

2022  
ACCOUNTABILITY PLAN  
UNIVERSITY OF  
NORTH FLORIDA

*Approved by UNF Board of Trustees, 4/27/2022*





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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

#### Mission

Our student-centered mission is to create the next generation of thinkers, leaders, and problem solvers with the unique knowledge and experience to positively impact the world.

#### Values

We achieve excellence in all we do; we are an institution of uncompromising character, we lead with humility, humanity, and integrity.

- ✓ *Integrity*: We do the right thing for the right reason at the right time.
- ✓ *Respect*: We treat everyone with kindness; we are informed by the perspectives of others; and we draw strength from our differences.
- ✓ *Accountability*: We are responsible for how the outcomes of our actions affect others and our environment.
- ✓ *Innovation*: We harness creativity and talent to turn challenges into opportunities and problems into solutions in a uniquely UNF way.

UNF is fully committed to the principles of open-minded and tolerant civil discourse throughout its campus community and endorses the Florida Board of Governors' Statement of Free Expression.

### Statement of Strategy

#### Strategic Goal: *To be a Top 100 Public University*

University of national prominence with north Florida as our catalyst and student success as our mantra.

**Vision:** We will be the higher education nexus where diverse students, faculty, and organizations from around the world collaborate and creatively innovate for the advancement of society.

**Focus: *Student success*:** Provide students tools & opportunities to make the most of their experience, enabling them to reach/exceed their goals. Accomplished via academic/administrative excellence that integrates student experience, community/business engagement, a professional environment, and transdisciplinary research, scholarship, & creative activities, and supported by effective financial, infrastructural, & marketing resources.

#### UNF will pursue **UNIQUE** approaches to:

- ✓ Experiential Learning: Projects, Internships, Intl. Immersion, Business & Community Partnerships
- ✓ "Precision" Advising, Counseling, and Teaching
- ✓ Faculty Engagement, Student Research
- ✓ Character Development, Problem-Solving
- ✓ Graduate School Pathways
- ✓ Continue to Produce Graduates to Support Florida's Future Talent Needs

Moreover, UNF's areas of university distinction will be **Healthcare, Logistics, Water** (Coastal Initiatives), and **Technology** (STEM), which will match competencies to needs and students to jobs.



## STRATEGY (cont.)

### Strengths, Opportunities & Challenges

#### **STRENGTHS**

- **Fast-Rising *US News* Ranking:** In 3 years, have moved from unranked to #140, then #136, then #132 overall
  - **Top 100 in *US News* on Social Mobility** among all national public and private universities
  - **Expanding research reputation:** Elevated in 2021 to R2 “High Research Activity” Carnegie classification
  - **Growing to Meet Area & State Needs:** Grew freshman cohort size by 73% from 2015 to 2020<sup>1</sup>
  - **Diversity:** During 2015-20, grew underrepresented & Black/A-A freshmen by 159% and 231%, respectively<sup>1</sup>
  - **Student Success:** Since 2015, raised four-year graduation rate (PBF metric 4) by 22.1 points (84%)
  - **Positioned for Growth:** In 8<sup>th</sup>-fastest-growing major metro area & 3<sup>rd</sup>-fastest-growing with 1 major univ.<sup>1,2</sup>
  - **Serving the Less Advantaged:** Pell 4-year grad rate (KPI 7) nearly 2 pts higher than overall grad rate (PBF 4)
- <sup>1</sup>Source: IPEDS; <sup>2</sup>Sources: UnivStats.com, Bloomberg.com

#### **OPPORTUNITIES & CHALLENGES**

- Leverage strengths above to **enhance financial resources**
  - Financial resource limitations are seriously hindering ability to recruit & retain talent
  - Staff salaries average 25-30% below market, and staff turnover is high: president’s office (57%), HR (38%), information tech (26%), marketing/comm. (29%), undergrad studies (28%), student affairs (26%), enrollment services (25%), advising (22%), development (23%), housing (40%), diversity/inclusion (25%)
  - High inflation is eroding buying power of current resources; min. wage hike will cost \$10M annually
- Advance **success in gateway courses**, and build on success in **4-year grad rates** and **growing with quality**
- Elevate UNF as a **world-class brand** by developing and deploying unified brand strategy and communication
- Further **student well-being**, especially in areas of stress, anxiety, and depression

### Three Key Initiatives & Investments

#### **1. Address Workforce, Higher Education, and Research Demands of a Rapidly Growing Area**

- Increase enrollment strategically: expand key programs, use available capacity, grow online selectively
- Expand out-of-state enrollment from Georgia and beyond
- Attract, support, and graduate more underrepresented, disadvantaged, and first-generation students
- Allocate and reallocate resources to areas of higher growth and return on investment
- Pursue resources to facilitate growth, increase degree production, and elevate national ranking

#### **2. Enhance Student Success & Workforce Readiness**

- Enhance onboarding & predictive modeling to advise students into courses & programs for success
- Structure career services with larger focus on first-year/underrepresented students & value of engaging
- Launch targeted, pre-transfer academic advising for intended AA transfers from Florida College System

#### **3. Advance our University of Distinction Initiative: UNF MedNexus**

- Further develop partnerships with premier state, national, and international health organizations and educational institutions, to address critical needs in nursing and advance research and innovation
- Exploit UNF strengths to develop creative solutions, such as in medical technology



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

UNF's four-year graduation rate remained at **48.3%**, the same level as last year, despite concerns over student progression and degree completion posed by COVID. This is an **increase of 13.6 points (or 39.2%)** since the implementation of the Graduation Rate Improvement Plan that was approved four years ago in 2018. Particularly impactful in achieving that level of success, and furthering future success, has been the following:

- Highly proactive and effective precision advising & outreach
  - Academic advisors reach out every term to students to promote degree progression & retention
  - Inaugural Transition Advising Program provides targeted, individualized counseling *before* students change major; reduces excess credits & preserves on-time graduation for exploratory students
  - Persistence Advocates' retention/re-registration campaigns contacted 13,182 students in last 2 AYs
- Strong support for students in need
  - 4-year grad rate for Pell recipients (50%) is nearly 2 points higher than overall 4-year grad rate
  - Since 2018, only school in SUS to have Pell grad rate higher than non-Pell rate for two straight years
  - Despite COVID, Pell 4-year rate increased one point over last year, and 15 points (43%) since 2018
- Institutional focus on students attempting 15+ hours per term
  - Institutional non-need-based scholarships tied directly to students attempting 15 hours per term
  - From 2020 to 2021, the pct. of full-time FTICs (FTFTs) attempting 15+ hours in first fall increased from 57% to 64%, and has now increased by 44 percentage points (220%) since 2015
  - From 2020 to 2021, the pct. of FTFTs with need-based aid attempting 15+ hours in first fall increased from 63% to 83%, and has now increased by 65 percentage points (261%) since 2015
- Successful academic support services
  - In last six semesters, 10,366 students utilized tutoring and SI/PASS programs for 54,204 visits
  - DFW for students regularly visiting SI/PASS sessions 71% lower than those who didn't participate
  - Tutoring & SI/PASS received international certification through College Reading & Learning Assoc.
  - 250+ free worksheets made available in challenging courses, which students viewed 28,000+ times
- Continued "Stay Strong" initiative, which awarded \$2.5 million during FY21 to promote degree progression
- Saved students over \$1 million in textbook costs via Open Education Resource Initiative, and over \$2 million via Follett Access. Increased participation in Affordability Counts (statewide textbook initiative) to 415 courses and 197 faculty members, 3<sup>rd</sup>-highest in the SUS. In Spring 2022, joined other SUS schools in identifying distance learning (DL) course offerings with zero textbook costs, which is ~30% of all DL sections
- Created artificial intelligence models to predict chances of passing each possible initial math course; piloted in Spring 2022 to direct incoming freshmen into the most appropriate course selections for them
- Incentivized completion and facilitated movement into the UNF Graduate School via Accelerated Bachelor's to Master's Pathways (60+ enrollees), Express Application (400+ apps), & reduced tuition of \$275 per credit



## STRATEGY (cont.)

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

#### **INSTITUTIONAL ACHIEVEMENTS (*beyond those mentioned previously in this Plan*)**

- Nationally ranked by *US News* as a 'Top Public School' and 'Top Performer in Social Mobility'
- Ranked by *US News* in the top 50 universities in the nation for best online bachelor's programs
- For 13<sup>th</sup> consecutive year, ranked among the 'Best in the Southeast' by *Princeton Review*
- For 7<sup>th</sup> time, awarded Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine
- For 12<sup>th</sup> straight year, designated one of the most military friendly schools in the nation by *Military Friendly*
- For 14<sup>th</sup> straight year, Coggin College of Business named a Best Business School by *Princeton Review*
- Ranked #9 among "smaller universities" for innovation impact productivity by the George W. Bush Institute
- Ranked #8 in LGBTQ+ Friendly Colleges/Universities in the South, and #1 in Florida, in *Campus Pride Index*

#### **FACULTY ACHIEVEMENTS**

- Steve Stagon (mechanical engineering) received US patent for a 3D printing tool
- Fei Heng (math/statistics) received grant to model improved care of veterans with chronic kidney disease
- Amy Lane (chemistry) received \$324,000 National Science Foundation award for molecular research
- Kenneth Laali (chemistry) awarded US patent for synthesis of curcuminoids to fight cancer tumors
- Nirmal Patel (physics) received US patent for sensor to detect toxic vapors & odors in hazardous/toxic gases
- Candice Tahimic (physiology) awarded \$200,000 NASA grant for monitoring cardiovascular health in space
- Dale Casamatta (biology) awarded a National Science Foundation grant to continue research on algal mats
- Cynthia Williams (health administration) & Richard Shang (management) awarded one of first Bill & Melinda Gates Foundation research accelerator grants, to research telehealth disparities among minorities
- Mark Dawkins (accounting) named president-elect of the American Accounting Association's Board of Directors, the first African-American to hold the position
- Lauri Wright (nutrition & dietetics) named to the board of the Academy of Nutrition and Dietetics
- Keith Ashley (archaeology) discovered lost Indigenous NE Florida settlement dating back to the 1560s

#### **STUDENT ACHIEVEMENTS**

- Raul Chavarria, biology major, received NSF Graduate Research Fellowship to study tardigrades
- Four Computing teams ranked among nation's best in IEEEExtreme global computer program competition
- UNF students won MacGyver Award in 2021 US Dept. of Energy's Marine Energy Collegiate Competition
- OspreySec, a student computing club, ranked in top 8 in Southeast Collegiate Cyber Defense Competition

#### **PROGRAM ACHIEVEMENTS**

- Crowley Center for Transportation & Logistics created thru partnership & \$2.5 million gift from Crowley
- Named #1 Best Nursing Doctoral Degree School in Florida, according to *Nursing Degree Search*
- Ranked #15 on Best Bachelor's in Healthcare Management programs in country by *Best Health Degrees*
- Ranked #25 in the nation on 2021 Best Bachelor's Degrees in Supply Chain Management list



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

**Metric 1 goals:** Anticipating full return to the most recent pre-COVID employment level. Goals for following years align with the trajectory previously anticipated prior to the pandemic.

**Metric 2 goals:** More aggressive for all future years, based on strong current-year salary performance despite COVID.

**Metric 3 goals:** Substantially more aggressive for next year due to near-term impact of COVID-relief funding from federal CARES Act. Goals in following years are also more aggressive than in last year's Plan, although at a level and trajectory reflecting the end of CARES Act funding.

**Metric 4 goals:** Unchanged, despite lingering negative impact on progression of all cohorts that were active during COVID. Target for 2025-26 reflects expected continued growth in the rate.

**Metric 5 goals:** Unchanged, despite significant one-year decrease in APR due to COVID, as well as potentially lingering negative impact on academic preparation of students who were in high school during COVID. Target for 2025-26 is the same as for 2024-25, which are both aggressive.

**Metric 6 goals:** More aggressive by six percentage points in all future years, due to strong over-performance this year, and reflecting better match of our offerings to the state's updated list of strategic emphasis programs.

**Metric 7 goals:** Unchanged. Goal for 2025-26 reflects continued upward trajectory of one percentage point per year.

**Metric 8 goals:** Unchanged. Goal for 2025-26 reflects continued upward trajectory of one percentage point per year.

**Metric 9a goals:** Unchanged, despite one-year decrease due to COVID. Goals reflect anticipated future growth that aligns with the pre-COVID trajectory.

**Metric 9b goals:** Unchanged. Goal for 2025-26 reflects continued upward trajectory of one percentage point per year.

**Metric 10 goals:** Unchanged, and reflecting return to pre-COVID levels after the dramatic distortion during COVID. Target for 2025-26 is the same as for 2023-24 and 2024-25, due to anticipated softening of the move to distance learning overall at the undergraduate level, to maintain consistency with UNF brand promise of high touch and greater interaction with faculty and fellow students.





## PERFORMANCE-BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	64.6	67.0	65.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	67	68	69	70	71

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	38,000	38,600	40,000	41,000	42,900	.	.	.	.	.
APPROVED GOALS	38,100	39,000	39,500	40,640	41,280	41,920	42,560	43,200	43,840	.
PROPOSED GOALS	.	.	.	.	.	43,000	43,500	44,000	44,500	45,000

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	16,530	12,970	10,270	8,100	5,790	.	.	.	.	.
APPROVED GOALS	17,174	17,500	12,000	9,900	7,500	7,300	7,100	6,900	6,700	.
PROPOSED GOALS	.	.	.	.	.	1,300	6,900	6,700	6,500	6,300

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	34.7	38.6	44.6	48.3	48.3	.	.	.	.	.
APPROVED GOALS	34	35	43	47	49	50	52	54	55	.
PROPOSED GOALS	.	.	.	.	.	50	52	54	55	56

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	78.2	78.6	80.7	81.3	73.9	.	.	.	.	.
APPROVED GOALS	76	78	80	81	82	83	84	85	86	.
PROPOSED GOALS	.	.	.	.	.	83	84	85	86	86



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	51.7	54.3	57.4	57.0	66.5	.	.	.	.	.
APPROVED GOALS	53	53	57	58	60	61	62	63	64	.
PROPOSED GOALS	.	.	.	.	.	67	68	69	70	71

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	30.2	30.7	31.2	31.2	30.8	.	.	.	.	.
APPROVED GOALS	33	30	31	32	33	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	34	35	36	37	38

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	53.6	52.7	54.4	51.9	57.8	.	.	.	.	.
APPROVED GOALS	52	54	55	57	59	60	61	62	63	.
PROPOSED GOALS	.	.	.	.	.	60	61	62	63	64

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

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	37.9	40.5	43.2	46.3	42.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	47	48	49	50	51	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	51	52

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	52.5	53.6	59.6	56.5	58.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	57	58	59	60	61	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61	62

### 10. BOT Choice: Percent of Undergraduate FTE in Online Courses

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	18.9	21.3	24.4	27.3	85.4	.	.	.	.	.
APPROVED GOALS	17	20	24	28	68	30	31	32	32	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	32	32



## 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]

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

### 2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	15	16	15	14	14	.	.	.	.	.
APPROVED GOALS	18	16	17	18	20	22	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	22	24	25	25	25

### 3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.8	4.5	4.4	4.3	4.1	.	.	.	.	.
APPROVED GOALS	4.7	4.6	4.5	4.4	4.3	4.2	4.1	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.0	4.0	4.0

### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	80	83	81	84	85	.	.	.	.	.
APPROVED GOALS	73	81	81	82	82	83	85	87	87	.
PROPOSED GOALS	.	.	.	.	.	85	85	87	87	87



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	56	58	61	60	61	.	.	.	.	.
APPROVED GOALS	56	57	58	62	62	63	63	64	64	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	64	64

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	55	55	59	63	64	.	.	.	.	.
APPROVED GOALS	.	.	.	60	60	61	61	62	62	.
PROPOSED GOALS	.	.	.	.	.	61	61	62	62	62

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	35	38	42	49	50	.	.	.	.	.
APPROVED GOALS	.	.	.	45	49	50	52	54	55	.
PROPOSED GOALS	.	.	.	.	.	50	52	54	55	56

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3,206	3,231	3,342	3,419	3,420	.	.	.	.	.
APPROVED GOALS	3,280	3,250	3,360	3,440	3,530	3,620	3,710	3,800	3,890	.
PROPOSED GOALS	.	.	.	.	.	3,400	3,490	3,580	3,670	3,760

### 9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	619	691	781	839	912	.	.	.	.	.
APPROVED GOALS	640	625	790	795	900	910	920	930	940	.
PROPOSED GOALS	.	.	.	.	.	960	970	980	990	1,000



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	19	20	20	21	23	.	.	.	.	.
APPROVED GOALS	20	20	20	21	21	22	22	23	23	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	26	27

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	21	19	17	15	15	.	.	.	.	.
APPROVED GOALS	23	22	22	18	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	23	23

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	36	35	35	36	46	.	.	.	.	.
APPROVED GOALS	34	37	38	39	45	45	46	46	47	.
PROPOSED GOALS	.	.	.	.	.	48	48	49	49	50

### 13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38	37	43	38	44	.	.	.	.	.
APPROVED GOALS	37	39	40	41	44	44	45	45	46	.
PROPOSED GOALS	.	.	.	.	.	46	46	47	47	48



## KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
<b>NURSING</b>	94	95	96	95	89	100	100	100	100	100
<i>US Average</i>	90	92	91	90	86	.	.	.	.	.

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
<b>PHYSICAL THERAPY</b>	96	94	97	100	100	100	100	100	100	100
<i>US Average</i>	92	92	92	91	90	.	.	.	.	.

### Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	2	2	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

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

#### 16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1	3	1	1	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	2	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

#### 17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	33	26	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	30	31

#### 18. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7	10	13	14	16	.	.	.	.	.
APPROVED GOALS	10	8	11	11	12	12	14	15	15	.
PROPOSED GOALS	.	.	.	.	.	16	16	17	17	18

#### 19. Research Expenditures from External Sources (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	2	4	4	5	7	.	.	.	.	.
APPROVED GOALS	.	.	.	5	6	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8	8



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	1	1	5	5	.	.	.	.	.
APPROVED GOALS	3	3	2	3	4	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	4	4	5	5	5

#### 21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1	1	1	2	1	.	.	.	.	.
APPROVED GOALS	1	1	2	2	2	1	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	1	2	3	3	3

#### 22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1	0	1	0	1	.	.	.	.	.
APPROVED GOALS	0	1	1	2	2	1	1	2	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	1	1





## KEY PERFORMANCE INDICATORS (cont.)

### Institution Specific Goals

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

#### 1. Percent of Bachelor's Graduates Engaged in Internships

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	50	50	46	46	50	.	.	.	.	.
APPROVED GOALS	.	51	52	53	50	51	52	53	54	.
PROPOSED GOALS	.	.	.	.	.	51	52	53	54	55

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	35	38	42	49	50	.	.	.	.	.
APPROVED GOALS	.	.	.	45	49	50	52	54	55	.
PROPOSED GOALS	.	.	.	.	.	50	52	54	55	56

#### 3. Percent of Bachelor's Graduates Employed in Florida First Year Post-Graduation

[Data Source: FETPIP]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	73	74	73	75	73	.	.	.	.	.
APPROVED GOALS	.	.	.	.	76	76	77	77	78	.
PROPOSED GOALS	.	.	.	.	.	76	77	77	78	78

#### 4. Number of Black/African-American & Hispanic FTICs in Incoming Cohort

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
ACTUAL	450	527	666	763	790	.	.	.	.	.
APPROVED GOALS	.	.	.	.	775	840	870	900	930	.
PROPOSED GOALS	.	.	.	.	.	840	870	900	930	960



## ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	13,987	14,256	14,419	14,310	13,853	.	.	.	.	.
APPROVED GOALS	13,630	14,265	14,540	15,060	14,070	14,580	15,010	15,460	15,940	.
PROPOSED GOALS	.	.	.	.	.	14,580	15,010	15,460	15,940	16,440
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1,967	2,155	2,356	2,365	2,389	.	.	.	.	.
APPROVED GOALS	1,934	2,005	2,230	2,380	2,380	2,410	2,440	2,460	2,490	.
PROPOSED GOALS	.	.	.	.	.	2,410	2,440	2,460	2,490	2,520

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	2,293	2,474	2,641	2,739	2,577	2,700	2,800	2,900	3,000	3,100
FTIC: Returning	4,730	5,067	5,437	5,898	6,034	6,270	6,660	7,080	7,530	8,000
Transfer: FCS w/ AA	3,490	3,160	2,895	2,600	2,525	2,550	2,500	2,450	2,400	2,350
Other Undergraduates	2,978	3,060	3,001	2,682	2,362	2,650	2,630	2,600	2,570	2,540
Post-Baccalaureates	496	495	445	391	355	410	420	430	440	450
<b>Subtotal</b>	<b>13,987</b>	<b>14,256</b>	<b>14,419</b>	<b>14,310</b>	<b>13,853</b>	<b>14,580</b>	<b>15,010</b>	<b>15,460</b>	<b>15,940</b>	<b>16,440</b>
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	1,440	1,593	1,783	1,825	1,852	1,850	1,870	1,880	1,900	1,920
Research Doctoral	89	89	77	73	86	80	80	80	80	80
Professional Doctoral	438	473	496	467	451	480	490	500	510	520
<b>Subtotal</b>	<b>1,967</b>	<b>2,155</b>	<b>2,356</b>	<b>2,365</b>	<b>2,389</b>	<b>2,410</b>	<b>2,440</b>	<b>2,460</b>	<b>2,490</b>	<b>2,520</b>
<b>TOTAL</b>	<b>15,954</b>	<b>16,411</b>	<b>16,775</b>	<b>16,675</b>	<b>16,242</b>	<b>16,990</b>	<b>17,450</b>	<b>17,920</b>	<b>18,430</b>	<b>18,960</b>

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



## ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	20	22	24	25	25	.	.	.	.	.
APPROVED GOALS	.	.	24	26	28	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33	33

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	4,856	5,158	5,420	5,591	5,401	5,380	5,410	5,680	6,130	6,330	6,740
UPPER	7,447	7,682	7,862	8,052	8,000	7,681	8,020	8,410	9,080	9,320	9,760
GRAD 1	1,048	1,075	1,220	1,309	1,375	1,339	1,390	1,400	1,410	1,420	1,440
GRAD 2	420	468	494	497	499	490	520	530	540	550	570
<b>TOTAL</b>	<b>13,771</b>	<b>14,383</b>	<b>14,995</b>	<b>15,449</b>	<b>15,276</b>	<b>14,890</b>	<b>15,340</b>	<b>16,020</b>	<b>17,160</b>	<b>17,620</b>	<b>18,510</b>

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>UNDERGRADUATE</b>										
All Distance (100%)	19	21	24	27	85	49	31	32	32	32
Primarily Dist. (80-99%)	0	0	0	0	0	0	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	2	2	2	7	5	2	2	2	2
Classroom (0-49%)	79	77	74	70	8	46	66	65	65	65
<b>GRADUATE</b>										
All Distance (100%)	24	28	33	36	77	53	36	36	36	36
Primarily Dist. (80-99%)	0	0	0	1	0	0	1	1	1	1
Flex	0	0	0	0	2	2	0	0	0	0
Hybrid (50-79%)	7	6	6	6	7	10	6	6	6	6
Classroom (0-49%)	69	66	61	58	13	35	57	57	57	57

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.



## ACADEMIC PROGRAM COORDINATION

### New Programs for Consideration by Institution in AY 2022-23

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 2021 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 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
BA in Integrative General Studies	30.0000		UCF, FAU, UWF, FAMU, FGCU, FIU	No	TBD	March / June
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS in Health Informatics	51.2706	Health	USF, FIU	Yes	TBD	March / June

### DOCTORAL PROGRAMS

### New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
PhD in Computing	11.0101	STEM	FAU, FIU, FSU, UCF, UF	No	10	TBD



## DEFINITIONS

### Performance Based Funding (PBF)

#### **PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) 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 \$30,000) 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 4<sup>th</sup> 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 and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).

**PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-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-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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

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



## DEFINITIONS (cont.)

**PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:** Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

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

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

**PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class:** The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. 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 Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10.UF: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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





## DEFINITIONS (cont.)

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

## Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

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

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

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

## Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using 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, 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. The non-Hispanic, African-American and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

**KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health:** The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**KPI-14: Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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



## DEFINITIONS (cont.)

**KPI-16: Faculty Awards:** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

**KPI-17: Percent of Undergraduates Engaged in Research:** Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

**KPI-19: Research Expenditures Funded from External Sources:** This metric reports the 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). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).





# STATE UNIVERSITY SYSTEM OF FLORIDA

