

# 2025 ACCOUNTABILITY PLAN

UNIVERSITY OF WEST FLORIDA

*BOG Approved June 18, 2025*





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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.

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

UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

#### **Statement on Civil Discourse and Free Expression**

UWF supports and encourages a full and open discourse and the robust exchange of ideas and perspective on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state.

### Statement of Strategy

UWF will continue to fulfill its mission by employing the following strategies:

1. Build programs of distinction that enhance UWF's reputation for educational innovation and excellence. Develop and retain a culture that supports research and creativity. Augment and invest in programs that meet professional, scholastic and workforce needs. Optimize internal and external support to promote teaching and learning activities, research, service, strategic innovation and other endeavors that serve the greater good and the SUS Strategic Plan.
2. Provide high-quality learning and high-impact practices that inspire students to become engaged citizens and successful professionals. UWF will align resources to deliver support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
3. Strengthen and expand partnerships that multiply UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders while attracting visitors to campus. Inspire partnerships that open pathways to employment for UWF students and graduates.
4. Attract, retain and develop high-quality faculty and staff. Recognize and, reward faculty and staff for their contributions to student development, scholarly or professional achievements and community partnerships.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities. Invest in and steward UWF's natural, technical, intellectual and physical capital and infrastructure.
6. Provide effective and timely business and operational services informed by best practices. Ensure student and employee safety and continuity of operations from natural disasters or catastrophic events. Assure accountability of operations and outcomes to appropriate internal and external stakeholders.
7. Maintain a welcoming and respectful environment for employees, students, visitors and service partners. Ensure a commitment to open-minded and tolerant civil discourse.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

UWF has significantly improved graduation and retention rates across multiple student populations. Our annual progress rate (APR), four-year graduation rate for first-time in college (FTIC) students, and three-year transfer graduation rate have all reached their highest levels. We have enhanced our graduation success through strategic programming and technology-driven initiatives that support the University's Strategic Plan and Strategic Direction 1, which emphasizes a student-centered and focused approach.

**Student Belonging and Mentorship:** In the fall of 2023, the Office of Academic Advocacy & Graduation Success launched the Argo Transfer Mentor Network, which connects incoming transfer students with experienced peers to support their transition and graduation journey. Given its success, the program has expanded to include both full-time and part-time second-year students and renamed the Argo Mentor Network, ensuring that all students feel a sense of belonging regardless of their year of study. The Argo Mentor Network initiative emphasizes connecting students to resources, peer support, mentoring, student engagement programming, and major-related coursework. Additionally, in the fall of 2024, Tutoring & Learning Resources provided all incoming FTICs with a peer academic coach to help them successfully navigate their first year. Moreover, FTIC students receive peer support through the Honors Peer Mentor Program, where returning honors students assist first-year students in overcoming academic challenges and adapting to campus life. For honors transfer students, the Transfer Task Force facilitates smooth transitions from two-year honors programs to UWF's own honors offerings. Collectively, these initiatives promote student engagement, foster a sense of belonging, and help students remain focused on completing their degrees.

**Technology-Driven Interventions:** UWF's Predictive Analytics Modeling Lab is a proprietary system that continues to assist in identifying at-risk students and provides our staff with the necessary tools to deliver timely, personalized support, thereby enhancing persistence and graduation rates. In 2024, through the Predictive Analytics Lab, we have expanded our academic alerts to monitor students beyond their second year, allowing for the detection of those struggling in real time. This enables academic advocates to offer proactive help before students get off track. In addition to predictive analytics, UWF has introduced academic scheduling software that aids departments in planning course offerings based on real-time student demand. This strategy ensures that students have access to essential courses needed for on-time graduation. Furthermore, we continuously enhance our AI ChatBot, which provides immediate outreach to students facing academic or financial challenges, delivering real-time solutions and connecting them with campus resources.

**Graduation Success Outcomes:** Over the last five years, the Academic Progress Rate (APR) has risen by 6.5 percentage points, indicating a higher percentage of students transitioning into their second year with at least a 2.0 Grade Point Average. Our Four-Year Graduation Rate has improved by 17.3 percentage points, increasing from 36.4% to 53.7%. Furthermore, our Three-Year Transfer Graduation Rate has grown from 53.5% to 61.2%. We have implemented new strategies to assist part-time and full-time Pell and transfer students, ensuring they stay on track and receive services comparable to their four-year peers. These results demonstrate a consistent trend of progress in student achievement toward graduation.



## STRATEGY (cont.)

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

#### STUDENT ACHIEVEMENTS

1. A team of undergraduate electrical engineering students developed a battery charging system for soldiers training and operating in jungle environments. The idea sprang from a meeting with the U.S. Army's 7th Special Forces Group Innovations team.
2. UWF's student-managed Argo Bond Fund placed second among the nation's student-managed bond funds at the Quinnipiac University Global Asset Management Education's Global Portfolio Competition in New York City.
3. Students in the UWF Jerry Louis Maygarden Undergraduate Communication Program earned top honors in the Pi Kappa Delta's National Speech and Debate Competition, including "Top Superior" in Persuasive Speaking, Impromptu Speaking and Intergenerational Debate, "Superior" in After Dinner Speaking, Discussion, and Interviewing.

#### FACULTY ACHIEVEMENTS

1. A research team composed of faculty from UWF, the Florida Institute of Technology, FGCU and New College of Florida were recently awarded \$200,000 from the Gulf of America Alliance for their project, "An AI-Directed Tool Development for Pathogenic 'Flesh-eating' Vibrio Bacteria Prediction and Control."
2. Dr. Eman El-Sheikh was awarded the GISEC Global Educator of the Year award at the 2024 GISEC Cyber Excellence Awards conference in Dubai. The award recognizes an individual who has made a significant impact in the cybersecurity education field.
3. Dr. Rodney Guttman was awarded his second major National Institute of Health R15 grant—a three-year, \$420,000 renewal grant bringing the total to \$860,000 over six years, allowing Guttman and students to continue research into blood-based biomarkers for early diagnosis of Alzheimer's disease.

#### PROGRAM ACHIEVEMENTS

1. UWF added several new programs including Direct Entry, behavior analysis, Graduate Program in Sport Administration, and MBA in Executive Leadership.
2. UWF's Usha Kundu, MD College of Health acquired three technologically-advanced anatomy visualization and virtual dissection tables, enhancing learning experiences for anatomy and physiology, nursing and athletic training students. The Anatomage Tables have large, fully interactive, multi-touch screens which provide students the opportunity to learn about the complex systems and structures of the human body.
3. The UWF Aylstock, Witkin, Kreis & Overholtz Center for Leadership, in collaboration with the UWF College of Business MBA Program and Hal Marcus College of Science and Engineering, provided graduate education to more than 200 student naval aviators. UWF received \$1,211,196 from the U.S. Navy to provide the first graduate education collaboration between UWF and the Navy in almost 50 years.

#### INSTITUTIONAL ACHIEVEMENTS

1. The UWF Center for Cybersecurity received \$12.3 million in various grants to launch the UWF Florida Cybersecurity Training Program to provide free cybersecurity training for state and local government employees and to expand CyberSkills2Work.
2. UWF has received national recognition through rankings including - named a top-10 public regional university for the third year in a row by U.S. News and World Report - received its highest ranking ever in the Best for Vets college list – at number 8 in the country.
3. UWF was selected to receive the 2024 Community Engagement Classification, an honor designated to 368 institutions nationwide by the American Council on Education and the Carnegie Foundation for the Advancement of Teaching.



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

UWF has not reduced any Performance-Based Funding goals on this Accountability Plan.



## STRATEGY (cont.)

### Enrollment Management

The University of West Florida has reached another historical milestone in overall enrollment, surpassing goals with a 5% increase in degree-seeking students for 2024. This growth is attributed to a strategic combination of recruitment and retention efforts, as well as an emphasis on expanding enrollment in programs of strategic importance and elevating student success.

UWF has prioritized infrastructure enhancements to ensure sustainable growth through operational excellence. In 2024, the Office of Enrollment Affairs and Graduate Admissions focused on streamlining more than 100 processes, improving operational efficiency to better accommodate growing enrollment numbers. Short- and long-term growth strategies are now in place, including the implementation of a new course capacity management system, the hiring of over 50 faculty members, and the creation of a Growth Planning committee that includes key stakeholders from across campus.

In Fall 2024, the University of West Florida (UWF) experienced a 3% increase in overall undergraduate enrollment, with a notable 4% rise in First-Time-in-College (FTIC) students. UWF's strong commitment to maximizing financial aid and scholarship opportunities, ensuring that as many students as possible receive aid or scholarships, is one of the key factors in increasing enrollment. A significant achievement in this area was access, with 90% of incoming FTIC students completing the FAFSA and a 6% increase in the number of freshmen receiving Pell Grants, rising from 35% in 2023 to 42% in 2024. Additionally, the percentage of first-generation freshman student enrollment grew by ten percentage points, now comprising 33% of the freshman class. These outcomes reflect both the Board of Governors and UWF's shared commitment to improving university access and affordability, increasing social mobility.

UWF also saw significant growth in its graduate programs, achieving a 10% overall increase in graduate student degree-seeking enrollment for 2024. This growth underscores UWF's commitment to meeting regional and state workforce demands. Key programs such as Data Science Online (+26%), Exceptional Student Education (+36%), Public Health (+32%), Nursing - Family Nurse Practitioner (+13%), and the MBA - Business Analytics (+44%) experienced notable enrollment increases. In addition, several graduate programs were launched to provide innovative curricula aligned with local and regional employers and workforce needs, including the MS in Behavior Analysis and graduate certificates in Hospitality and Tourism, International Behavior Analysis, Instructional Design & Technology, Instructional Performance Technology Intervention, and Performance Improvement Methods. To enhance the graduate student applicant experience and streamline the admissions process, several strategies were implemented, such as the development of a dynamic landing hub, integration of AI text messaging, the addition of express admission applications within the CRM, and waitlist options for programs at capacity.

Looking forward, UWF is committed to sustaining growth through 2029. The university will continue to prioritize meeting the needs of local and regional workforce development while focusing on operational excellence, elevating student success, increasing social mobility, and advancing academic excellence. With strategic planning, robust support systems, and a clear vision for the future, UWF is poised to build on its momentum and strengthen its position as a leading institution in the region.





## 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	.	72.5	74.1	79.8	80.1	.	.	.	.	.
APPROVED GOALS	.	.	.	75.0	78.0	78.0	79.0	80.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	80.0	81.0	81.0	82.0	82.0

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	45,200	45,500	48,800	53,000	54,000	.	.	.	.	.
APPROVED GOALS	40,900	41,000	46,000	49,000	50,000	50,500	51,000	51,500	52,000	.
PROPOSED GOALS	.	.	.	.	.	54,500	55,000	55,500	56,000	56,500

### 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	5,170	4,000	1,370	4,160	2,810	.	.	.	.	.
APPROVED GOALS	7,900	5,500	3,500	7,825	7,800	7,775	7,750	7,725	7,700	.
PROPOSED GOALS	.	.	.	.	.	7,775	7,750	7,725	7,700	7,700

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	36.4	47.4	47.0	48.1	53.7	.	.	.	.	.
APPROVED GOALS	36.0	41.0	45.0	48.0	50.0	51.0	52.0	53.0	54.0	.
PROPOSED GOALS	.	.	.	.	.	54.0	55.0	56.0	57.0	58.0



## 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	82.2	80.8	83.5	86.8	87.8	.	.	.	.	.
APPROVED GOALS	82.0	83.0	84.0	85.0	86.0	86.0	87.0	87.0	87.0	.
PROPOSED GOALS	.	.	.	.	.	88.0	88.0	89.0	89.0	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	59.4	64.4	62.4	60.6	60.8	.	.	.	.	.
APPROVED GOALS	58.0	58.0	60.0	60.0	60.0	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	37.2	35.7	35.5	35.5	36.3	.	.	.	.	.
APPROVED GOALS	35.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	38.0	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	63.6	65.4	71.1	73.4	73.4	.	.	.	.	.
APPROVED GOALS	58.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	60.0	60.0	60.0	60.0

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	53.5	56.5	58.5	52.3	61.2	.	.	.	.	.
APPROVED GOALS	51.0	54.0	57.0	58.0	58.0	59.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	62.0	63.0	64.0	65.0	66.0

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	45.0	45.0	50.6	57.2	53.6	.	.	.	.	.
APPROVED GOALS	.	45.0	50.0	53.0	55.0	57.0	60.0	62.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	57.0	60.0	62.0	62.0	62.0

### 10.BOT: Percent of Baccalaureate Graduates Completing 2+ Type High Impact Practices

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	44.2	47.5	58.6	60.6	68.9	.	.	.	.	.
APPROVED GOALS	43.0	47.0	50.0	59.0	61.0	63.0	65.0	67.0	69.0	.
PROPOSED GOALS	.	.	.	.	.	70.0	72.0	74.0	76.0	78.0



## 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	20	18	12	16	14	.	.	.	.	.
APPROVED GOALS	16	16	16	14	14	14	14	14	14	.
PROPOSED GOALS	.	.	.	.	.	14	14	14	14	14

### 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	4.3	4.3	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.3	4.1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82	82	84	85	86	.	.	.	.	.
APPROVED GOALS	82	82	82	83	83	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83	83



## 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	48	51	53	61	59	.	.	.	.	.
APPROVED GOALS	49	51	52	53	55	57	57	58	58	.
PROPOSED GOALS	.	.	.	.	.	58	60	60	62	62

### 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	37	38	34	41	41	.	.	.	.	.
APPROVED GOALS	.	37	36	37	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44	45

### 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	34	43	44	45	52	.	.	.	.	.
APPROVED GOALS	32	36	43	45	45	46	47	48	49	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	51	52

### 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	2,418	2,393	2,241	2,175	2,200	.	.	.	.	.
APPROVED GOALS	2,400	2,410	2,430	2,200	2,250	2,300	2,300	2,300	2,300	.
PROPOSED GOALS	.	.	.	.	.	2,100	2,125	2,150	2,200	2,225

### 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	1,104	1,128	1,147	1,490	1,494	.	.	.	.	.
APPROVED GOALS	1,026	1,035	1,050	1,250	1,300	1,350	1,350	1,350	1,350	.
PROPOSED GOALS	.	.	.	.	.	1,500	1,500	1,500	1,500	1,500



## 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	22	22	23	20	22	.	.	.	.	.
APPROVED GOALS	24	24	24	24	24	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	24	24	24	24	24

### 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	31	32	32	31	30	.	.	.	.	.
APPROVED GOALS	33	33	33	33	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33	33

### 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	50	53	51	49	50	.	.	.	.	.
APPROVED GOALS	52	53	54	50	50	50	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	31	29	35	41	43	.	.	.	.	.
APPROVED GOALS	26	28	29	38	40	42	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	43	43	43	43	43



## 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	96	94	81	89	98	.	.	.	.	.
BENCHMARK	90	86	82	90	90	.	.	.	.	.
APPROVED GOALS	99	100	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	1	1	0	0	1	1	1	1	1	1
TOTAL	1	1	1	1	1	1	1	1	1	1



## 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	31	25	21	28	27	.	.	.	.	.
APPROVED GOALS	.	.	26	28	29	30	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	30	32	32	32	32

#### 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	40	37	39	40	47	.	.	.	.	.
APPROVED GOALS	44	46	43	41	43	45	47	50	52	.
PROPOSED GOALS	.	.	.	.	.	45	47	50	52	54

#### 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	14	14	18	19	18	.	.	.	.	.
APPROVED GOALS	15	15	16	17	18	19	20	21	22	.
PROPOSED GOALS	.	.	.	.	.	19	20	21	22	23





## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 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	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 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	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0



## 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.

#### Percentage Fall Undergraduate Enrolled with Military Affiliation (Degree-Seeking)

	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
ACTUAL	17	16	17	19	20	.	.	.	.	.
APPROVED GOALS	19	19	20	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20



## ENROLLMENT PLANNING

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

<b>UNDERGRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	9,172	8,860	8,796	9,034	9,326	.	.	.	.	.
APPROVED GOALS	9,233	9,186	8,825	8,850	9,212	9,355	9,475	9,576	9,646	.
PROPOSED GOALS	.	.	.	.	.	9,527	9,806	9,946	10,057	10,143
<b>GRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	3,190	3,723	3,935	4,120	4,525	.	.	.	.	.
APPROVED GOALS	2,888	3,453	3,885	3,946	4,228	4,372	4,419	4,424	4,458	.
PROPOSED GOALS	.	.	.	.	.	4,631	4,703	4,751	4,813	4,944

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

<b>UNDERGRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	1,253	1,183	1,179	1,496	1,551	1,550	1,550	1,550	1,550	1,550
FTIC: Returning	3,069	3,020	3,013	3,055	3,330	3,450	3,700	3,800	3,900	3,950
Transfer: FCS w/ AA	1,787	1,699	1,677	1,548	1,497	1,490	1,500	1,510	1,510	1,520
Other Undergraduates	2,722	2,633	2,572	2,605	2,607	2,700	2,725	2,750	2,760	2,783
Post-Baccalaureates	341	325	355	330	341	337	331	336	337	340
<b>Subtotal</b>	<b>9,172</b>	<b>8,860</b>	<b>8,796</b>	<b>9,034</b>	<b>9,326</b>	<b>9,527</b>	<b>9,806</b>	<b>9,946</b>	<b>10,057</b>	<b>10,143</b>
<b>GRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	2,885	3,445	3,674	3,858	4,320	4,421	4,482	4,528	4,589	4,719
Research Doctoral	305	278	261	262	205	210	221	223	224	225
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>3,190</b>	<b>3,723</b>	<b>3,935</b>	<b>4,120</b>	<b>4,525</b>	<b>4,631</b>	<b>4,703</b>	<b>4,751</b>	<b>4,813</b>	<b>4,944</b>
<b>TOTAL</b>	<b>12,362</b>	<b>12,583</b>	<b>12,731</b>	<b>13,154</b>	<b>13,851</b>	<b>14,158</b>	<b>14,509</b>	<b>14,697</b>	<b>14,870</b>	<b>15,087</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, 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	11	12	13	12	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10	10

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

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

### 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	2,883	2,997	2,921	2,886	3,276	3,587	3,600	3,686	3,781	3,872	4,057
UPPER	5,431	5,408	5,156	5,126	5,180	5,324	5,375	5,416	5,441	5,458	5,490
GRAD 1	1,749	2,035	2,408	2,593	2,887	3,134	3,150	3,166	3,208	3,245	3,320
GRAD 2	161	139	111	101	116	92	100	110	120	125	133
<b>TOTAL</b>	<b>10,225</b>	<b>10,580</b>	<b>10,598</b>	<b>10,707</b>	<b>11,461</b>	<b>12,155</b>	<b>12,225</b>	<b>12,378</b>	<b>12,550</b>	<b>12,700</b>	<b>13,000</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. 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
<b>UNDERGRADUATE</b>											
All Distance (100%)	38	84	59	53	53	53	50	50	50	50	50
Primarily Dist. (80-99%)	1	0	1	0	0	<1	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	4	8	10	5	5	4	4	4	4	4	4
Classroom (0-49%)	57	8	31	41	41	42	46	46	46	46	46
<b>GRADUATE</b>											
All Distance (100%)	83	94	91	91	89	89	86	86	86	86	86
Primarily Dist. (80-99%)	0	0	0	0	0	<1	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	2	1	1	2	2	1	1	1	1	1
Classroom (0-49%)	16	4	8	8	9	8	13	13	13	13	13

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 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: 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) 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, 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 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: 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 2<sup>nd</sup> 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 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.



## 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).





# STATE UNIVERSITY SYSTEM OF FLORIDA





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