2020
ACCOUNTABILITY PLAN

UNIVERSITY OF FLORIDA

BOT Approved 4/28/2020
Revised by Board of Governors Staff 7/6/2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: academic program coordination, graduation rate improvement plan update, & the historical data reported for the performance-based funding metrics, key performance indicators, enrollment planning, & preeminent research university funding metrics.

Table of Contents

INTRODUCTION

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

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

STRATEGY

Mission Statement

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

Statement of Strategy

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

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

The second strategy is to continue to build UF's faculty to serve several purposes: to better serve the students, state and nation; to build UF's reputation; and to build the grants and contracts portfolio to $1B annually. To help achieve these purposes, UF will continue to emphasize its moonshot program, wherein faculty engage with challenging problems of great significance to society. Not only are these projects inspiring, they spur faculty to seek additional external resources to support them, and they bring national attention to the remarkable work being done at UF.

The third strategy is to implement a pan-university initiative in artificial intelligence (and associated areas like data science and the internet of things). AI is rapidly becoming a key pillar of the 21st century American economy that will revolutionize science, medicine, business, and a host of other fields. In partnership with a major American technology company, UF is ratcheting up its research enterprise in AI and is developing a new model for AI workforce development that many in national circles believe is sorely needed. In order to do this, UF is adopting a philosophy of "AI across the curriculum" to ensure that any student who wishes to graduate with the tools of AI is able to do so.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

UF has strong and highly ranked programs in teaching, research, outreach, technology transfer, and economic development. Each of these areas contributes to the economic advancement of the State of Florida and the well-being of its citizens.

Each year, UF awards over 15,000 degrees to undergraduate, graduate, and professional students who form the basis of the state's success. UF's research programs are perhaps best exemplified by the nearly $1B annual research and grants portfolio that underpins scientific inquiry into pressing problems, helps train the next generation of researchers, and spurs economic development. Through IFAS Extension and satellite programs of UF Health, UF is omnipresent throughout the state, building the economy, bringing solutions and fostering practical improvements to daily life. Many UF colleges have vibrant partnerships with industry statewide. UF is a national leader in technology transfer that licenses many UF inventions and helps spin off new companies.

UF has the opportunity to rise into the top 5 among public universities nationwide. This means continuing to strengthen what UF does so that it is at the very top of the best universities in the nation. UF also has a remarkable opportunity with a major technology company to take a bold new step into artificial intelligence. Through state-of-the-art supercomputing technology, strong AI research programs, and an innovative approach to AI workforce development by adopting an "AI across the curriculum" philosophy, UF aims to become a national leader and national asset in this area in relatively short order.

As for challenges, the biggest challenge is the national pause created by COVID-19. It is important that UF not lose momentum and that UF assists the state in rebuilding its economy.

Three Key Initiatives & Investments

1. The COVID-19 virus altered the student experience and support networks for current and incoming students and disrupted multi-year research projects. UF will redouble our commitment to enabling our students and faculty to succeed and thrive. UF will focus on rebuilding an even greater sense of community, keeping our students on track to timely graduation, and delivering on impactful research.
2. UF is launching a new university-wide initiative in artificial intelligence. AI is predicted to be an increasingly important component of the 21st century economy. Our nation must focus on educating an AI-enabled workforce if our economy is to continue to lead the world. In partnership with a major U.S. AI technology company, we will perfuse the university research, education, and outreach programs with the latest AI technology. By January 2021, we expect to have up and running the latest technology to enable research and training in AI across the curriculum. We, and others, believe that our plan can serve as a national template for AI workforce education and research.
3. UF's professionals in the health and life sciences, engineering, and agriculture have worked tirelessly to help our state address the COVID-19 crisis. From developing an early rapid test and then implementing community testing research protocols in The Villages and Jacksonville, to helping policymakers and key industries anticipate and respond to new challenges, to working on recovery plans for the years ahead, the reach and impact of the University of Florida has never felt more compelling. We expect to use the reach and expertise of one of the nation's most comprehensive universities to lead in restoring a healthier and more vibrant Florida.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Initiatives underway at the University of Florida to ensure student success and timely graduation are looking at key populations, communication strategies, academic policies, the curriculum, financial assistance, and administrative support. Our goal is timely graduation for every student who chooses the University of Florida. We are focused on four-year graduation rates and reducing the gap in graduation rates for key subgroups.

Led by the Associate Provost for Undergraduate Affairs, Angela Lindner, and the Vice President for Enrollment Management and Associate Provost, Zina Evans, a comprehensive plan was developed to impact challenges faced by new students, continuing students, and students close to graduation. A coordinated communications campaign was launched to change student culture, using Salesforce to send targeted emails encouraging students to take 30 credits per year and emphasizing timely graduation. Plans are underway for a new, central transitional advising office for at risk students, including transfers. Graduation coordinators in each college help us monitor students close to four-year graduation. Graduation coaches in the Gator Graduated program pair up with individual students to create a graduation plan. Students can find academic success strategies on a new web site. A new tutoring program was developed for low income students in the classes with the highest rates of drops and withdrawals. IT developed a dashboard for advisors, showing personalized data for each student. Course repeat policies were changed. Final exam schedules were changed to avoid a battery of tough math and science finals all scheduled for the same day. The length of some of our longest academic programs was reduced (Nursing, BME, EE, CE, CHE). Faculty, staff, and students have joined forces in a Student Success Task Force, working together to remove barriers to timely graduation. Their efforts were celebrated in the first annual Student Success Summit on Nov 12, 2019. The Aid-a-Gator program of micro grants was created to help students stay on track for graduation. This financial assistance is even more important now as students face the challenges of the pandemic.

These new initiatives are in addition to long-standing academic support programs at UF for students traditionally considered to be at risk for timely graduation. Academic advisors are instrumental in helping students plan their path to graduation. Plans to extend our universal tracking system for students through the third and fourth years of study will be in effect starting in fall 2020. The University of Florida is nationally recognized for graduation rates. We are ranked #2 among all national universities, public and private, for outcome measures. This variable combines our performance on first year retention, six-year graduation, predicted graduation, and success in graduating low income students (US News 2020).

We are pleased to report that our new student success initiatives have already proven to be very effective, increasing our four-year graduation rates for first-time, full-time undergraduates from 67% to 71%. We have also reduced the gap in four-year graduation rates for key subgroups, including under-represented minorities, first generation college students, and Pell grant recipients. For the entering cohort of first-time, full-time, residential students in fall 2015, the gap between key subgroups is now just 1%. The four-year graduation rate for all students was 71%. First generation students graduated at the same rate, 71%. The graduation rate for under-represented minorities and Pell recipients was 70%.

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

STUDENT ACHIEVEMENTS

- Twenty-two UF students, including 16 in engineering, receive NSF graduate research fellowships in 2019.
- Hannah Lyons and William Owens receive Goldwater Scholarships for 2019-2020.
- The UF 2019 iGEM Team wins a Silver Medal at the International Genetically Engineered Machine (iGEM) Competition. iGEM is a competition of 300+ teams from over 40 countries, designed to encourage research breakthroughs in synthetic biology.
- UF Engineering is awarded the 2019 Engineering Dean's Cup, awarded annually to the university achieving the greatest success in 30 annual, team-based, engineering student competitions.

FACULTY ACHIEVEMENTS

- Distinguished Professor Clifford Will receives the 2019 Albert Einstein Medal from the Albert Einstein Society.
- Pierre Sikivie is named recipient of the 2020 J.J. Samurai Prize for Theoretical Physics from the American Physical Society.
- Jack Davis wins the 2018 Pulitzer Prize in History for his book "The Gulf: The Making of an American Sea". He is also named a 2019 Carnegie Fellow.
- Three UF professors, Robert J. Ferl, Jeffrey B. Jones, and David H. Reitze are named Fellows of the AAAS.

PROGRAM ACHIEVEMENTS

- UF/IFAS opens the Honey Bee Research and Extension Lab, a $4.5 million facility that immediately made UF one of the nation's best-equipped hubs for academic research on pollinators. It was built with the financial and political support of the Florida Beekeepers Association, other private donations, and state funding approved by the Legislature.
- UF/IFAS makes significant progress in the identification of genes that make citrus susceptible to HLB as well as genes that are resistant to HLB, moving closer to generating a citrus greening resistant plant.
- The UF College of Dentistry research enterprise ranks fifth nationally for a second straight year among all U.S. dental schools in National Institutes of Health funding, with $11.2 million awarded through the 2018 fiscal year.
- The State University System of Florida Board of Governors selects the University of Florida to lead a statewide consortium studying health outcomes related to medical marijuana.
- Nine graduate colleges at UF rank in the top twenty-five at U.S. public universities: Business #10, Education #12, Engineering #25, Fine Arts #22, Law #7, Medical Research #18, Nursing #18, Pharmacy #5, and Veterinary Medicine #7 (US News 2021 ranking).

INSTITUTIONAL ACHIEVEMENTS

- UF undergraduate program moves up to #7 among public universities (US News 2020 ranking).
- UF Online ranks #4 in U.S. News & World Report list of best online programs (US News 2020 ranking).
- Scholars at UF reach record $865M in research expenditures in FY 2018, 15th among all public universities.
- Forbes names UF one of "America's Best Employers" among large and midsized organizations. UF ranks 6th among public universities and 17th among all universities.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	67.6	69.4	70.9	71.3	71.8	.	.	.	.	.
APPROVED GOALS	.	66	70	71	71	72	72	73	.	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*73*	*73*	*73*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	38,400	40,700	42,100	42,200	44,800	.	.	.	.	.
APPROVED GOALS	.	35,500	41,000	42,000	43,000	43,000	43,000	43,000	.	.
PROPOSED GOALS	.	.	.	.	.	*43,000*	*43,000*	*43,000*	*44,000*	*44,000*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	10,060	10,760	10,120	2,140	-1,010	.	.	.	.	.
APPROVED GOALS	.	.	10,700	10,700	9,000	9,000	9,000	9,000	.	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9, 000*	*9,000*

4. FTIC Four-Year Graduation Rate [Full-time FTIC students]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	68.0	68.3	66.7	67.3	70.9	.	.	.	.	.
APPROVED GOALS	.	67	68	68	70	72	74	75	.	.
PROPOSED GOALS	.	.	.	.	.	*72*	*74*	*75*	*76*	*77*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	94.6	95.5	94.7	95.2	95.5	.	.	.	.	.
APPROVED GOALS	.	96	96	97	97	97	97	97	.	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	56.1	56.9	58.8	57.7	59.2	.	.	.	.	.
APPROVED GOALS	.	56	56	57	58	59	59	59	.	.
PROPOSED GOALS	.	.	.	.	.	*59*	*59*	*59*	*60*	*60*

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	31.6	29.7	27.6	28.6	27.2	.	.	.	.	.
APPROVED GOALS	.	30	30	30	30	30	30	30	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.2	70.3	70.9	70.6	69.4	.	.	.	.	.
APPROVED GOALS	.	71	71	72	72	72	72	72	.	.
PROPOSED GOALS	.	.	.	.	.	*72*	*72*	*72*	*72*	*72*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	79.8	80.3	82.1	83.6	85.3	.	.	.	.	.
APPROVED GOALS	.	.	.	83	84	85	85	85	.	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

10. BOT Choice: FTIC 6-Year Graduation Rates [Full-time only]

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	86.5	87.2	88.0	88.7	88.4	.	.	.	.	.
APPROVED GOALS	.	87	88	89	90	90	90	90	.	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	4.3	4.3	4.4	4.4	4.4	.	.	.	.	.
APPROVED GOALS	.	4.3	4.3	4.4	4.4	4.4	4.4	4.4	.	.
PROPOSED GOALS	.	.	.	.	.	*4.4*	*4.4*	*4.4*	*4.4*	*4.4*

A. (2). Average SAT Score

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1273*	1281*	1311	1355	1380	.	.	.	.	.
APPROVED GOALS	.	1273*	1280	1350	1360	1360	1360	1360	.	.
PROPOSED GOALS	.	.	.	.	.	*1360*	*1360*	*1360*	*1360*	*1360*

Note*: Historical scores/goals were based on a different SAT scale standard.

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	10	9	11	10	10	.	.	.	.	.
APPROVED GOALS	.	10	10	10	10	10	10	10	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*	*10*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	96	96	95	96	96	.	.	.	.	.
APPROVED GOALS	.	97	97	97	97	97	97	97	.	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

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

	2011-15	2012-16	2013-17*	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	68.0	68.3	66.7	67.3	70.9	.	.	.	.	.
APPROVED GOALS	.	67	68	68	70	72	74	75	.	.
PROPOSED GOALS	.	.	.	.	.	*72*	*74*	*75*	*75*	*75*

Note*: The 2013-17 data will be reported to IPEDS in 2020 as part of their annual data collection cycle.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	25	29	28	29	29	.	.	.	.	.
APPROVED GOALS	.	25	30	30	30	30	30	30	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

F. Science & Engineering Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	700	742	766	831	881	.	.	.	.	.
APPROVED GOALS	.	707	690	788	856	882	908	935	.	.
PROPOSED GOALS	.	.	.	.	.	*882*	*908*	*935*	*963*	*992*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	518	483	489	506	538	.	.	.	.	.
APPROVED GOALS	.	523	450	503	521	537	553	570	.	.
PROPOSED GOALS	.	.	.	.	.	*537*	*553*	*570*	*587*	*605*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	8	7	8	7	7	.	.	.	.	.
APPROVED GOALS	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.	.
PROPOSED GOALS	.	.	.	.	.	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
ACTUAL	303	307	334	319	343	.	.	.	.	.
APPROVED GOALS	.	270	322	339	346	364	369	375	.	.
PROPOSED GOALS	.	.	.	.		*364*	*369*	*375*	*353*	*354*

J. Doctoral Degrees Awarded Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1,592	1,579	1,671	1,627	1,621	.	.	.	.	.
APPROVED GOALS	.	1,592	1,600	1,700	1,700	1,700	1,700	1,700	.	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,700*	*1,700*	*1,700*	*1,700*

K. Number of Post-Doctoral Appointees

	FALL 2014	FALL 2015	FALL 2016*	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	644	679	666	640	661	.	.	.	.	.
APPROVED GOALS	644	679	664	690	692	694	696	698	.	.
PROPOSED GOALS	.	.	.	.	.	*694*	*696*	*698*	*700*	*700*

Note*: The Fall 2016 data will be reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report in 2020.

L. Endowment Size ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1,556	1,468	1,612	1,735	1,825	.	.	.	.	.
APPROVED GOALS	.	1,630	1,570	1,770	1,850	1,950	2,100	2,125	.	.
PROPOSED GOALS	.	.	.	.	.	*1,950*	*2,100*	*2,125*	*1,910*	*2,000*

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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	10	9	11	10	10	.	.	.	.	.
APPROVED GOALS	.	10	10	10	10	10	10	10	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*	*10*

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	72	73	73	74	76	.	.	.	.	.
APPROVED GOALS	.	72	72	73	73	73	73	75	.	.
PROPOSED GOALS	.	.	.	.	.	*73*	*73*	*75*	*75*	*75*

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3.9	3.9	3.9	3.9	3.9	.	.	.	.	.
APPROVED GOALS	.	4.1	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. Six-Year FTIC Graduation Rates [Full-& Part-time students]

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	86	87	88	89	88	.	.	.	.	.
APPROVED GOALS	.	87	88	89	89	90	90	90	.	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

5. FCS AA Transfer Three-Year Graduation Rate [Florida College System w/ Associate in Arts]

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	72	69	70	68	67	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*67*	*68*	*69*	*69*	*69*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	66	65	63	63	69	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*69*	*69*	*69*	*69*	*69*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	8,604	8,451	8,597	9,112	9,963	.	.	.	.	.
APPROVED GOALS	.	8,515	8,515	8,515	8,600	8,600	8,600	8,600	.	.
PROPOSED GOALS	.	.	.	.	.	*8,600*	*8,600*	*8,600*	*9,000*	*9,000*

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5,612	5,810	6,162	6,336	5,810	.	.	.	.	.
APPROVED GOALS	.	5,620	5,650	5,700	5,800	5,800	5,800	5,800	.	.
PROPOSED GOALS	.	.	.	.	.	*5,800*	*5,800*	*5,800*	*5,800*	*5,800*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	28	27	28	28	29	.	.	.	.	.
APPROVED GOALS	.	26	26	28	28	28	28	28	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*28*	*29*	*29*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	7	7	7	8	8	.	.	.	.	.
APPROVED GOALS	.	6	6	6	6	6	6	6	.	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*8*	*8*

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	27	31	32	34	36	.	.	.	.	.
APPROVED GOALS	.	27	32	33	34	35	35	35	.	.
PROPOSED GOALS	.	.	.	.	.	*35*	*35*	*35*	*36*	*36*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	43	43	45	46	47	.	.	.	.	.
APPROVED GOALS	.	44	44	45	46	47	47	47	.	.
PROPOSED GOALS	.	.	.	.	.	*47*	*47*	*47*	*47*	*47*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	58	59	61	60	60	.	.	.	.	.
APPROVED GOALS	.	58	59	60	60	60	60	60	.	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	93	90	87	93	96	92	92	92	92	92
US Average	*87*	*88*	*90*	*92*	*91*	.	.	.	.	.
LAW	87	77	76	68	88	88	88	89	89	90
Florida Average	*69*	*66*	*69*	*66*	*74*	.	.	.	.	.
MEDICINE (2YR)	95	95	95	96	97	99	99	99	99	99
US Average	*96*	*96*	*96*	*96*	*97*	.	.	.	.	.
PHARMACY	95	94	89	93	88	92	92	92	92	92
US Average	*93*	*86*	*88*	*89*	*88*	.	.	.	.	.
DENTISTRY (1)	100	97	100	92	98	95				
US Average	*96*	*95*	*89*	*88*	*95*	.	*Part 1, ends July 2020*			
DENTISTRY (2)	99	98	98	97	94	95	95			
US Average	*92*	*91*	*92*	*92*	*95*	.	*Part 2 ends July 2022*			
DENTISTRY (INBDE)	*Integrated National Board Dental Exam*					.	90	95	95	95
US Average	*begins Aug 2020*									
OCCUPATIONAL THERAPY	98	100	96	93	97	95	NA	95	95	95

CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	98	99	94	99	100	99	99	99	99	99
US Average	*95*	*96*	*96*	*97*	*98*	.	.	.	.	.
MEDICINE (4Y-CS)	98	99	97	98	98	99	99	99	99	99
US Average	*96*	*97*	*96*	*95*	*95*	.	.	.	.	.
VETERINARY	95	95	94	97	92	96	95	95	95	95
US Average	*90*	*90*	*91*	*91*	*95*	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	96	95	95	95	95	95	95	95	95	95
US Average	*91*	*92*	*92*	*92*	*92*	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	9	9	7	10	8	10	10	9	9	9
TOTAL	10	10	10	10	10	10	10	9	9	9

[excludes Occupational Therapy, no US average reported]

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	25	29	28	29	29	.	.	.	.	.
APPROVED GOALS	.	25	30	30	30	30	30	30	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	15	21	23	15	17	.	.	.	.	.
APPROVED GOALS	.	21	25	26	27	28	29	29	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*29*	*29*	*29*

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	740	791	801	865	929	.	.	.	.	.
APPROVED GOALS	.	747	735	825	891	918	945	974	.	.
PROPOSED GOALS	.	.	.	.	.	*918*	*945*	*974*	*1003*	*1033*

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	388	414	437	467	508	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	xx	xx	xx	.	.
PROPOSED GOALS	.	.	.	.	.	*523*	*539*	*555*	*572*	*589*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	115	101	118	100	125	.	.	.	.	.
APPROVED GOALS	.	.	105	120	121	123	125	127	.	.
PROPOSED GOALS	.	.	.	.		*123*	*125*	*127*	*126*	*127*

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	147	261	293	257	228		.	.	.	.
APPROVED GOALS	.	225	293	235	261	265	270	272	.	.
PROPOSED GOALS	.	.	.		.	*265*	*270*	*272*	*274*	*276*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	16	15	17	11	20	14	.	.	.	.
APPROVED GOALS		17	16	11	15	15	16	17	.	.
PROPOSED GOALS	.	.	.	.	.	*15*	*16*	*17*	*18*	*19*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	34,002	35,518	36,436	37,527	37,872	.	.	.	.	.
APPROVED GOALS	.	.	36,415	36,762	37,456	37,367	37,729	37,193	.	.
PROPOSED GOALS	.	.	.	.	.	*37,938*	*38,005*	*38,071*	*38,139*	*38,206*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	16,273	16,819	16,297	15,753	15,916	.	.	.	.	.
APPROVED GOALS	.	.	17,391	16,401	15,716	15,614	15,513	15,413	.	.
PROPOSED GOALS	.	.	.	.	.	*16,094*	*16,274*	*16,455*	*16,639*	*16,825*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	7,280	7,418	7,047	7,343	7,431	*7,438*	*7,466*	*7,453*	*7,461*	*7,468*
FTIC: Returning	19,559	20,370	20,906	21,191	20,947	*20,968*	*20,989*	*21,010*	*21,031*	*21,052*
Transfer: FCS w/ AA	5,484	5,802	6,094	6,333	6,332	*6,364*	*6,395*	*6,427*	*6,460*	*6,492*
Transfer: Other	1,679	1,928	2,389	2,660	3,162	*3,168*	*3,175*	*3,181*	*3,187*	*3,194*
Post-Baccalaureates	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**34,002**	**35,518**	**36,436**	**37,527**	**37,872**	***37,938***	***38,005***	***38,071***	***38,139***	***38,206***

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	7,618	8,059	7,684	7,242	7,509	*7,584*	*7,660*	*7,737*	*7,814*	*7,892*
Research Doctoral	4,296	4,314	4,315	4,323	4,429	*4,749*	*4,797*	*4,844*	*4,893*	*4,942*
Professional Doctoral	4,359	4,446	4,298	4,188	3,978	*3,761*	*3,817*	*3,874*	*3,932*	*3,991*
Subtotal	**16,273**	**16,819**	**16,297**	**15,753**	**15,916**	*16,094*	*16,274*	*16,455*	*16,639*	*16,825*
TOTAL	**50,275**	**52,337**	**52,733**	**53,280**	**53,788**	***54,032***	***54,279***	***54,526***	***54,778***	***55,031***

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

ENROLLMENT PLANNING (cont.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	20	20	22	27	28	.	.	.	.	.
APPROVED GOALS	.	.	.	.	28	29	30	31	.	.
PROPOSED GOALS	.	.	.	.	.	*29*	*30*	*31*	*31*	*31*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	13,606	14,185	14,839	15,063	15,344	*15,512*	*15,582*	*15,653*	*15,725*	*15,798*
UPPER	19,058	19,497	20,194	21,229	22,443	*22,689*	*22,792*	*22,896*	*23,001*	*23,107*
GRAD 1	6,362	6,867	7,155	6,892	6,654	*6,725*	*6,756*	*6,787*	*6,818*	*6,849*
GRAD 2	7,674	7,564	7,624	7,447	7,434	*7,517*	*7,551*	*7,585*	*7,620*	*7,655*
TOTAL	**46,700**	**48,113**	**49,813**	**50,632**	**51,873**	***52,443***	***52,681***	***52,921***	***53,164***	***53,408***

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 of FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	25	26	30	29	28	32	32	33	33
Primarily Dist. (80-99%)	.	5	6	5	7	8	6	6	6	6
Hybrid (50-79%)	.	1	1	1	2	2	1	1	1	1
Classroom (0-49%)	.	68	67	65	62	62	61	61	60	60
GRADUATE										
All Distance (100%)	.	15	16	17	19	19	19	19	19	19
Primarily Dist. (80-99%)	.	13	14	12	12	12	12	12	12	12
Hybrid (50-79%)	.	2	2	3	1	2	2	2	2	2
Classroom (0-49%)	.	71	69	69	68	67	67	67	67	67

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

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 2019 Accountability Plan list for programs under consideration for 2020-21.

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						
Urban Analytics	04.0902	STEM	None	No	40	Spring 2021
Applied Data Science	30.7099	TBD	None	Yes	100	Spring 2021
Artificial Intelligence	14.0999	STEM	FAU	Yes	150	Spring 2021
Ag Operations Management	01.0106	N/A	None	TBD	40	Fall 2021
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2022
Ag Operations Management	01.0106	N/A	None	TBD	40	Fall 2021
Case Management	51.0001	N/A	None	Yes	40	Fall 2021
Advanced Legal Research	22.0201	N/A	None	Yes	25	Spring 2021
Urban Analytics	04.0902	STEM	None	No	40	Spring 2021
African Studies	05.0101	N/A	None	No	25	Fall 2021
Applied Data Science	30.7099	STEM	None	Yes	100	Spring 2021
Artificial Intelligence	14.0999	STEM	FAU	Yes	150	Spring 2021
DOCTORAL PROGRAMS						
Geomatics	15.1102	STEM	None	No	25	Fall 2022

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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-baccs) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

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

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

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

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: New College of Florida as reported to the Common Data Set.

PBF-9. 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 (ie, 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. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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

DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures ($M): 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.

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

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on 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+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

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

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

DEFINITIONS (cont.)

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab 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).

Preeminence Research University (PRE)

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

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

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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

PRE-E: National Academy Memberships: National Academy Memberships held by faculty as reported by 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 annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

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

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) 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)".

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

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

DEFINITIONS (cont.)

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

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: 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-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: 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. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). 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 baccalaureate 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 (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by 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.

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, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

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

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – 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 – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

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.

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 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 institution educational plant surveys.

ENRL-4: Percent of 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 1009.24(17), F.S.).

STATE UNIVERSITY SYSTEM OF FLORIDA