2025
ACCOUNTABILITY PLAN

UNIVERSITY OF NORTH FLORIDA
BOG Approved June 18, 2025

Table of Contents

INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

Mission
At the University of North Florida, we ignite a passion for learning and discovery through transformational education in a supportive environment that leads students to rewarding careers and lifelong success. Our beautiful campus is a hub for talent development, relevant research and community engagement, where we enrich lives and fuel the economic and overall prosperity of Northeast Florida and beyond.

Values
Our values are what bind us together. It is what we hold dear as an institution, what we aspire to be and what we expect of one another. Our values are what attract students, faculty and staff to our campus. They reflect how we impact our community, and more importantly, why we do what we do. Our values represent our character as an institution — and as individuals. Our values are who we are:

- Accountability
- Integrity
- Excellence
- Civility
- Culture of Care

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

Vision Statement
The University of North Florida will be the destination of choice for talent and for public and private investment.

Institutional Aspirations
- The University of North Florida will become a Top 100 Public University as ranked in U.S. News & World Report by 2028.
- The University of North Florida will strategically grow to an enrollment of 25,000 students by 2028.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UNF's four-year graduation rate decreased from 48.4% for the 2019 cohort to 45.0% for the 2020 cohort. This decline was expected since the fall 2020 full-time FTIC cohort had the lowest retention and academic progress rate in 12 years (79% and 74% respectively). A larger than normal percentage of the cohort that enrolled at UNF intended to transfer. Data from the National Student Clearinghouse showed 30% of this cohort ultimately enrolled at other institutions with 11% enrolled at other SUS institutions. Six percent (6%) of this cohort completed a bachelor's degree in four years from another institution. Based on information collected by advisors and student success staff, we believe this was due to the COVID-19 pandemic.

Despite this setback, more positive outcomes are expected starting with the fall 2021 full-time FTIC cohort. Based on current projections, the four-year graduation rate should increase by at least five percentage points to match UNF's highest historical graduation rate. Therefore, for the incoming Fall 2025 FT FTIC who will join us this fall, we are increasing our goal to 60%.

Retention is the biggest barrier to four-year completion, so a significant portion of our efforts have been focused on increasing retention in the first year and beyond. Please see below for specific strategies:

Proactive and consistent advising and outreach

UNF requires students to meet with their academic advisor once per semester in the first year and annually thereafter to ensure continued registration and progress to degree. New training and professional development for advisors includes accountability for degree planning with every student. A Transition Advising Program offers targeted individualized advising and career counseling to students changing majors to reduce excess credit hours and preserve on-time graduation. In 2024, 188 students were referred to the Transition Advising Program. The Bachelor of General Studies (BGS), approved in 2023, provides a pathway for timely completion for students with a high number of upper-level credits who are off track to meet their four year graduation deadline. In addition to the 55 students who have completed the BGS, an additional 38 students are on track to complete their degree in spring 2025. UNF deployed its new student success customer relationship management (CRM) system ("myNest") to allow advisors to more efficiently track academic alerts, retention risks, and overall academic progress to facilitate more timely assistance and interventions to keep students on track.

Successful academic supports

UNF developed a comprehensive graduation action plan focusing on strategies and metrics to support progress toward graduation. A student success communications plan connects students to academic support programs early and provides timely updates. In 2024, 6,119 students utilized UNF's academic support programs. Students who utilize these programs are more likely to complete and receive passing grades. Student success advocates conducted outreach to 3,446 students with academic alerts and held 1,117 advocacy sessions. UNF piloted a faculty-first gen mentoring program in 2024, pairing first-generation students with faculty mentors to enhance student belonging and foster connections outside the classroom.

Strong financial support for students

In 2023-24, UNF awarded 3,928 undergraduate students $11,158,124 in need-based gift aid and 3,243 undergraduate students $10,921,873 in non-need-based gift aid from institutional and foundation funds.

STRATEGY (cont.)

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

INSTITUTIONAL ACHIEVEMENTS

- UNF climbed higher in US News & World Report rankings to 128 in Top Public Schools
- Wall Street Journal ranked UNF among the top 100 Public Best Colleges
- Money Magazine ranked UNF among Best Colleges in America
- UNF named a top Military Friendly School for 15 consecutive years
- UNF designated as a Collegiate Purple Star Campus

FACULTY ACHIEVEMENTS

- Chemistry and biology faculty received a patent for discovering a cancer-fighting compound that could 'turn off' cancer
- Biology and engineering faculty collaborated with Mayo Clinic on an innovative 3D anatomy printing course
- The College of Computing, Engineering, and Construction was awarded a National Academies of Sciences, Engineering and Medicine grant to build future skilled leaders and professionals in the clean energy sector with community partner JEA
- The National Park Service awarded a grant to engineering and biology to ramp up efforts to restore local coastlines and battle shoreline erosion at three national parks
- UNF biology tagged the first sawfish in 16 years of surveying sharks in northeast Florida and southeast Georgia and UNF biology helped discover mangrove trees in Georgia farther north than ever recorded

