2024

ACCOUNTABILITY PLAN

UNIVERSITY OF WEST FLORIDA

BOG Approved June 28, 2024

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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 supports and encourages a full and open discourse and the robust exchange of ideas and perspective 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.)

Graduation Rate Improvement Plan Update

The initiatives and programs outlined below illustrate UWF's commitment to an environment that supports student success. UWF has implemented several innovative and data-informed initiatives, which have increased UWF's 4-year graduation rate by 24%, from 25% (2013 cohort) to 48% (2019 cohort).

The Department of Academic Advocacy & Graduation Success is a new unit organized formally in Fall 2023 to coordinate graduation initiatives at UWF. Central to these efforts is the deployment of academic advocates focused on supporting and assisting students' progression to graduation. Academic advocates are assigned to each college, offering support that complements the work of academic advising and student support services. Unlike traditional advising roles, academic advocates oversee the withdrawal process and track academic credit hours and registration patterns to ensure students remain on track. The advocates also assist students who may need additional support with financial, academic or personal concerns.

The Argo Transfer Mentor Network program, launched in Fall 2023 in collaboration with Mentor Collective, aids incoming transfer students. This mentorship program facilitates a smooth transition for transfer students to UWF by connecting them with UWF students already having success toward degree completion. In the first semester of implementation, 106 students registered for the program, 250 conversations were logged, and more than 1,300 peer-to-peer messages were sent. Of the students registered for the program, 94 (89%) were retained for the Spring 2024 semester.

The STEM Scholars and Success programs have demonstrated remarkable outcomes in enhancing students' academic performance and retention in STEM fields. STEM Success introductory courses incorporate active learning instructional strategies, including a peer-coaching program. From 2019-2021, participating students show a 44% higher probability of meeting annual performance rates and a 57% greater likelihood of persisting in science and engineering majors. The STEM Scholars Program, launched in 2021, boasts a 93% APR among second-year students, underscoring its effectiveness in supporting academic achievement and degree progression.

Financial support is the key to student success. UWF has seen remarkable success with the Senior Graduation Grant for 2016-2019 FTIC cohorts, yielding 95% or higher graduation rates for scholarship recipients. Additionally, UWF enhanced the effectiveness of its "Stay the Course" scholarship, specifically designed to support students at risk of not completing their education before their senior year with earlier intervention. Through UWF's proprietary Predictive Analytics Modeling (PAM) Lab dashboard, a technological advancement designed to combine historical data with real-time information, academic advocates and advisors can access information that enables them to support at-risk students. The platform allows academic advocates and advisors to offer timely and tailored academic and financial support, significantly improving students' chances of success. Moving forward, UWF will continue refining and expanding strategies to improve graduation rates.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

1. The University of West Florida's student-managed Argo Bond Fund won first place among the nation's student-managed bond funds at the Quinnipiac University Global Asset Management Education's annual conference global portfolio competition in New York City.
2. UWF Athletics leads the Gulf South Conference in conference championships. In 2022, our volleyball team took home their fifth consecutive GSC championship. In 2023, men's golf and baseball added two additional conference trophies to their collection.

FACULTY ACHIEVEMENTS

1. A University of West Florida professor and an intelligent systems and robotics doctoral student have developed a framework for 3D modeling using a team of small drones. Their research aims to assist response teams in emergency situations, such as wildfires, disaster relief efforts, and search and rescue missions.
2. An analysis by a University of West Florida team of faculty and graduate students identified areas in the contiguous United States where suicide and opioid death rates are high and where the deaths overlap. The observations have the opportunity to assist health agencies in these areas in identifying conditions that may be driving an unusually high rate of suicides and/or opioid deaths. Their research examined deaths in years 2000-2019. Out of nine significant clusters, six were bivariate (suicide and opioids) while three were only opioids.

PROGRAM ACHIEVEMENTS

1. The University of West Florida's Master of Science in Athletic Training program earned accreditation from the Commission on Accreditation of Athletic Training Education. After the comprehensive review, the program was granted the maximum initial five-year accreditation.
2. The University of West Florida's Sea3D Lab partnered with The Mariners' Museum and Park, the National Oceanic Atmospheric Administration and Monitor National Marine Sanctuary to create artifact replicas recovered from the shipwreck of the USS Monitor. The U.S.S Monitor was the U.S. Navy's first ironclad vessel built for the American Civil War.
3. The enhanced PSC2UWF MBA articulation agreement provides access to UWF's John C. Pace Library resources for students enrolled in PSC's newly created business climate analysis course. This is an enhancement of the existing BAS to MBA agreement which expedited admission of students graduating from PSC with a BAS degree in Business Management into the MBA program at UWF.
4. The University of West Florida Haas Center was awarded a five-year grant from the U.S. Economic Development Administration to promote business development and employment among Florida veterans and minority business owners.

INSTITUTIONAL ACHIEVEMENTS

1. UWF has received national recognition through rankings including Gold-level Military Friendly® school distinction, the seventh HEED award, 'Great College to Work For' distinction for the tenth year, top 10 in U.S. News & World Report's Top Public Schools – Regional South Rankings and earning 42nd among 359 institutions for Best Online Bachelor's Programs and 23rd for Best Online Bachelor's Programs for Veterans.
2. The University of West Florida received the National Centers of Academic Excellence in Cybersecurity Community Outreach first place award at the 2023 NCAE-C Symposium in Seattle, Washington.
3. The University of West Florida College of Business has earned re-accreditation from the Association to Advance Collegiate Schools of Business, known as AACSB International.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

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

STRATEGY (cont.)

Enrollment Management

The University of West Florida witnessed a historic 3.3% surge in enrollment among degree-seeking students from Fall 2022 to Fall 2023. This notable increase can be attributed to various factors affecting undergraduate and graduate student populations. While new student enrollment plays a significant role, UWF has also enhanced retention rates, further contributing to our enrollment growth.

During Fall 2023, UWF's First Time in College (FTIC) enrollment experienced a remarkable uptick of 26.9%. UWF achieved this growth without compromising access or the academic profile of FTIC students and also increased the percentage of Pell students by 2.5%. The change in new freshman enrollment reflects a multi-year effort involving all stages of the recruitment and admissions processes.

The regional growth trend persists, with an increase observed in high school top feeder pipelines and a steady rise in local high school graduation rates. The proactive approach of expanding the pool of prospective students and early engagement during their high school years has resulted in heightened awareness and affinity for UWF. Communication strategies were refined to enhance personalization and support throughout the admissions process, facilitating an easier transition from application to enrollment. Furthermore, inclusive messaging campaigns involving families were instituted. Financial aid leveraging strategies ensured that the maximum number of students received the optimal amount of financial aid, resulting in more than 85% of freshmen receiving some form of financial assistance in Fall 2023.

Strategic program selection has been pivotal in driving enrollment growth, particularly in UWF's Graduate School. In-demand, high-quality workforce programs, including nursing, accounting and data science, experienced heightened enrollment, contributing to a comprehensive 2.6% increase in graduate students for 2023. UWF graduate faculty and staff continue to be dedicated to going above and beyond to support students. Implementing a new application and Customer Relationship Management (CRM) system enhanced the efficiency of admissions processes. Complete applications are processed within 1-2 business days, contributing to notable growth in graduate enrollment. In addition, graduate-level admissions requirements are reviewed annually, resulting in the removal of barriers to admissions requirements. A substantial portion of these graduate programs are offered online which caters to the needs of professionals, emphasizing UWF's commitment to regional and state workforce development.

Despite the historical growth, UWF faces challenges, particularly a gradual decline in transfer students from the Florida College System (FCS) with an Associate of Arts (AA) degree. This decline is associated with reduced enrollment in the AA curriculum at our top feeder FCS institutions. UWF remains committed to improving enhanced pathway programs to ensure a seamless transition for students from institutions within the FCS. Nevertheless, UWF has successfully maintained overall transfer enrollment in other areas over the last three years. Looking ahead, UWF is expected to maintain FTIC enrollment, offer competitive financial aid packages, and expand workforce programs and programs of strategic emphasis. Careful observation of regional growth will persist, aligning with the commitment to meet workforce needs locally and regionally. Anticipating steady, incremental increases of 1-2% in overall enrollment, a 7.2% projected increase from 2023 to 2028 is expected.

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	72.5	74.1	79.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	75.0	76.0	77.0	78.0	79.0	.
PROPOSED GOALS	.	.	.	.	.	*78.0*	*78.0*	*79.0*	*80.0*	*80.0*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	40,900	45,200	45,500	48,800	53,000	.	.	.	.	.
APPROVED GOALS	37,000	40,900	41,000	46,000	49,000	49,500	50,000	50,500	51,000	.
PROPOSED GOALS	.	.	.	.	.	*50,000*	*50,500*	*51,000*	*51,500*	*52,000*

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.

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7,980	5,170	4,000	1,380	4,160	.	.	.	.	.
APPROVED GOALS	9,250	7,900	5,500	3,500	7,825	7,800	7,775	7,750	7,725	.
PROPOSED GOALS	.	.	.	.	.	*7,800*	*7,775*	*7,750*	*7,725*	*7,700*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7,980	5,930	6,160	6,600	4,160	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7,825	7,800	7,775	7,750	7,725	.
PROPOSED GOALS	.	.	.	.	.	*7,800*	*7,775*	*7,750*	*7,725*	*7,700*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	34.8	36.4	47.4	47.0	48.1	.	.	.	.	.
APPROVED GOALS	33.0	36.0	41.0	45.0	48.0	50.0	51.0	52.0	53.0	.
PROPOSED GOALS	.	.	.	.	.	*50.0*	*51.0*	*52.0*	*53.0*	*54.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	80.3	82.2	80.8	83.5	86.8	.	.	.	.	.
APPROVED GOALS	82.0	82.0	83.0	84.0	85.0	86.0	86.0	86.0	86.0	.
PROPOSED GOALS	.	.	.	.	.	*86.0*	*86.0*	*87.0*	*87.0*	*87.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	58.8	59.4	64.4	62.4	60.6	.	.	.	.	.
APPROVED GOALS	57.0	58.0	58.0	60.0	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*40.0*	*40.0*	*40.0*	*40.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	38.6	37.2	35.7	35.5	35.5	.	.	.	.	.
APPROVED GOALS	39.0	35.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	*36.0*	*36.0*	*36.0*	*36.0*	*36.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	57.4	63.6	65.4	71.1	73.4	.	.	.	.	.
APPROVED GOALS	55.0	58.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*60.0*	*60.0*	*60.0*	*60.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	48.6	53.5	56.5	58.5	52.3	.	.	.	.	.
APPROVED GOALS	.	51.0	54.0	57.0	58.0	58.0	59.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	*58.0*	*59.0*	*60.0*	*60.0*	*60.0*

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]

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	39.2	45.0	45.0	50.6	57.2	.	.	.	.	.
APPROVED GOALS	.	.	45.0	50.0	53.0	55.0	57.0	60.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	*55.0*	*57.0*	*60.0*	*62.0*	*62.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	38.2	44.2	47.5	58.6	60.6	.	.	.	.	.
APPROVED GOALS	39.0	43.0	47.0	50.0	59.0	61.0	63.0	65.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	*61.0*	*63.0*	*65.0*	*67.0*	*69.0*

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]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	20	20	18	12	16	.	.	.	.	.
APPROVED GOALS	15	16	16	16	14	14	14	14	14	.
PROPOSED GOALS	.	.	.	.	.	*14*	*14*	*14*	*14*	*14*

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4.4	4.3	4.3	4.3	4.2	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.1	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	83	82	82	84	85	.	.	.	.	.
APPROVED GOALS	81	82	82	82	83	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]

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	46	48	51	53	61	.	.	.	.	.
APPROVED GOALS	47	49	51	52	53	53	55	55	56	.
PROPOSED GOALS	.	.	.	.	.	*55*	*57*	*57*	*58*	*58*

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	31	37	38	34	41	.	.	.	.	.
APPROVED GOALS	.	.	37	36	37	38	39	40	41	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*40*	*41*	*42*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	30	34	43	44	45	.	.	.	.	.
APPROVED GOALS	.	32	36	43	45	45	46	47	48	.
PROPOSED GOALS	.	.	.	.	.	*45*	*46*	*47*	*48*	*49*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	2,369	2,418	2,393	2,241	2,175	.	.	.	.	.
APPROVED GOALS	2,420	2,400	2,410	2,430	2,200	2,250	2,300	2,300	2,300	.
PROPOSED GOALS	.	.	.	.	.	*2,250*	*2,300*	*2,300*	*2,300*	*2,300*

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	989	1,104	1,128	1,147	1,490	.	.	.	.	.
APPROVED GOALS	1,050	1,026	1,035	1,050	1,250	1,300	1,350	1,350	1,350	.
PROPOSED GOALS	.	.	.	.	.	*1,300*	*1,350*	*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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	23	22	22	23	20	.	.	.	.	.
APPROVED GOALS	23	24	24	24	24	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*24*	*24*	*24*

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	32	31	32	32	31	.	.	.	.	.
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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	52	50	53	51	49	.	.	.	.	.
APPROVED GOALS	50	52	53	54	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	26	31	29	35	41	.	.	.	.	.
APPROVED GOALS	25	26	28	29	38	40	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	*40*	*42*	*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

Nursing

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	91	96	94	81	89	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	98	99	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	1	1	1	0	0	*1*	*1*	*1*	*1*	*1*
TOTAL	1	1	1	1	1	*1*	*1*	*1*	*1*	*1*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
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. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	31	25	21	28	.	.	.	.	.
APPROVED GOALS	.	.	.	26	28	29	30	32	32	.
PROPOSED GOALS	.	.	.	.	.	*29*	*30*	*32*	*32*	*32*

17. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	42	40	37	39	40	.	.	.	.	.
APPROVED GOALS	42	44	46	43	41	43	45	47	50	.
PROPOSED GOALS	.	.	.	.	.	*43*	*45*	*47*	*50*	*52*

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	13	14	14	18	19	.	.	.	.	.
APPROVED GOALS	.	15	15	16	17	18	19	20	21	.
PROPOSED GOALS	.	.	.	.	.	*18*	*19*	*20*	*21*	*22*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	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*

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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 Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	18	17	16	17	19	.	.	.	.	.
APPROVED GOALS	.	19	19	20	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	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	9,192	9,172	8,860	8,796	9,034	.	.	.	.	.
APPROVED GOALS	9,473	9,233	9,186	8,825	8,850	8,895	8,978	9,075	9,167	.
PROPOSED GOALS	.	.	.	.	.	*9,212*	*9,355*	*9,475*	*9,576*	*9,646*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	2,826	3,190	3,723	3,935	4,120	.	.	.	.	.
APPROVED GOALS	3,065	2,888	3,453	3,885	3,946	4,012	4,052	4,004	4,027	.
PROPOSED GOALS	.	.	.	.	.	*4,228*	4,372	*4,419*	*4,424*	*4,458*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	1,197	1,253	1,183	1,179	1,496	*1,500*	*1,513*	*1,526*	*1,540*	*1,555*
FTIC: Returning	3,053	3,069	3,020	3,013	3,055	*3,324*	*3,514*	*3,603*	*3,620*	*3,650*
Transfer: FCS w/ AA	1,804	1,787	1,699	1,677	1,548	*1,364*	*1,287*	*1,265*	*1,328*	*1,331*
Other Undergraduates	2,795	2,722	2,633	2,572	2,605	*2,684*	*2,700*	*2,744*	*2,750*	*2,768*
Post-Baccalaureates	343	341	325	355	330	*340*	*341*	*337*	*338*	*342*
Subtotal	**9,192**	**9,172**	**8,860**	**8,796**	**9,034**	***9,212***	***9,355***	***9,475***	***9,576***	***9,646***
GRADUATE	2019	2020	2021	2022	2023	*2024*	*2025*	*2026*	*2027*	*2028*
Master's	2,514	2,885	3,445	3,674	3,858	*3,984*	*4,106*	*4,153*	*4,164*	*4,198*
Research Doctoral	312	305	278	261	262	*244*	*266*	*266*	*260*	*260*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**2,826**	**3,190**	**3,723**	**3,935**	**4,120**	***4,228***	***4,372***	***4,419***	***4,424***	***4,458***
TOTAL	**12,018**	**12,362**	**12,583**	**12,731**	**13,154**	***13,440***	***13,727***	***13,894***	***14,000***	***14,104***

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.

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	10.3	11.2	12.3	13.2	12.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*	*10*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	17	16	16	15	16	.	.	.	.	.
APPROVED GOALS	17	18	20	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*20*	*20*	*20*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	2,968	2,883	2,997	2,922	2,886	*3,238*	*3,310*	*3,421*	*3,507*	*3,581*	*3,731*
UPPER	5,477	5,431	5,409	5,157	5,126	*5,115*	*5,287*	*5,350*	*5,372*	*5,371*	*5,369*
GRAD 1	1,699	1,750	2,035	2,408	2,594	*2,917*	*2,969*	*3,030*	*3,067*	*3,092*	*3,143*
GRAD 2	177	162	139	111	102	*112*	*148*	*151*	*153*	*154*	*156*
TOTAL	**10,321**	**10,226**	**10,580**	**10,598**	**10,708**	***11,382***	***11,714***	***11,952***	***12,099***	***12,197***	***12,400***

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	35	38	84	59	53	*53*	*40*	*40*	*40*	*40*	*40*
Primarily Dist. (80-99%)	1	1	<1	<1	<1	*<1*	*<1*	*<1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	4	4	8	10	5	*5*	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	60	57	8	31	41	*42*	*59*	*59*	*59*	*59*	*59*
GRADUATE											
All Distance (100%)	82	83	94	91	91	*89*	*86*	*86*	*86*	*86*	*86*
Primarily Dist. (80-99%)	0	<1	<1	<1	<1	*<1*	*<1*	*<1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	2	1	1	*2*	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	17	16	4	8	8	*9*	*13*	*13*	*13*	*13*	*13*

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. 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.

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 Wall Street Journal/College Pulse.

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 Annual 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.

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)". System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. 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.

PRE-L: Total Annual 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.

DEFINITIONS (cont.)

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 Wall Street Journal/College Pulse.

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

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

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

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).

DEFINITIONS (cont.)

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).

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.

DEFINITIONS (cont.)

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

KPI-16: 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-17: 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-18: 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-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

KPI-20: 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-21: 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).

ENRL-5: Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA