	5,500	3,500	7,825	7,800	7,775	7,750	.
PROPOSED GOALS	.	.	.	.	.	*7,825*	*7,800*	*7,775*	*7,750*	*7,725*

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	9,920	7,980	5,930	6,160	6,590	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7,825*	*7,800*	*7,775*	*7,750*	*7,725*

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	31.3	34.8	36.4	47.4	47.0	.	.	.	.	.
APPROVED GOALS	30	33	36	41	45	48	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*48*	*50*	*51*	*52*	*53*

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	79.8	80.3	82.2	80.8	83.5	.	.	.	.	.
APPROVED GOALS	78	82	82	83	84	85	86	86	86	.
PROPOSED GOALS	.	.	.	.	.	*85*	*86*	*86*	*86*	*86*

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	58.8	59.4	64.4	62.4	.	.	.	.	.
APPROVED GOALS	53.5	57	58	58	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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	39.6	38.6	37.2	35.7	35.5	.	.	.	.	.
APPROVED GOALS	38	39	35	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

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	53.1	57.4	63.6	65.4	71.1	.	.	.	.	.
APPROVED GOALS	52.5	55	58	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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	52.2	48.6	53.5	56.5	58.5	.	.	.	.	.
APPROVED GOALS	.	.	51	54	57	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	*58*	*58*	*59*	*60*	*60*

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	36.4	39.2	45	45	50.6	.	.	.	.	.
APPROVED GOALS	.	.	.	45	50	53	55	57	60	.
PROPOSED GOALS	.	.	.	.	.	*53*	*55*	*57*	*60*	*62*

10. BOT: Percent of Baccalaureate Graduates Completing 2+ Type High Impact Practices

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	34.8	38.2	44.2	47.5	58.6	.	.	.	.	.
APPROVED GOALS	33	39	43	47	50	53	55	57	59	.
PROPOSED GOALS	.	.	.	.	.	*59*	*61*	*63*	*65*	*67*

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	1	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	20	20	20	18	12	.	.	.	.	.
APPROVED GOALS	15	15	16	16	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*14*	*14*	*14*	*14*	*14*

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	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.3	4.1	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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	81	83	82	82	83	.	.	.	.	.
APPROVED GOALS	80	81	82	82	82	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	*83*	*83*	*83*	*83*	*83*

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	43	46	48	51	53	.	.	.	.	.
APPROVED GOALS	44	47	49	51	52	52	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	*53*	*53*	*55*	*55*	*56*

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	32	31	37	38	34	.	.	.	.	.
APPROVED GOALS	.	.	.	37	36	37	38	39	40	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*39*	*40*	*41*

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	28	30	34	43	44	.	.	.	.	.
APPROVED GOALS	.	.	32	36	43	44	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	*45*	*45*	*46*	*47*	*48*

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	2,305	2,369	2,418	2,393	2,241	.	.	.	.	.
APPROVED GOALS	2,350	2,420	2,400	2,410	2,430	2,450	2,500	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	*2,200*	*2,250*	*2,300*	*2,300*	*2,300*

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	1,063	989	1,104	1,128	1,147	.	.	.	.	.
APPROVED GOALS	950	1,050	1,026	1,035	1,050	1,055	1,075	1,075	1,075	.
PROPOSED GOALS	.	.	.	.	.	*1,250*	*1,300*	*1,350*	*1,350*	*1,350*

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

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	33	32	31	32	32	.	.	.	.	.
APPROVED GOALS	33	33	33	33	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	*33*	*33*	*33*	*33*	*33*

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	45	52	50	53	51	.	.	.	.	.
APPROVED GOALS	41	50	52	53	54	54	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*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	24	26	31	29	35	.	.	.	.	.
APPROVED GOALS	24	25	26	28	29	29	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	*38*	*40*	*42*	*42*	*42*

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	98	91	96	94	81	*100*	*100*	*100*	*100*	*100*
US Average	92	91	90	86	82	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	1	1	1	1	0	.	.	.	.	.
TOTAL	1	1	1	1	1	.	.	.	.	.

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	0	0	0	0	N/A	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

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	.	.	31	25	21	.	.	.	.	.
APPROVED GOALS	.	.	.	.	26	28	29	30	32	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*32*	*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	41	42	40	37	39	.	.	.	.	.
APPROVED GOALS	37	42	44	46	43	44	46	49	51	.
PROPOSED GOALS	.	.	.	.	.	*41*	*43*	*45*	*47*	*50*

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	10	13	14	14	18	.	.	.	.	.
APPROVED GOALS	.	.	15	15	16	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	*17*	*18*	*19*	*20*	*21*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

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

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

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.

Percentage Fall Undergraduate Enrolled with Military Affiliation (Degree-Seeking)

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

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	9,355	9,192	9,172	8,860	8,796	.	.	.	.	.
APPROVED GOALS	9,524	9,473	9,233	9,186	8,825	8,905	8,980	9,065	9,140	.
PROPOSED GOALS	.	.	.	.	.	*8,850*	*8,895*	*8,978*	*9,075*	*9,167*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	2,824	2,826	3,190	3,723	3,935	.	.	.	.	.
APPROVED GOALS	2,840	3,065	2,888	3,453	3,885	3,935	3,985	4,035	4,085	.
PROPOSED GOALS	.	.	.	.	.	*3,946*	*4,012*	*4,052*	*4,004*	*4,027*

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	1,109	1,196	1,252	1,183	1,179	*1,217*	*1,230*	*1,236*	*1,261*	*1,272*
FTIC: Returning	3,164	3,054	3,070	3,020	3,013	*2,998*	*2,990*	*3,003*	*3,018*	*3,022*
Transfer: FCS w/ AA	1,812	1,804	1,787	1,699	1,677	*1,587*	*1,565*	*1,571*	*1,592*	*1,607*
Other Undergraduates	2,885	2,795	2,722	2,633	2,572	*2,689*	*2,741*	*2,790*	*2,831*	*2,887*
Post-Baccalaureates	385	343	341	325	355	*359*	*369*	*378*	*372*	*379*
Subtotal	**9,355**	**9,192**	**9,172**	**8,860**	**8,796**	***8,850***	***8,895***	***8,978***	***9,075***	***9,167***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	2,498	2,514	2,885	3,445	3,674	*3,702*	*3,749*	*3,790*	*3,738*	*3,761*
Research Doctoral	326	312	305	278	261	*244*	*263*	*262*	*266*	*266*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**2,824**	**2,826**	**3,190**	**3,723**	**3,935**	***3,946***	***4,012***	***4,052***	***4,004***	***4,027***
TOTAL	**12,179**	**12,018**	**12,362**	**12,583**	**12,731**	***12,796***	***12,907***	***13,030***	***13,079***	***13,194***

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	16	17	16	16	15	.	.	.	.	.
APPROVED GOALS	17	17	18	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*20*	*20*	*20*

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	3,122	2,968	2,883	2,997	2,922	*2,886*	*2,988*	*3,024*	*3,094*	*3,169*	*3,200*
UPPER	5,385	5,477	5,431	5,409	5,157	*5,128*	*5,199*	*5,149*	*5,156*	*5,170*	*5,225*
GRAD 1	1,737	1,699	1,750	2,035	2,408	*2,606*	*2,451*	*2,477*	*2,502*	*2,471*	*2,500*
GRAD 2	202	177	162	139	111	*95*	*86*	*85*	*85*	*85*	*85*
TOTAL	**10,446**	**10,320**	**10,226**	**10,580**	**10,598**	***10,715***	***10,725***	***10,735***	***10,837***	***10,895***	***11,010***

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%)	35	35	38	84	59	*53*	*38*	*38*	*38*	*38*
Primarily Dist. (80-99%)	1	1	1	0	1	*<1*	*1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	3	4	4	8	10	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	62	60	57	8	31	*41*	*60*	*60*	*61*	*61*
GRADUATE										
All Distance (100%)	81	82	83	94	91	*91*	*86*	*86*	*86*	*86*
Primarily Dist. (80-99%)	0	0	0	0	0	*<1*	*<1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	1	2	1	*1*	*<1*	*<1*	*<1*	*<1*
Classroom (0-49%)	18	17	16	4	8	*8*	*14*	*14*	*14*	*14*

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						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
M.S. Applied Behavior Analysis	30.1701	STEM	None	No	50	Spring 2024
DOCTORAL PROGRAMS						

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						
B.S. Civil Engineering	14.0801	STEM	10 SUS	No	50	Spring 2025
B.S. Aviation Management	49.0101	No	None	No	55	Fall 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

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 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