2021 ACCOUNTABILITY PLAN

UNIVERSITY OF FLORIDA

BOT Approved, June 10, 2021

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INTRODUCTION

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

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

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 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 and the pandemic has upended traditional organizational and behavioral patterns, this requires careful analysis and choices.

The second strategy is to build and exploit UF's opportunities in Artificial Intelligence and Data Science to strengthen UF, the SUS, and the State economy. UF has installed higher education's most powerful AI supercomputer for training and research purposes and has offered its use to the SUS. UF is the first university to adopt an "AI Across the Curriculum" approach to providing every student in every major the opportunity to acquire competence and expertise in AI and Data Science. The university is positioning itself as a leader in the urgent national conversation about developing a 21st century AI-enabled workforce.

As part of this initiative, UF is hiring 100 additional faculty members in AI and applications to further strengthen its research initiatives, outreach to industry, and curricular developments.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

In part due to its rapid and sustained rise in rankings, UF is increasingly recognized as one of the nation's premier universities. The university's success is based upon the excellent education and job opportunities afforded undergraduates, the comprehensive slate of applied master's and research doctoral programs, and the accomplished world-class faculty, as evidenced by the nearly $1B in contracts and grants annually. UF's reputation brings the state and the university remarkable ROI and opportunities to advance.

Because of UF's achievements, NVIDIA's co-founder and the NVIDIA Corp. partnered to gift UF higher education's most powerful Artificial Intelligence supercomputer, HiPerGator AI. It provides the platform for UF's AI and Data Science initiative that is rapidly transforming the university's curriculum, research, and outreach. It came just as the federal government focused attention and resources on AI as perilous national security and economic competitiveness issues. UF is leveraging this opportunity by offering a replicable model to help the state and nation develop an AI-enabled workforce.

If there is a challenge, it is that UF now competes with the best of the best universities. That is a tough competition requiring focus, resources, and strategy in partnership with the State of Florida and private enterprise.

Three Key Initiatives & Investments

1. The AI and Data Science initiative is a transformative opportunity for UF. Every college is participating. With a philosophy of "AI Across the Curriculum", every department is rethinking how these tools will transform the future of their disciplines and allied educational and research programs. Research faculty are beginning to leverage HiPerGator AI to tackle real-world problems previously unattainable. UF is participating in a national conversation to train a 21st century skilled AI workforce at scale, with huge implications for the Florida economy.

2. UF is focused on the design and construction of two large projects. The first is the construction and programming of the Data Science and Information Technology building that will bring together researchers from across the campus. The second is the design of an Honors Residence Hall that will help UF recruit high-achieving students into its Honors program and provide them with appropriate programming opportunities.

3. UF is working with multiple partners to help attract new industry to the State.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The University of Florida continues to improve graduation rates and refine our student success efforts for target populations, communication strategies, academic policies, the curriculum, financial assistance, and administrative support. In 2020, we placed heightened focus on COVID-19 impacts on student success. Our goals continue to be timely graduation for every student and reducing the gap in graduation rates for key subgroups.

After UF shifted to remote teaching and learning in March 2020, **UF Student Success** (studentsuccess.ufl.edu) immediately focused on understanding and responding to the impact of remote learning on students. Based on feedback from a survey to all undergraduate students, UF created new types of support and expanded several existing programs. UF provided emergency funding to support **free Peer Tutoring** for all undergraduate students through Spring 2021 with excellent initial results. The **Gator Graduated coaching** program was expanded to include students of all levels, forming the **UF Student Success Coaching Program**. Faculty and staff across UF were trained to serve as coaches for "at-risk students" in their Spring 2020, Fall 2021, and Spring 2021 classes. The resulting algorithm now serves as a base for a more widespread predictive analytics platform hosted by UFIT. UF developed and piloted a new **Peer Mentoring Training** program through collaboration with the International Mentoring Association and plans to expand peer mentoring for all undergraduates by Fall 2021.

To support the financial needs of students as they transitioned to online learning, we awarded over $2.5 million from our UF Aid-a-Gator emergency fund as well as $15.6 million from CARES Act funding to over 15,600 students (undergrads and grads). The awards funded emergency needs for students such as technology (computers), housing (rent), food and unanticipated travel due to the University closing.

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. UF continues its pre-COVID focus on four-year graduation. Graduation coordinators in each college monitor students close to four-year graduation, and the Gator Graduated coaching program continues, as does the tutoring programs created for first-generation, low-income students. Academic advisors and other student services staff offer proactive support, relying on a dashboard with personalized transcript and key performance data for each student. In 2020, universal tracking for students was extended through their third and fourth years of study.

The University of Florida is nationally recognized for graduation rates. We are ranked #7 among all national universities, public and private, for undergraduate outcomes. UF is tied with Stanford and Yale on this metric. This variable combines our performance on first-year retention, six-year graduation, predicted graduation, and success in graduating low income students (US News 2021). UF is also ranked #7 for six-year graduation rates (at 88%), among public AAU universities.

UF Student Success initiatives have proven to be very effective, increasing our four-year graduation rates for first-time, full-time undergraduates from 67% to 71%. UF 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 2016, the gap between key subgroups is now 2-4%. The four-year graduation rate for all students was 71%. First generation students graduated at 67%, Pell recipients 68%, and under-represented minority students 69%.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

- Two undergraduates, Keshav Motwani in statistics and Estell in 't Zandt in microbiology, receive 2020 Goldwater Scholarships for undergraduate research.
- The Peace Corps ranks UF #2 among large schools on the agency's list of top volunteer- producing colleges and universities in 2020. There are 70 Gators currently volunteering in countries around the world.

FACULTY ACHIEVEMENTS

- Distinguished professor Clifford Will receives the 2021 Einstein Prize from the American Physical Society for outstanding contributions to observational tests of general relativity.
- Distinguished professor Pierre Ramond, receives the 2020 Dirac Medal from the International Centre for Theoretical Physics for pioneering contributions to the inception and formulation of string theory.
- Anna-Lisa Paul, Research Professor in Horticultural Sciences and Director of the Interdisciplinary Center for Biotechnology Research, receives NASA's Exceptional Scientific Achievement Medal for her fundamental contributions to plant genetics research.
- Chimay Anumba, Dean of the College of Design, Construction and Planning, has been elected a member of the National Academy of Construction. He is also a fellow of the Royal Academy of Engineering.
- Seven professors, Geoffrey E. Dahl, Julie A. Johnson, Rosemary Loria, Rafael Munoz-Carpena, Thomas D. Schmittgen, Eric W. Triplett, and Nathalie A. Wall, are named Fellows of the AAAS.
- Four faculty members (David Clark, Domenic Forte, Aysegul Gunduz, and Maitane Olabarrieta) receive the Presidential Early Career Award for Scientists and Engineers, the highest honor bestowed by the United States government on young scientists and engineers.

PROGRAM ACHIEVEMENTS

- Scholars at UF reach record $942M in research expenditures in FY 2020. UF was ranked 15th among all public universities and 26th among all universities in FY19.
- UF Innovate – Sid Martin Biotech named top global incubator for record third time, receiving the International Business Innovation Associations highest honor, the Randall M. Whaley Incubator of the Year Award.
- UF has been re-designated as a National Center of Academic Excellence in Cyber Defense Research (CAE-R) through AY2024 putting UF in the elite group of universities that meet the federal government's criteria for providing educational and research opportunities in cybersecurity.

INSTITUTIONAL ACHIEVEMENTS

- UF undergraduate education rises to #6 among public universities (US News 2021 edition).
- UF Online ranks #3 in list of best online undergraduate programs (US News 2021 edition).
- Graduate programs at UF receive national recognition as 12 colleges and 61 programs are ranked in the top 25 among public universities (US News 2022 edition).
- The University of Florida is recognized for Excellence in Assessment by the National Institute for Learning Outcomes Assessment.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

UF reviewed the Performance-Based Funding Goals this year and adjusted several up and down. The ones that were lowered represent goals that are not achievable in the near term, and it seems more useful to reset them to be stretch goals that are achievable.

Metric 1. Percent of Bachelor's Graduates Enrolled or Employed: the proposed goals were increased to 75% in 22-23 and 23-24. UF achieved a 75% rate for the first time in 18-19. To allow this rate to stabilize and to allow time for pandemic aftereffects to subside, we set the new goals a few years out.

Metric 2. Median Wages of Bachelor's Graduates Employed Full-time: the proposed goals were increased to $48K in 22-23 and 23-24. UF exceeded $48K for the first time in 18-19. To allow this rate to stabilize and to allow time for pandemic aftereffects to subside, we set the new goals a few years out.

Metric 4. FTIC Four-Year Graduation Rate: the proposed goals were lowered to 74%. UF anticipates a slow climb to this rate. This is due to several factors, including the high concentration of STEM majors and student engagement with internships and coop experiences. Please note that the 5-year graduation rate for UF Main takes a huge jump to over 86%.

Metric 7. University Access Rate: the proposed goals were lowered to 24% and 26%, as indicated. This metric is important for UF in other venues besides PBF, and so UF is highly motivated to succeed in this metric. However, it is difficult for several reasons: (1) there is a shrinking pool of Pell students, (2) the PBF system creates a costly competition within the SUS for a finite pool, (3) this pool of students is very price and financial-aid conscious, and (4) the pandemic has had a deleterious effect on this pool. UF is experimenting with increased financial aid packages this year to increase this rate.

Metric 8. Percentages of Graduate Degrees Awarded within Programs of Strategic Emphasis: these rates were lowered to 68%, since production of degrees has stabilized around that level and the goal in the BOG 2025 Strategic Plan is 66%.

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.4	70.9	71.3	71.8	75.2	.	.	.	.	.
APPROVED GOALS	66	70	71	71	72	72	73	73	73	.
PROPOSED GOALS	.	.	.	.	.	*72*	*73*	*73*	*75*	*75*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	40,700	42,100	42,200	44,800	48,500	.	.	.	.	.
APPROVED GOALS	35,500	41,000	42,000	43,000	43,000	43,000	43,000	44,000	44,000	.
PROPOSED GOALS	.	.	.	.	.	*43,000*	*43,000*	*44,000*	*48,000*	*48,000*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	10,760	10,120	2,130	-1,010	-3,750	.	.	.	.	.
APPROVED GOALS	.	10,700	10,700	9,000	9,000	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, First Time in College students]

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	68.3	66.7	67.3	70.9	70.7	.	.	.	.	.
APPROVED GOALS	67	68	68	70	72	74	75	76	77	.
PROPOSED GOALS	.	.	.	.	.	*74*	*74*	*74*	*75*	*76*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	95.5	94.7	95.2	95.5	96.3	.	.	.	.	.
APPROVED GOALS	96	96	97	97	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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	56.9	58.8	57.7	59.2	58.8	.	.	.	.	.
APPROVED GOALS	56	56	57	58	59	59	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	*59*	*59*	*60*	*60*	*60*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	29.7	27.6	28.6	27.2	25.8	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*26*	*26*	*26*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	70.3	70.9	70.6	69.4	67.5	.	.	.	.	.
APPROVED GOALS	71	71	72	72	72	72	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	*68*	*68*	*68*	*70*	*70*

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	45.1	40.7	39.6	42.5	38.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*39*	*39*	*40*	*40*	*40*

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	81.9	84.5	86.1	85.7	85.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

10. BOT Choice: FTIC 6-Year Graduation Rates [Full-Time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	87.2	88.0	88.7	88.4	88.8	.	.	.	.	.
APPROVED GOALS	87	88	89	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	4.3	4.4	4.4	4.4	4.5	.	.	.	.	.
APPROVED GOALS	4.3	4.3	4.4	4.4	4.4	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	*4.5*	*4.5*	*4.5*	*4.5*	*4.5*

A. (2). Average SAT Score

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	1281	1311	1355	1380	1382	.	.	.	.	.
APPROVED GOALS	1273	1280	1350	1360	1360	1360	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	*1360*	*1360*	*1360*	*1360*	*1360*

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	9	11	10	10	10	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*	*10*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	96	95	96	96	97	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	68.3	66.7	67.3	70.9	71	.	.	.	.	.
APPROVED GOALS	67	68	68	70	72	74	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*74*	*74*	*74*	*75*	*76*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	29	28	29	29	28	.	.	.	.	.
APPROVED GOALS	25	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

F. Science & Engineering Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	742	766	831	881	890	.	.	.	.	.
APPROVED GOALS	707	690	788	856	882	908	935	963	992	.
PROPOSED GOALS	.	.	.	.	.	*917*	*944*	*973*	*1002*	*1032*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	483	489	506	538	562	.	.	.	.	.
APPROVED GOALS	523	450	503	521	537	553	570	587	605	.
PROPOSED GOALS	.	.	.	.	.	*579*	*596*	*614*	*633*	*652*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	7 of 8	8 of 8	7 of 8	7 of 8	8 of 8	.	.	.	.	.
APPROVED GOALS	8 of 8	8 of 8	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]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	307	334	319	343	377	.	.	.	.	.
APPROVED GOALS	270	322	339	346	364	369	375	353	354	.
PROPOSED GOALS	.	.	.	.	.	*351*	*352*	*353*	*354*	*355*

J. Doctoral Degrees Awarded Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1,579	1,671	1,627	1,621	1,495	.	.	.	.	.
APPROVED GOALS	1,592	1,600	1,700	1,700	1,700	1,700	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	*1,600*	*1,600*	*1,600*	*1,600*	*1,600*

K. Number of Post-Doctoral Appointees

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	679	666	640	661	671	.	.	.	.	.
APPROVED GOALS	679	664	690	692	694	696	698	700	700	.
PROPOSED GOALS	.	.	.	.	.	*675*	*675*	*675*	*675*	*675*

L. Endowment Size ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1,468	1,612	1,735	1,825	1,847	.	.	.	.	.
APPROVED GOALS	1,630	1,570	1,770	1,850	1,950	2,100	2,125	1,910	2,000	.
PROPOSED GOALS	.	.	.	.	.	*2,180*	*2,271*	*2,374*	*2,488*	*2,615*

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	9	11	10	10	10	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*	*10*

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	73	77	77	81	82	.	.	.	.	.
APPROVED GOALS	72	72	73	73	73	73	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*73*	*75*	*75*	*75*	*75*

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
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	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	80	82	84	85	88	.	.	.	.	.
APPROVED GOALS	.	.	83	84	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	87	88	89	88	89	.	.	.	.	.
APPROVED GOALS	87	88	89	89	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

KEY PERFORMANCE INDICATORS (cont.)

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

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	69	70	68	67	70	.	.	.	.	.
APPROVED GOALS	.	.	.	.	67	68	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	*68*	*69*	*69*	*69*	*69*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	65	63	63	69	68	.	.	.	.	.
APPROVED GOALS	.	.	.	.	69	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	*69*	*69*	*69*	*69*	*69*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	8,451	8,597	9,112	9,963	10,246	.	.	.	.	.
APPROVED GOALS	8,515	8,515	8,515	8,600	8,600	8,600	8,600	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*8,600*	*8,600*	*9,000*	*9,000*	*9,000*

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5,810	6,162	6,336	5,810	5,771	.	.	.	.	.
APPROVED GOALS	5,620	5,650	5,700	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	*5,800*	*5,800*	*5,800*	*5,800*	*5,800*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	27	28	28	29	28	.	.	.	.	.
APPROVED GOALS	26	26	28	28	28	28	28	29	29	.
PROPOSED GOALS	.	.	.	.	.	*28*	*28*	*29*	*29*	*29*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	7	7	8	8	8	.	.	.	.	.
APPROVED GOALS	6	6	6	6	6	6	6	8	8	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*8*	*8*	*8*

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	31	32	34	36	37	.	.	.	.	.
APPROVED GOALS	27	32	33	34	35	35	35	36	36	.
PROPOSED GOALS	.	.	.	.	.	*90*	*41*	*39*	*39*	*39*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	43	45	46	47	48	.	.	.	.	.
APPROVED GOALS	44	44	45	46	47	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	*47*	*47*	*47*	*47*	*47*

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	59	61	60	60	57	.	.	.	.	.
APPROVED GOALS	58	59	60	60	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)

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	90	87	93	96	96	93	93	94	94	95
US Average	88	90	92	91	90	.	.	.	.	.
LAW	77	76	68	88	84	88	89	89	90	90
Florida Average	66	69	66	74	71	.	.	.	.	.
MEDICINE (2YR)	95	95	96	97	99	99	99	99	99	99
US Average	96	96	96	97	97	.	.	.	.	.
PHARMACY	94	89	93	88	89	92	92	92	92	92
US Average	86	88	89	88	88	.	.	.	.	.
DENTISTRY (1)	97	100	92	98	95	*Part I phased out July 2020*				
US Average	95	89	88	95	87	.	.	.	.	.
DENTISTRY (2)	98	98	97	94	95	95	*Part I phases out July 2022*			
US Average	91	92	92	95	90	.	.	.	.	.
DENTISTRY (INBDE)	*Begins August 2020*					.	90	90	95	95
OCCUPATIONAL THERAPY	100	96	93	97	96	95	95	95	95	95

CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	99	94	99	100	100	99	99	99	99	99
US Average	96	96	97	98	98	.	.	.	.	.
VETERINARY	95	94	97	92	98	95	95	95	95	95
US Average	90	91	91	95	90	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
PHYSICAL THERAPY	95	95	95	95	94	95	95	95	95	95
US Average	92	92	92	92	91	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	8	6	9	7	9	9	8	8	8	8
TOTAL	9	9	9	9	9	9	8	8	8	8

Note: Table excludes Occupational Therapy, no US average reported. New Dental exam begins 2022.

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	29	28	29	29	28	.	.	.	.	.
APPROVED GOALS	25	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	*30*

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	21	23	15	17	14	.	.	.	.	.
APPROVED GOALS	21	25	26	27	28	29	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	29	29	29	29	*29*

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	791	801	865	929	942	.	.	.	.	.
APPROVED GOALS	747	735	825	891	918	945	947	1,003	1,033	.
PROPOSED GOALS	.	.	.	.	.	*970*	*999*	*1,029*	*1,060*	*1,092*

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	414	437	467	508	520	.	.	.	.	.
APPROVED GOALS	.	.	.	.	523	539	555	572	589	.
PROPOSED GOALS	.	.	.	.	.	*536*	*552*	*568*	*585*	*603*

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	101	118	100	125	152	.	.	.	.	.
APPROVED GOALS	.	105	120	121	123	125	127	126	127	.
PROPOSED GOALS	.	.	.	.	.	*124*	*125*	126	127	*128*

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	261	293	257	228	261	.	.	.	.	.
APPROVED GOALS	225	293	235	261	265	270	272	274	276	.
PROPOSED GOALS	.	.	.	.	.	270	272	274	276	*278*

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	15	17	11	20	14	.	.	.	.	.
APPROVED GOALS	17	16	11	15	15	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	16	17	*16*	*16*	*16*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	35,518	36,436	37,527	37,872	38,233	.	.	.	.	.
APPROVED GOALS	.	36,415	36,762	37,456	37,938	38,005	38,071	38,139	38,206	.
PROPOSED GOALS	.	.	.	.	.	*38,000*	*38,000*	*38,000*	*38,000*	*38,000*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	16,819	16,297	15,753	15,916	17,189	.	.	.	.	.
APPROVED GOALS	.	17,391	16,401	15,716	16,094	16,274	16,455	16,639	16,825	.
PROPOSED GOALS	.	.	.	.	.	*16,000*	*16,000*	*16,000*	*16,000*	*16,000*

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	7,418	7,047	7,343	7,431	7,114	*7,071*	*7,071*	*7,071*	*7,071*	*7,071*
FTIC: Returning	20,370	20,906	21,191	20,947	21,008	*20,880*	*20,880*	*20,880*	*20,880*	*20,880*
Transfer: FCS w/ AA	5,802	6,094	6,333	6,332	6,551	*6,511*	*6,511*	*6,511*	*6,511*	*6,511*
Transfer: Other	1,928	2,389	2,660	3,162	3,206	*3,186*	*3,186*	*3,186*	*3,186*	*3,186*
Post-Baccalaureates	0	0	0	0	354	352	352	352	352	352
Subtotal	**35,518**	**36,436**	**37,527**	**37,872**	**38,233**	***38,000***	***38,000***	***38,000***	***38,000***	***38,000***

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	8,059	7,684	7,242	7,509	8,763	*8,157*	*8,157*	*8,157*	*8,157*	*8,157*
Research Doctoral	4,314	4,315	4,323	4,429	4,441	*4,134*	*4,134*	*4,134*	*4,134*	*4,134*
Professional Doctoral	4,446	4,298	4,188	3,978	3,985	*3,709*	*3,709*	*3,709*	*3,709*	*3,709*
Subtotal	**16,819**	**16,297**	**15,753**	**15,916**	**17,189**	*16,000*	*16,000*	*16,000*	*16,000*	*16,000*
TOTAL	**52,337**	**52,733**	**53,280**	**53,788**	**55,422**	***54,000***	***54,000***	***54,000***	***54,000***	***54,000***

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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	20	22	27	28	29	.	.	.	.	.
APPROVED GOALS	.	.	.	28	29	30	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	30	31	31	31	*31*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	14,185	14,839	15,063	15,344	15,199	*15,259*	*15,259*	*15,259*	*15,259*	*15,259*
UPPER	19,497	20,194	21,229	22,443	22,926	*23,016*	*23,016*	*23,016*	*23,016*	*23,016*
GRAD 1	6,867	7,155	6,892	6,654	6,988	*7,016*	*7,016*	*7,016*	*7,016*	*7,016*
GRAD 2	7,564	7,624	7,447	7,434	7,283	*7,311*	*7,311*	*7,311*	*7,311*	*7,311*
TOTAL	**48,113**	**49,813**	**50,632**	**51,873**	**52,395**	***52,602***	***52,602***	***52,602***	***52,602***	***52,602***

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	25	26	30	29	29	89	35	33	33	33
Primarily Dist. (80-99%)	5	6	5	7	8	1	6	6	6	6
Hybrid (50-79%)	1	1	1	2	2	1	1	1	1	1
Classroom (0-49%)	68	67	65	62	61	9	58	60	60	60
GRADUATE										
All Distance (100%)	15	16	17	19	19	59	22	19	19	19
Primarily Dist. (80-99%)	13	14	12	12	12	8	12	12	12	12
Hybrid (50-79%)	2	2	3	1	1	2	2	2	2	2
Classroom (0-49%)	71	69	69	68	68	31	64	67	67	67

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

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 2020 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						
Early Childhood Studies *	13.1210	EDUC	FAMU, FGCU, FIU	No	50	Fall 2021
			FSU, UCF, UNF, USF			
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Integrated Sustainable Dev *	30.3301	STEM	USF	No	30	Spring 2022
Urban Analytics	04.0902	STEM	None	No	40	Fall 2021
Applied Data Science	11.0104	STEM	None	Yes	100	Fall 2021
Artificial Intelligence Systems	11.0102	STEM	FAU, UCF	Yes	150	Fall 2021
Advanced Legal Research	22.0201	NA	None	Yes	25	Fall 2021
DOCTORAL PROGRAMS						

NA – not applicable

Pending final approval *

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

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						
Mfr Eng Technology	15.0613	STEM	None	100%	300	Fall 2023
Agr Operations Mgmt	01.0106	NA	None	TBD	40	Fall 2023
Meterology	40.0499	STEM	None	No	40	Fall 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2023
Case Management	51.0001	HEALTH	None	Yes	40	Fall 2023
African Studies	05.0101	NA	None	No	25	Fall 2023
Preventive Veterinary Medicine	01.8110	STEM	None	No	10	Fall 2022
Business Analytics	11.0501	STEM	FSU,UNF,USF	No	100	Fall 2022
Engineering Education	14.9999	STEM	None	No	25	Fall 2022
DOCTORAL PROGRAMS						
Geomatics	15.1102	STEM	None	No	25	Fall 2023
Built Environ Sciences & Technology	04.0902	STEM	FAMU	No	80	Fall 2023
Engineering Education	14.9999	STEM	FIU	No	40	Fall 2022
Artificial Intelligence Systems	11.0102	STEM	UWF	No	40	Fall 2023

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 all 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 State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation
This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours
This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

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

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis
This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant
This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis
This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*
Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Full-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).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]: This metric is based on the percentage of 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 sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students to the university. 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. Source: State University Database System (SUDS).

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

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

PBF-10.FSU: 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. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: 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 (full-time 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 also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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

DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as 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) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher 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 the most recent rankings. Sources: 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 the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as 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).

DEFINITIONS (cont.)

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

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

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

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

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

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

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

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: 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.

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

DEFINITIONS (cont.)

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

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

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

KPI-6: 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 are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as 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-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. 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 excluded. 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).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: 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 U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-16: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-17: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

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

KPI-19: Research Expenditures Funded from External Sources: This metric reports the 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA