

2019
Accountability Plan

**UNIVERSITY OF
WEST FLORIDA**

UWF BOARD OF TRUSTEE APPROVAL 5/3/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

MMIII



INTRODUCTION

This report combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This document enhances the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

Once this 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.



TABLE OF CONTENTS

1. STRATEGY
 - a. Mission Statement, p. 2
 - b. Statement of Strategy, p. 3
 - c. Strengths, Opportunities & Challenges, p. 4
 - d. Key Initiatives & Investments, p. 5
 - e. Graduation Rate Improvement Plan, p.6
 - f. Key Achievements for Last Year, p. 7
2. PERFORMANCE BASED FUNDING METRICS, p. 8-9
3. KEY PERFORMANCE INDICATORS
 - a. Teaching & Learning, p. 10-12
 - b. Scholarship, Research and Innovation, p. 13
 - c. Institution Specific Goals, p. 14
4. ENROLLMENT PLANNING, p. 15-16
5. ACADEMIC PROGRAM COORDINATION, p. 17-18
6. DEFINITIONS, p. 19-24

MISSION STATEMENT

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.



STATEMENT OF STRATEGY

Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The University of West Florida will continue to fulfill its mission to the community, region, and state by employing the following strategies:

1. Provide high-quality learning and co-curricular experiences 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.
2. Attract, retain and develop high-quality diverse faculty and staff. Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, and community partnerships, as well as their contributions that support the success of the University. We embrace a culture of shared responsibility.
3. 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.
4. 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 and deepen community pride and value in UWF as a good neighbor and regional development catalyst.
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.



STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years) What are your major capabilities, opportunities and challenges for improvement?*

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

Robust and comprehensive academic programming is available to UWF students. The majority of our undergraduate courses are taught by full-time faculty. We judiciously employ adjuncts in fields where applied knowledge will most benefit students. Seventy-two percent of undergraduate FTE are generated by full-time instructional personnel, and increases to 76 percent for upper-level classes. UWF has increased its STEM offerings in cybersecurity, engineering, and health, and has strategically selected more programs to be offered fully online or via synchronous delivery.

Located in a rural part of the state, UWF values **accessibility** for students who may be place bound or unable to travel easily to the Pensacola campus. We were early adopters of online delivery and more than 40 percent of our offerings now are online. Textbooks for all undergraduate courses are available for loan at the Pace Library, ensuring every student can have access to crucial learning resources at no cost. Our UWF Emerald Coast location in Fort Walton Beach, shared with NW Florida State College, provides seamless educational opportunities for students in that area. We are constantly refining financial aid strategies and packaging to ensure students with limited resources can graduate on time. Our focus on reducing financial barriers, providing proactive communication, and administering a transparent financial aid process makes certain that students and their families have every opportunity to make informed decisions about financial aid.

The **diversity** of our student body and our region has given UWF opportunities to demonstrate its excellence. For the third consecutive year in 2018, UWF won the Higher Education Excellence in Diversity Award (HEED) from Insight to Diversity Magazine. UWF launched a Cross Cultural Competency, Massive Open Online Course, in 2018 which is free and open for anyone to enroll. There are currently approximately 1,100 participants.

Community partners and regional resources offer opportunities to enhance the cultural and economic landscape of Northwest Florida. Our recent addition of a Ph.D. in Intelligent Systems and Robotics in partnership with the Florida Institute of Human and Machine Cognition is an example of combining institutional and community resources toward outcomes greater than the sum of their parts. Through the UWF Historic Trust, we engage students and faculty in preserving and sharing the rich history of our area. Our recently named Reubin O'D. Askew Institute for Multidisciplinary Studies has created a Citizen Science program engaging students in relevant environmental efforts. In addition, the Askew Institute has taken a leadership role in having our area named a National Heritage Site. Our 1,600-acre campus provides room for growth and is becoming a community destination.

Our military presence creates a substantial economic impact in Northwest Florida. Pensacola is home to the greatest percentage of retired military personnel of any city in the country. With nearly 25 percent of our student population identifying as military affiliated (dependent, active duty, or veteran), UWF has stepped up to provide services for this unique population. For the fifth consecutive year, UWF has been named in the top five in the nation on Victory Media's 2018 Military Friendly Schools list for the large public institutions category. This is the eleventh year UWF has been named a military friendly school.

UWF's Innovation Institute provides additional **agility** to quickly identify and establish partnerships with industry and agencies in order to confront challenges and take advantage of opportunities in the community and region.

Key challenges include comparatively low regional salaries compared to the rest of Florida and surrounding areas that may discourage graduates from remaining in the community. As the campus matures beyond the 50-year mark, critical deferred maintenance issues on the Pensacola campus pose a serious threat to UWF's ability to fulfill its mission.



KEY INITIATIVES & INVESTMENTS *(within 3 years) Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. ACCESS: UWF is dedicated to providing students access to high quality education regardless of their financial situation. We believe in helping students remove financial barriers to help them maintain satisfactory academic progress and complete their degrees on time. Online programming provides access for students needing flexibility in course scheduling. Currently more than 40 percent of our undergraduate courses and 80 percent of graduate courses are offered online.

More than 70 percent of UWF students receive financial assistance. We have expanded our work study program with increased funding and more job options, both on and off campus. Our “Argo 30 Guarantee” guarantees that all undergraduate, Pell eligible, Florida resident students will receive gift aid to cover the full cost of tuition and fees, up to 30 credit hours per academic year. We also revised our Admissions merit awards so that we are able to offer more scholarships to incoming students.

We continue to focus on reducing the cost of textbooks for our students by providing textbooks for all undergraduate courses through the Pace Libraries loan program and promoting OER initiatives with incentive grants. We are expanding programming on our Fort Walton Beach location with the addition of the B.A. in Communication and plan to add a B.S. in Computer Science at the appropriate time.

2. PROGRAMS OF EXCELLENCE: UWF is building signature programming. Our Center for Cybersecurity received National Security Agency designation as the National Center of Academic Excellence Regional Resource Center for the Southeast United States. UWF hosted the NSA’s Executive Leadership Forum, attracting the nation’s top cybersecurity leaders. Our efforts in additive manufacturing in concert with our Sea3D Laboratory bring together disciplines such as engineering, information technology, artificial intelligence, and art.

The Ph.D. in Intelligent Systems & Robotics, in partnership with Florida’s Institute for Human and Machine Cognition, is the first in Florida and one of only a handful in the United States. The program couples UWF’s strengths with the expertise of a world-class research center. Our archaeology program put UWF on the international map with the discovery of the first multi-year European settlement in North America. UWF’s B.A. in Maritime Studies is one of only six in the country. The UWF Historic Trust educates thousands of visitors annually with 32 properties in downtown Pensacola’s Historic District.

We are supporting safer schools by linking UWF’s expertise in behavioral science and a new 300-degree virtual simulator. UWF is positioned to provide training to School Resource Officers and Threat Assessment Teams.

3. STUDENT ACHIEVEMENT: UWF remains laser-focused on our students’ success as they matriculate through the university and move into their careers. Toward those ends, we are strengthening programming in four strategic areas: advising, high impact programming, career enhancement, and student support.

Example strategies include progress to degree/academic checkpoint follow-up with multiple support offices collaborating on outreach to students at risk. Student Accessibility Resources, Military and Veterans Resource Center, Athletic Student Support, TRiO Student Support, and First Year Advising all coordinate and report communication and outreach so it can be tracked as part of an aggressive early alert initiative. A university-wide steering committee focuses on increasing student access to high-impact learning opportunities and establishing hallmark student learning outcomes and activities.

The UWF Office of Career Development launched the iHireUWF campaign which features student and employer testimonials highlighting student accomplishments and workforce preparation, particularly in programs of distinction. Due to increased demand for mental health services during the 2017-18 academic year, UWF has revised the staffing plan for mental health workers on campus. Implementation of online training modules for faculty and staff will help them identify student mental health issues in their interactions with students and contact appropriate support and resources.



Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

In a deliberate effort to increase the four-year graduation rate and reach the Florida State University System’s goals, UWF is focused on increasing the percentage of baccalaureate-seeking, resident undergraduates enrolled in 15 or more credit hours. While there was no change in the overall percentage from 2017 to 2018, our immediate efforts were deliberately directed towards first-year students through the First Year Advising Center. This fall, 30 percent of the 2018 cohort enrolled in 15 or more credit hours, compared to 29 percent from the prior year.

UWF students are more receptive to completing 30 hours of coursework between fall and summer each academic year. During fall 2017, 30 percent of the 2017 cohort attempted 15 credit hours and 40 percent did so during spring 2018. This is a considerable shift from previous years where 24 credits a year was the norm. From 2014-2015 to 2017-2018, the overall percentage of baccalaureate-seeking, resident undergraduates enrolled in 30 or more credit hours per academic year increased by 3.5 percent to 24.7 percent. These trends highlight an even greater opportunity to continue to focus on UWF’s “30 to Finish Campaign,” which encourages the completion of 30 hours of coursework between fall and summer each academic year.

To increase the percent of students enrolled in 15 or more credit hours by fall 2019, UWF’s Spring and Summer 2019 strategies include a review and potential update to the Undergraduate Progress to Degree Policy, continued development of the Degree in Three Program, enhanced credit hour alert notifications for summer and fall 2019 registration, continued focus on completion grant programs, and summer enrollment mini grant awards.

UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. Our first priority is to assist students with financial need. UWF is helping students overcome financial barriers. The primary purposes of our financial aid program are to provide support to students, help them maintain satisfactory academic progress, and enable them to complete their degree at the lowest cost within four years.



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

1. Abigail Megginson, a journalism and political science major, spearheaded the initiative for the University of West Florida Career Services and Student Government Association to partner with JCPenney to host the Argos SuitUp! Event, part of a national initiative that allows students to purchase discounted professional wear.
2. The University of West Florida robotics team finished second place in the annual IEEE SoutheastCon hardware competition, held April 19-22 in Tampa, Florida. The team's autonomous robot was only seconds slower than that of the winning team from the University of Alabama.
3. The University of West Florida welcomed three National Merit Finalists, Diana Hanks, Hannah Funk and Cara Womacks for Fall 2017.

FACULTY ACHIEVEMENTS

1. Dr. Peter Memiah, assistant professor of epidemiology and public health in the University of West Florida Usha Kundu, MD College of Health, received a yearlong fellowship to the PRIDE institute, (Programs to Increase Diversity Among Individuals Engaged in Health-Related Research)
2. University of West Florida biology professor, Dr. Alexis Janosik, worked with the National Oceanic and Atmospheric Administration to take an inventory of reef fish communities in the Gulf of Mexico.
3. The University of West Florida began offering its newest massive, open, online course, Cross-Cultural Competency. Cross-Cultural Competency is structured around the concepts of awareness, acceptance and respect.

PROGRAM ACHIEVEMENTS

1. The University of West Florida and the National Security Agency announced a partnership to enhance cybersecurity workforce development and create accelerated pathways toward completion of an undergraduate cybersecurity degree program.
2. The University of West Florida Division of Anthropology and Archaeology received the 2018 Daniel G. Roberts Award for Excellence in Public Historical Archaeology for the Tristan de Luna y Arellano project. The award was presented at the Society for Historical Archaeology's annual meeting, held Jan. 3-6, 2018, in New Orleans.
3. The University of West Florida launched the Center for Supply Chain Management Excellence in response to identified workforce needs throughout the region, state, and country.

INSTITUTIONAL ACHIEVEMENTS

1. In its inaugural season, the University of West Florida's football team played in the NCAA II Championship game, and head football coach Pete Shinnick was named the Division II National Coach of the Year.
2. The University of West Florida 50th Anniversary fundraising goal was exceeded with the historic \$8 million gift from Pensacola Attorney Fred Levin.
3. The University of West Florida formed a new Office of Military Engagement with Captain Chris Middleton, USN, Ret., named as the president's military liaison to military and defense organizations.



PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	57.7	61.0	67.6	64.0	69.2	.	.	.	.
APPROVED GOALS	.	.	66	70.5	67	69	71	72	.
PROPOSED GOALS	.	.	.	.	.	70	71	72	73

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32,900	35,400	36,700	36,000	36,800	.	.	.	.
APPROVED GOALS	.	.	.	.	37,500	38,500	39,500	40,500	.
PROPOSED GOALS	.	.	.	.	.	37,000	37,500	37,900	38,000

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	15,120	15,460	16,440	12,850*	9,920	.	.	.	.
APPROVED GOALS	.	.	.	15,523	15,058	14,500	13,900	13,500	.
PROPOSED GOALS	.	.	.	.	.	9,250	9,150	9,100	9,000

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	26.9	21.5	22.0	25.2	31.3	.	.	.	.
APPROVED GOALS	.	.	20	26	30	33	36	40	.
PROPOSED GOALS	.	.	.	.	.	33	36	41	45

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	64.6	64.8	70.1	74.6*	79.8	.	.	.	.
APPROVED GOALS	.	.	67	73.6	78	82	83	85	.
PROPOSED GOALS	.	.	.	.	.	82	84	86	87

Note*: Previous year data updated to reflect the change in GPA methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

http://www.flbog.edu/about/budget/performance_funding.php.



PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	50.1	51.1	49.5	52.0	54.3	.	.	.	.
APPROVED GOALS	.	.	51	51.6	53.5	54.5	55	55	.
PROPOSED GOALS	.	.	.	.	.	57	58	58	59

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	40.5	41.6	41.3	39.2	39.6	.	.	.	.
APPROVED GOALS	.	.	41.0	41.0	38	39	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	40	42	42

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.6	38.8	44.0	51.1	53.1	.	.	.	.
APPROVED GOALS	.	.	43.8	45.5	52.5	53.5	54.0	55.0	.
PROPOSED GOALS	.	.	.	.	.	55	55	56	56

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	72.8	75.8	80.5	80.2	81.1	.	.	.	.
APPROVED GOALS	.	.	80.0	80.0	80.2	80.2	80.5	81.0	.
PROPOSED GOALS	.	.	.	.	.	81	81	82	82

10.1 Current BOT Choice: Adult (25+) Undergraduates Enrolled

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	30.9	31.7	32.3	33.4	33.3	.	.	.	.
APPROVED GOALS	.	32	32.6	33	33	33	33	.	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

10.2 Future BOT Choice: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practice

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	22	31	35	.	.	.	.
APPROVED GOALS	33	37	41	45	.
PROPOSED GOALS	39	43	47	50

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	17	14	12	15	15	.	.	.	.
APPROVED GOALS	.	.	14	13	15	15	16	16	.
PROPOSED GOALS	.	.	.	.	.	15	16	16	16

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	82	94	86	99	98	98	99	100	100
US Average	85	87	88	90	92	.	.	.	.

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.7	4.5	4.6	4.5	4.5	.	.	.	.
APPROVED GOALS	.	.	4.6	4.6	4.5	4.4	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.3	4.1	4.0

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

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	50	47	48	42	43	.	.	.	.
APPROVED GOALS	.	.	51	43.4	44	47	50	53	.
PROPOSED GOALS	.	.	.	.	.	47	49	51	51



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,924	1,926	2,144	2,202	2,305	.	.	.	.
APPROVED GOALS	.	.	2,000	2,305	2,350	2,410	2,480	2,560	.
PROPOSED GOALS	.	.	.	.	.	2,420	2,460	2,480	2,500

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	674	792	814	829	1,063	.	.	.	.
APPROVED GOALS	.	.	790	892	950	1,050	1,100	1,150	.
PROPOSED GOALS	.	.	.	.	.	1,050	1,100	1,150	1,200

Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17	18	18	20	20	.	.	.	.
APPROVED GOALS	.	.	19	20	21	22	23	23	.
PROPOSED GOALS	.	.	.	.	.	23	24	24	24

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	31	32	32	33	33	.	.	.	.
APPROVED GOALS	.	.	32	32	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	29	30	33	35	.	.	.	.
APPROVED GOALS	.	.	30	33	34	35	36	36	.
PROPOSED GOALS	.	.	.	.	.	35	36	36	36



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	36	38	40	41	45	.	.	.	.
APPROVED GOALS	.	.	39	40	41	42	43	43	.
PROPOSED GOALS	.	.	.	.	.	50	50	51	52

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	20	21	19	22	24	.	.	.	.
APPROVED GOALS	.	.	21	23	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	26	26	26

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	20	31	41	35*	41	.	.	.	.
APPROVED GOALS	.	.	.	39	37	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	42	44	46	48

Note*: 2016-17 year was updated to reflect a correction to expenditure dollars from 40 to 35 based on HERD definition.



KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69	43	30	3	24	.	.	.	.
APPROVED GOALS	.	.	.	38	30	31	32	32	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34

Note*: 2016-17 data updated due to university revisions to HERD survey.

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	1	1	0	0	.	.	.	.
APPROVED GOALS	.	.	.	1	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	2	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0



Institution Specific Goals

To further distinguish the university’s distinctive mission, the university may choose to provide additional metric goals that are based on the university’s own strategic plan.

1. Percent of Baccalaureate Graduates Completing 2+ “High Impact Practices”

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
.	.	22%	31%	35%	39%	43%	47%	50%



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	9,691	9,787	9,640	9,549	9,355	.	.	.	.
APPROVED GOALS	.	.	.	9,638	9,524	9,743	10,089	10,631	.
PROPOSED GOALS	.	.	.	.	.	9,473	9,741	10,093	10,509
GRADUATE									
ACTUAL	2,178	2,277	2,607	2,781	2,824	.	.	.	.
APPROVED GOALS	.	.	.	2,787	2,840	2,975	3,134	3,196	.
PROPOSED GOALS	.	.	.	.	.	3,065	3,259	3,386	3,579

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	4,883	4,867	4,690	4,448	4,272	4,334	4,345	4,357	4,375
FCS AA Transfers	2,046	1,951	1,879	1,807	1,812	1,709	1,757	1,895	2,128
Other AA Transfers	297	263	312	332	390	355	361	370	374
Post-Baccalaureates	234	379	411	359	385	443	452	462	465
Other	2,231	2,327	2,348	2,603	2,496	2,633	2,826	3,010	3,168
Subtotal	9,691	9,787	9,640	9,549	9,355	9,473	9,741	10,093	10,509
GRADUATE									
Master's	2,020	2,026	2,289	2,437	2,498	2,737	2,944	3,086	3,289
Research Doctoral	158	251	318	344	326	328	315	300	290
Professional	0	0	0	0	0	0	0	0	0
Subtotal	2,178	2,277	2,607	2,781	2,824	3,065	3,259	3,386	3,579
TOTAL	11,869	12,064	12,247	12,330	12,179	12,538	13,000	13,479	14,088

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	11	12	13	15	16	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	17	17	18	19



ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	3,230	3,024	2,985	2,830	2,702	2,586	2,589	2,600	2,650	2,675
UPPER	4,601	4,491	4,587	4,731	4,810	4,895	4,898	5,000	5,107	5,275
GRAD I	1,061	1,127	1,108	1,266	1,312	1,301	1,518	1,620	1,709	1,849
GRAD II	74	71	102	131	139	120	119	119	119	115
TOTAL	8,966	8,712	8,781	8,959	8,963	8,902	9,124	9,339	9,585	9,914
NON-RESIDENT										
LOWER	334	413	399	405	420	382	395	407	412	424
UPPER	422	589	557	530	575	583	600	642	793	957
GRAD I	400	412	392	406	426	400	478	515	518	520
GRAD II	15	24	45	65	63	57	55	53	51	50
TOTAL	1,171	1,437	1,394	1,406	1,483	1,422	1,528	1,617	1,774	1,951
TOTAL										
LOWER	3,564	3,436	3,384	3,235	3,122	2,968	2,984	3,007	3,062	3,099
UPPER	5,024	5,080	5,144	5,262	5,385	5,478	5,498	5,642	5,900	6,232
GRAD I	1,461	1,539	1,501	1,672	1,737	1,701	1,996	2,135	2,227	2,369
GRAD II	89	95	147	196	202	177	174	172	170	165
TOTAL	10,137	10,150	10,176	10,365	10,446	10,324	10,652	10,956	11,359	11,865

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. 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

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	30%	29%	30%	33%	35%	36%	37%	37%	38%	38%
Hybrid (50-79%)	15%	3%	3%	3%	3%	4%	2%	1%	1%	1%
Classroom (0-50%)	55%	68%	67%	64%	62%	60%	61%	62%	62%	62%
GRADUATE										
Distance (80-100%)	68%	70%	75%	81%	81%	82%	85%	85%	85%	86%
Hybrid (50-79%)	6%	3%	2%	2%	1%	1%	1%	1%	1%	<1%
Classroom (0-50%)	25%	27%	23%	18%	18%	16%	14%	14%	14%	14%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, etc.) – see SUDS data element #2052. **Percentages may not total 100 due to rounding.*



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Construction Management	15.1001	STEM	FAMU, FIU, UF, UNF	No	125	Fall 2019
Instructional Design & Technology	13.0501	STEM	None	Yes	120	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cybersecurity	11.1003	STEM	FIU	Yes	120	Spring 2019
Engineering	14.0101	STEM	FGCU, FPU	No	66	Spring 2019
Athletic Training	51.0913	Health	FIU, UCF, UNF, USF	No	40	Summer 2019
Data Science	11.0802	STEM	FIU, NCF, UCF, FAU	Yes	125	Summer 2019
International Affairs	45.0901	Global	FIU, FSU, UF, UNF	Yes	100	Fall 2019
DOCTORAL PROGRAMS						
Instructional Design & Technology	13.0501	STEM	FSU	Yes	160	Fall 2018



New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Human Resource Management	52.1001	GAP	FIU	No	100	Fall 2020
Information Security Management	52.1299	None	None	No	100	Fall 2020
Civil Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	40	Spring 2021
Materials Science	40.1001	STEM	None	No	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Human Resources Management	51.1001	GAP	FIU	No	40	Fall 2021
Public Administration	44.0401	None	FAU, FGCU, FIU, FSU, UCF, UNF, USF	Yes	125	Fall 2021
DOCTORAL PROGRAMS						
Public Health	51.2201	Health	FIU, UF, FAMU, USF	Yes	125	Spring 2022
Nursing Practice	51.3818	Health	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	30	Spring 2022



Performance Based Funding

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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

3. Cost to the Student

Net Tuition & Fees
for Resident Undergraduates
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

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 Fall term following their first year with had 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).

6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.
Source: State University Database System (SUDS).



7. 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).

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).

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.

BOG Choice Metric

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. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, 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).
Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

10b. Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.
Source: State University Database System (SUDS).

10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.
Source: US News and World Report's annual National University rankings.



10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	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).
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.



Freshman Retention Rate (Full-time, FTIC)	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.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
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.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. 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 WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
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

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating 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.
Professional/Licensure Exam First-time 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. Note about Benchmarks: 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.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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 <u>same</u> 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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and 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).



Adult (Aged 25+) Undergraduates Enrolled Fall term	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).
Percent of Undergraduate FTE Enrolled 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).
Percent of Bachelor's And 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 convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).
Scholarship, Research & Innovation Metrics	
National Academy Members	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.
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.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D 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: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	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.
Licenses/Options Executed	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.
Number of Start-up Companies	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.