STUDENT ACHIEVEMENTS

- UNF graduate student created opportunities for others to conduct 3D materials science research at Mayo Clinic
- UNF graduate student opened opportunities for Navy officers in ocean engineering
- UNF Robotics won first place for STEM engagement in NASA's Lunabotics competition
- UNF Kinesiology Team won second place at SEACSM quiz bowl
- A student team participating in UNF's AI4Good Hackathon helped a local nonprofit make a difference in the lives of 75 families

PROGRAM ACHIEVEMENTS

- UNF ranked among U.S. News & World Report's 2024 Best Graduate Schools
- Forbes ranked UNF online accelerated nursing second best in the country
- UNF Online ranked among the nation's top 2024 'Best Online Programs' by US News
- UNF Public Opinion Research Lab rated number 12 in the nation by 538, a pollster rating group

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

UNF does not propose to reduce any Performance-Based Funding goals for the 2025 Accountability Plan.

STRATEGY (cont.)
Enrollment Management

baccalaureates not seeking a credential, and lifelong learners are included) by fall 2028 as outlined below.

New FTIC students: Preliminary data show that the fall 2025 cohort is projected to reach 2,970 students, which will be one of the largest cohorts in UNF's history. New FTIC enrollment is expected to increase 6% annually through fall 2027.

Continuing FTIC students: For the Fall 2024 FTIC class, UNF experienced a lower than expected yield of FTIC admits during a leadership change in enrollment management. Additionally, the number of new FTICs for fall 2024 was intentionally reduced to admit more academically prepared students while enhancing services and strategies to improve retention rates at all levels. These services and strategies, combined with higher numbers of new FTIC students, will increase the number of continuing FTIC students between 9% and 16% annually through fall 2028.

Transfer students and post-baccalaureates (new and continuing): UNF will focus on increasing the number of transfer and post-baccalaureate students enrolled between 9% and 11% annually through fall 2028 by increasing the number of applicants and the number of students admitted.

Graduate students: Due to new programs, new modalities, and a strong emphasis on non-resident and international students, the number of graduate students enrolled is expected to increase between 16 and 19% annually through fall 2028.

The increases identified above occur at both resident and non-resident levels with a stronger emphasis on out-of-state and international students. Proportional increases in FTE will accompany the increased headcount.

Non-Resident Undergraduate Enrollment Rate

In support of UNF's overall enrollment goal of 25,000 students by fall 2028, we will increase the percentage of non-resident undergraduate students to 10% of the student body by focused marketing of our required curricular and co-curricular Experiential Learning opportunities, which prepare students for state, national, and global marketplaces.

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits

In fall 2024, UNF changed the scholarship renewal criteria from 15 credits per term to 30 credits per academic year. Although the change was responsive to student needs and provided more flexibility while keeping students on track for timely graduation, the policy negatively impacted this metric. For fall 2024 and beyond, UNF has a new degree progression policy to better support on-time graduation.

Percent of FTE Enrolled by Method of Instruction

UNF will continue to increase classroom instruction to pre-pandemic levels. The planned goals effectively balance growth in online degree programs, student preferences in course offerings, and supporting timely

PERFORMANCE-BASED FUNDING METRICS

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	62.5	69.1	72.0	72.8	.	.	.	.	.
APPROVED GOALS	.	.	.	71.0	72.0	73.0	75.0	77.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	*73.0*	*75.0*	*77.0*	*77.0*	*77.0*

Note: In November 2022, the Board's Budget and Finance Committee approved a change to increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	41,000	42,900	45,500	48,100	50,100	.	.	.	.	.
APPROVED GOALS	40,640	41,280	43,000	45,750	48,300	48,500	48,700	48,900	49,100	.
PROPOSED GOALS	.	.	.	.	.	*50,100*	*50,200*	*50,300*	*50,400*	*50,500*

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

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	8,090	5,790	570	5,240	4,380	.	.	.	.	.
APPROVED GOALS	9,900	7,500	1,300	6,900	5,100	5,000	4,900	4,800	4,700	.
PROPOSED GOALS	.	.	.	.	.	*4,350*	*4,350*	*4,350*	*4,350*	*4,350*

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	48.3	48.3	50.6	48.4	45.0	.	.	.	.	.
APPROVED GOALS	47.0	49.0	50.0	52.0	54.0	55.0	56.0	57.0	58.0	.
PROPOSED GOALS	.	.	.	.	.	*55.0*	*56.0*	*57.0*	*58.0*	*60.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	81.3	73.9	74.9	77.7	82.7	.	.	.	.	.
APPROVED GOALS	81.0	82.0	83.0	82.0	84.0	86.0	88.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	86.0	88.0	90.0	90.0	90.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	57.0	66.5	68.0	70.2	70.1	.	.	.	.	.
APPROVED GOALS	58.0	60.0	67.0	69.0	70.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0	40.0

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

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	31.2	30.8	32.3	32.4	32.4	.	.	.	.	.
APPROVED GOALS	32.0	33.0	34.0	35.0	36.0	37.0	38.0	38.0	38.0	.
PROPOSED GOALS	.	.	.	.	.	37.0	38.0	38.0	38.0	38.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	51.9	57.8	56.8	64.5	65.8	.	.	.	.	.
APPROVED GOALS	57.0	59.0	60.0	61.0	62.0	44.0	44.0	44.0	44.0	.
PROPOSED GOALS	.	.	.	.	.	44.0	44.0	44.0	44.0	44.0

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

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	63.3	63.7	61.3	62.6	64.5	.	.	.	.	.
APPROVED GOALS	60.0	60.0	61.0	62.0	63.0	64.0	67.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	*64.0*	*67.0*	*70.0*	*70.0*	*72.0*

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	56.5	58.3	61.5	62.0	61.3	.	.	.	.	.
APPROVED GOALS	.	57.0	58.0	59.0	60.0	61.0	62.0	63.0	64.0	.
PROPOSED GOALS	.	.	.	.	.	*61.0*	*62.0*	*63.0*	*64.0*	*64.0*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	27.3	85.4	49.1	43.3	41.8	.	.	.	.	.
APPROVED GOALS	28.0	68.0	30.0	43.0	42.0	40.0	37.0	34.0	31.0	.
PROPOSED GOALS	.	.	.	.	.	*41.8*	*40.0*	*37.0*	*34.0*	*31.0*

KEY PERFORMANCE INDICATORS

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

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	14	14	12	14	22	.	.	.	.	.
APPROVED GOALS	18	20	22	24	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.3	4.1	4.1	4.1	4.0	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.1	4.1	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	84	85	83	87	85	.	.	.	.	.
APPROVED GOALS	82	82	85	85	87	87	87	88	.
PROPOSED GOALS	.	.	.	.	.	87	87	87	88	88

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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	60	61	61	61	63	.	.	.	.	.
APPROVED GOALS	62	62	63	63	64	64	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	64	64	64	64	64

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

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	46	42	46	51	53	.	.	.	.	.
APPROVED GOALS	.	47	48	49	50	51	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	51	52	52	52	52

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	49	50	50	49	45	.	.	.	.	.
APPROVED GOALS	45	49	50	52	54	55	56	57	58	.
PROPOSED GOALS	.	.	.	.	.	55	56	57	58	59

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	3,419	3,420	3,373	3,091	3,258	.	.	.	.	.
APPROVED GOALS	3,440	3,530	3,400	3,490	3,250	3,300	3,500	3,800	4,100	.
PROPOSED GOALS	.	.	.	.	.	3,300	3,500	3,800	4,100	4,100

9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	839	912	944	934	922	.	.	.	.	.
APPROVED GOALS	795	900	960	970	950	1,000	1,150	1,400	1,650	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,150	1,400	1,650	1,650

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	21	23	23	24	25	.	.	.	.	.
APPROVED GOALS	21	21	23	24	25	26	27	28	28	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	28	28

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	15	15	14	12	14	.	.	.	.	.
APPROVED GOALS	18	19	20	15	15	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	16	16

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	36	46	48	51	51	.	.	.	.	.
APPROVED GOALS	39	45	48	48	49	49	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	38	44	46	49	51	.	.	.	.	.
APPROVED GOALS	41	44	46	46	49	49	49	49	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	95	89	88	94	94	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	96	96	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	100	100	99	98	95	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	97	97	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / 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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	33	25	24	25	36	.	.	.	.	.
APPROVED GOALS	.	.	27	28	29	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34	35

17. Total Research Expenditures ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	14	16	19	23	21	.	.	.	.	.
APPROVED GOALS	11	12	16	19	20	21	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24	25

Note: UNF's FY 2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

18. Research Expenditures from External Sources ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	5	7	9	9	9	.	.	.	.	.
APPROVED GOALS	5	6	7	9	10	10	11	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	12	12

Note: UNF's FY 2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

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

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	5	5	1	2	3	.	.	.	.	.
APPROVED GOALS	3	4	4	3	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	2	1	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	1	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	1	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	46	50	52	52	54	.	.	.	.	.
APPROVED GOALS	53	50	51	52	53	54	55	56	57	.
PROPOSED GOALS	.	.	.	.	.	54	55	56	57	58

2. Freshman Retention Rate [for Full-Time FTIC]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	83	79	80	81	85	.	.	.	.	.
APPROVED GOALS	.	.	.	84	86	88	90	92	92	.
PROPOSED GOALS	.	.	.	.	.	88	90	92	92	92

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	60	61	61	61	63	.	.	.	.	.
APPROVED GOALS	62	62	63	63	64	64	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	64	64	64	64	64

ENROLLMENT PLANNING

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	14,310	13,853	13,870	13,886	13,338	.	.	.	.	.
APPROVED GOALS	15,060	14,070	14,580	13,900	14,030	14,780	16,030	17,730	19,770	.
PROPOSED GOALS	.	.	.	.	.	14,780	16,030	17,730	19,770	19,770

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	2,365	2,389	2,215	2,172	2,394	.	.	.	.	.
APPROVED GOALS	2,380	2,380	2,410	2,250	2,440	2,850	3,380	3,970	4,590	.
PROPOSED GOALS	.	.	.	.	.	2,850	3,380	3,970	4,590	4,590

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	2,739	2,577	3,133	2,810	1,906	2,970	3,150	3,330	3,330	3,330
FTIC: Returning	5,898	6,034	5,915	6,532	6,792	6,970	7,630	8,610	9,980	9,980
Transfer: FCS w/ AA	2,600	2,525	2,238	1,965	1,891	2,060	2,240	2,470	2,760	2,760
Other Undergraduates	2,682	2,362	2,260	2,274	2,391	2,420	2,620	2,890	3,230	3,230
Post-Baccalaureates	391	355	324	305	358	360	390	430	470	470
Subtotal	**14,310**	**13,853**	**13,870**	**13,886**	**13,338**	**14,780**	**16,030**	**17,730**	**19,770**	**19,770**

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	1,825	1,852	1,747	1,721	1,933	2,360	2,850	3,390	3,940	3,940
Research Doctoral	73	86	80	136	131	150	160	170	200	200
Professional Doctoral	467	451	388	315	330	340	370	410	450	450
Subtotal	**2,365**	**2,389**	**2,215**	**2,172**	**2,394**	**2,850**	**3,380**	**3,970**	**4,590**	**4,590**
TOTAL	**16,675**	**16,242**	**16,085**	**16,058**	**15,732**	**17,630**	**19,410**	**21,700**	**24,360**	**24,360**

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.

ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	4	4	5	6	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6.5	7	8	9	10	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*9*	*10*	*10*

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	25	25	29	24	21	.	.	.	.	.
APPROVED GOALS	26	28	30	31	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	*26*	*27*	*28*	*29*	*29*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	5,591	5,401	5,380	5,856	5,899	*5,363*	*6,240*	*6,620*	*6,990*	*7,000*	*7,000*
UPPER	8,052	8,000	7,681	7,447	7,421	*7,645*	*8,100*	*9,010*	*10,400*	*12,510*	*12,510*
GRAD 1	1,309	1,375	1,339	1,294	1,310	*1,476*	*1,610*	*1,940*	*2,320*	*2,680*	*2,680*
GRAD 2	497	499	490	444	438	*447*	*520*	*560*	*610*	*680*	*680*
TOTAL	**15,449**	**15,276**	**14,890**	**15,041**	**15,068**	*14,931*	*16,470*	*18,130*	*20,320*	*22,870*	*22,870*

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. Small differences found when totaling FTE by course level are due to rounding. 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.

ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
UNDERGRADUATE											
All Distance (100%)	27	85	49	43	42	42	40	37	34	31	28
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	7	5	3	3	4	2	2	2	2	2
Classroom (0-49%)	70	8	46	53	55	54	58	61	64	67	70
GRADUATE											
All Distance (100%)	36	77	53	51	48	49	45	42	39	39	39
Primarily Dist. (80-99%)	1	0	0	0	0	0	0	0	0	0	0
Flex	0	2	2	0	0	0	0	0	0	0	0
Hybrid (50-79%)	6	7	10	9	9	9	8	8	7	7	7
Classroom (0-49%)	58	13	35	40	43	42	47	50	54	54	54

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. Small differences found when totaling FTE by method of instruction are due to rounding. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Commerce 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 Commerce 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. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

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

DEFINITIONS (cont.)

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

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

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

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

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

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

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

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

DEFINITIONS (cont.)

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

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

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: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

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

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

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

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

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

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

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

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

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

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

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

KPI-16: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-17: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-18: Research Expenditures Funded from External Sources: This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

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

Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399
Phone: (850) 245-0466
www.flbog.edu