

2025 ACCOUNTABILITY PLAN

UNIVERSITY OF FLORIDA
BOT Approved May 27, 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

University of Florida, Mission Statement

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Florida Board of Governors, Statement of Free Expression

The University of Florida reaffirms its endorsement of the Board of Governors Statement of Free Expression dated April 15, 2019 and of the UF Freedom of Expression Statement dated April 12, 2019. We will continue our work to ensure a climate of free expression and promote civil discourse according to those statements and the Board of Governors Civil Discourse Final Report.

University of Florida, Core Values

Freedom and civility are part of the Core Values of the University of Florida. We embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same. We are a community that affirms and embraces openness to an inclusive range of viewpoints. Adopted in 2020, the set of six Core Values augment the university's 2015 strategic plan, The Decade Ahead.

Statement of Strategy

As UF awaits the arrival of its 14th president to bring new ideas, a new direction, and formulate a strategic plan, the university has built a firm foundation with several key initiatives that will figure prominently in its evolution as one of the nation's top public research and land-grant institutions.

These include:

- National leadership in Artificial Intelligence and applications, underpinned by the nation's most powerful university-owned AI supercomputer, an innovative approach to AI Across the Curriculum, the addition of over 100 new faculty members in AI and applications, and a continuing partnership with NVIDIA and other technology giants.
- An emerging national center of excellence for advanced graduate and professional degree programs on a new campus in downtown Jacksonville. It will offer workforce-oriented degrees that integrate the latest advances in AI and data analytics to serve Florida's needs in business, engineering, the health sciences, and legal services. The campus will also serve as the home of the Florida Semiconductor Institute.
- Preparations for the next philanthropic capital campaign that will provide extra resources to ensure continued excellence in research, teaching, and outreach.

While challenges are inevitable, the potential for UF is vast.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UNIVERSITY PERFORMANCE

Among national public universities, UF Main is ranked #4 for first-year retention (97%), ranked #6 for 4-year graduation rate (82%), ranked #6 for 5-year graduation rate (90%), and ranked #7 for 6-year graduation rate (91%). UF also ranks #7 for Pell recipient six-year graduation rates (87%). (US News RY2025).

In last year's BOG System Accountability Plan, UF led all state universities with the highest measures of student progress to degree on 5 key metrics -- freshman retention rate (96.2%), 4-year graduation rate (76.9%), 6-year graduation rate (90%), Pell 4-year graduation rates (73%), and Pell 6-year graduation rate (85.3%).

STUDENT SUCCESS

New initiatives, time-tested strategies, campus partnerships, and continuing direct support to students are why UF is a national leader.

Student Success Center -- new central location opens spring 2025. The center provides tutoring, coaching, and classes to develop academic skills. Partnership with existing services in colleges.

Transition Academic Advising -- helps students stay on track as they change majors, since 2024.

Take 30 Campaign -- messaging to students and advisors to take 30 credits per year, since 2017.

Gator Graduated Program -- we reach out to the next cohort scheduled to graduate by August to ensure students will complete degree requirements for timely graduation, since 2019.

Auto Graduation Task Force -- developing new process to automatically enroll students for graduation if they have completed degree requirements, spring 2025.

Academic Dismissal Intervention Task Force -- pilot to develop a clean slate for first-year students, will launch in fall 2025.

UF Preview -- academic advising in Preview transitions to Student Success, encourage students to "make the most of your four years at UF".

Course Waitlists -- new design to prioritize students who need courses for timely progression, 2025.

Graduation Research -- current projects looking at students who graduate after six years and those who graduate between four and six-years. Predictive analytics identify students who will likely struggle in high D-F-W courses in STEM.

ENROLLMENT MANAGEMENT

The **Registrar** is adding new systems for degree audit, course catalog, scheduling and data analytics.

These modern systems will empower student success, improve operations, and foster innovation. The new systems will help students find the classes they need to graduate on time.

Financial Aid implemented a new comprehensive scholarship management program to streamline the process of awarding aid. Renewable awards encourage persistence and timely graduation. Students can plan their finances with confidence, reducing uncertainty and reliance on loans.

OneStop for Enrollment Services is a new retention program that reaches out to continuing students who have not registered during drop/add for the current term. They determine if the student needs assistance, for example, with registration, holds, or past due debts to continue enrollment. OneStop contacted 483 students and 196 students (41%) registered for spring 2025.



STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

- Three undergraduates in Liberal Arts and Sciences are recognized as Goldwater Scholars for outstanding research. (April 2025)
- Yu Tin Lin, a triple major in Biochemistry, Biology, and Statistics, receives the Knight-Hennessy Scholarship to pursue a Ph.D. in Chemistry at Stanford. (May 2024)

FACULTY ACHIEVEMENTS

- UF faculty hold 34 memberships in the National Academy. Christine Schmidt, Distinguished Professor in Biomedical Engineering, is elected to the National Academy of Medicine. Andrew Hanson, Eminent Scholar in Horticulture, is elected to the National Academy of Sciences. (Med in Oct 2024, Sci in May 2024)
- The American Association for the Advancement of Science (AAAS) honors 12 faculty from UF as lifetime fellows in its newest class. (April 2024)
- UF ranks second in the nation, for two years in a row, in producing Fulbright Scholars. Twelve faculty and staff from UF were selected for the Fulbright Top Scholar Program. (Feb 2025)
- Computer Science professor, Juan Gilbert, was appointed to the National Science Board, a group of eight independent advisors to the president and Congress (Oct 2024).
- Pierre Sikivie, Distinguished Professor of Physics, wins the Galileo Galilei Medal for 2025, from the National Institute for Nuclear Physics. (Feb 2025)
- UF wins the first grand prize in the Tambellini Group's Future Campus Award, recognizing UF's pioneering work in integrating AI across the curriculum. (June 2024).
- UF wins the 2024 International Impact Award for Global Teaching & Learning from the Association of Public and Land-grant Universities (APLU). (Nov 2024)

PROGRAM ACHIEVEMENTS

- Scholars at UF increased research expenditures to \$1.27 billion in FY2024. UF is currently ranked 15th among public universities and 25th among all universities in FY2023. UF leads all universities in Florida. UF is one of 33 universities with more than \$1 billion in research. (NSF HERD)
- Federal research funding at UF increases 9.8% to \$581M in FY2024. UF is currently ranked 17th among public universities and 33rd among all universities in FY2023. (NSF HERD)
- State and local funding for research expenditures increases to \$202 million in FY2024, which is 16% of total RD expenditures. (NSF HERD)
- UF also supports research with institutional funds, including cost sharing and unrecovered indirect costs. Institutional funds were \$359M in FY2024. (NSF HERD)

INSTITUTIONAL ACHIEVEMENTS

- UF is ranked #7 among top publics, tied with The University of Texas at Austin. (US News, Sept 2024).
- A total of 21 graduate programs at UF moved up in the Graduate Rankings. Forty-five UF graduate programs are ranked No. 1 in Florida. UF awarded 795 research doctorates, 1,097 professional doctorates and 5,556 master's degrees. (US News, Best Graduate Schools, April 2025)
- UF Online is ranked #2 among the best online bachelor's degree programs. UF Online also has the #1 Business program, the #3 Psychology program, and is ranked as the best program for veterans and active-duty service members. (US News, Online Bachelors, Jan 2025)



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

The University of Florida had the second-highest score (92) in last year's Accountability Plan. This year we improved our performance, by meeting or exceeding our goals on 8 of 11 PBF metrics. We performed well against institutions in the State University System, but have identified a few areas where we can improve. We raised several goals to meet the expectations of the new BOG Strategic Plan for 2030.

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

Metric #2, Median Wages of Bachelor's Graduates Employed Full-Time

We are raising our goals for both metrics to meet the new state goals of 85% enrolled or employed and median wages of \$60,000. Median wages for the most recent cohort reported in this Acct Plan (cohort 2022 = \$58,200) are already close to the new goal of \$60,000.

Metric #4, Four-Year Graduation Rate (FTIC)

We improved the four-year graduation rate from 67.3% to 78.0%, between the 2014 and 2020 entering cohorts. We are raising our goal to 78% to support national rankings. The rate for the most recent cohort is 78%.

Metric #5, Academic Progress Rate (FT FTIC, with 2.0 GPA)

Our retention rate ranged between 95.2% and 96.9%, over the 2017 to 2023 entering cohorts. Our goal for first-year retention remains 97%. This metric is a key factor in achieving our desired four-year graduation rate.

Metric #7. University Access Rate (% undergraduates with Pell grant)

Four years ago we lowered our goal to 24%. Our access rate for fall 2020 was 24.7%, so we met our initial goal, but dropped below 24% for the next three years (fall 2021, 2022, and 2023). We increased financial aid through the UF Excellence Grants and added new recruitment strategies for Pell-eligible students. Our goal is unchanged at 26%.

Metric #9a – FCS AA Transfer Three-Year Graduation Rate.

We are raising our goal to meet the new state goal of 72% in the new BOG Strategic Plan. The three-year graduation rate for the most recent cohort in this Acct Plan, already reaches that goal (2021 cohort = 72.2%).

Metric #10, BOT Choice, Endowment Size (\$M)

Total endowment size for 658 institutions in the NACUBO study for FY24 increased to \$873.7 billion in endowment assets. The one-year investment return for all institutions was 7.7% in FY23 and 11.2% in FY24. Institutions withdrew \$30 billion from endowment assets in FY24, a 6.4% increase over the previous year. (NACUBO-Commonfund Study of Endowments, Feb 2025)

The value of the University of Florida's endowment (\$B) increased 5% from \$2.337 to \$2.454 between FY23 and FY24. The current value, as of Feb 28, 2025, is \$2.555. Our goals are based on a conservative 6% return, but factored in approximately 4.4% market losses, as measured by the Dow Jones Industrial Index for March 2025. The endowment is affected by returns and losses on the investments, new cash increases to the base, the payout, and operating costs.



STRATEGY (cont.)

Enrollment Management

STRATEGIC ENROLLMENT MANAGEMENT

The University of Florida has moved to a holistic Strategic Enrollment Management (SEM) model that focuses on Student Success. SEM brings together the entire university to be active in, and responsible for, recruiting, retaining, and graduating students.

A student's college choice, academic success, retention, and timely graduation are influenced by many factors. Among these factors are:

- Availability and quality of desired courses and degree programs
- Affordability and return-on-investment of a college education
- The distribution of scholarships and financial aid, and
- Opportunities and support services provided to them in pursuit of the degree.

External pressures in the higher education landscape also influence outcomes for students. These external factors include:

- Increased competition for students within the marketplace
- Growing concerns of affordability
- Demand for and expectation of degree programs
- Shifting demographics in Florida and the nation
- Length of time to degree completion
- Using "metrics that matter" in determining college effectiveness.

The University of Florida is strategically focused on managing its enrollment to allow for long-term viability of the university. A SEM focus will allow the university to have a comprehensive and coordinated approach to planning, implementation, and execution of a student experience where the planning and implementation is integrated throughout and across campus.

ENROLLMENT PROJECTION

The enrollment projections for 2024-25 thru 2028-29 (pages 23-25) are prepared by Institutional Planning and Research. They are based on current enrollment in 2024-25, recent historic trends in enrollment, and expectations for current students who will graduate before fall 2025. They include goals for planned increases in segments of undergraduate enrollment provided by Enrollment Management. These segments include the FTIC cohorts in UF Main and UF Online, as well as a continued focus on low-income students. The university has decided to increase non-resident, new FTIC undergraduate enrollment from 21% to 23% between 2024 and 2029.



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	.	74.1	76.7	79.0	79.4	.	.	.	.	.
APPROVED GOALS	.	.	.	75.0	80.0	80.0	80.0	80.0	80.0	.
PROPOSED GOALS	80.0	80.0	85.0	85.0	85.0

Note: In November 2022, the Board's Budget and Finance Committee approved a change 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	48,500	48,500	51,200	56,500	58,200	.	.	.	.	.
APPROVED GOALS	43,000	43,000	43,000	44,000	50,000	50,000	50,000	50,000	50,000	.
PROPOSED GOALS	.	.	.	.	.	50,000	50,000	60,000	60,000	60,000

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	-3,750	-6,040	-5,550	-4,380	-5,820	.	.	.	.	.
APPROVED GOALS	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000	9,000

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	70.7	74.7	75.3	76.9	78.0	.	.	.	.	.
APPROVED GOALS	72.0	74.0	74.0	74.0	75.0	76.0	76.0	76.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	78.0	78.0	78.0	78.0



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	96.3	95.5	95.4	96.2	96.9	.	.	.	.	.
APPROVED GOALS	97.0	97.0	97.0	97.0	97.0	97.0	97.0	97.0	97.0	.
PROPOSED GOALS	.	.	.	.	.	97.0	97.0	97.0	97.0	97.0

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	58.8	60.8	60.6	59.5	59.8	.	.	.	.	.
APPROVED GOALS	59.0	59.0	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.

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	25.8	24.7	23.4	23.2	23.2	.	.	.	.	.
APPROVED GOALS	30.0	24.0	24.0	26.0	26.0	26.0	26.0	26.0	26.0	.
PROPOSED GOALS	.	.	.	.	.	26.0	26.0	26.0	26.0	26.0

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	67.5	70.0	67.3	68.8	70.2	.	.	.	.	.
APPROVED GOALS	72.0	68.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	70.0	70.0	70.0	70.0	70.0

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	70.3	68.9	68.5	70.4	72.2	.	.	.	.	.
APPROVED GOALS	67.0	68.0	69.0	70.0	70.0	70.0	70.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	72.0	72.0	72.0	72.0	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	85.2	87.3	85.0	85.3	86.4	.	.	.	.	.
APPROVED GOALS	.	85.0	87.0	87.0	87.0	87.0	87.0	87.0	87.0	.
PROPOSED GOALS	.	.	.	.	.	87.0	87.0	87.0	87.0	87.0

10. BOT Choice: Endowment Size (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,847	2,379	2,276	2,337	2,454	.	.	.	.	.
APPROVED GOALS	1,950	2,180	2,550	2,200	2,291	2,387	2,487	2,594	2,673	.
PROPOSED GOALS	.	.	.	.	.	2,387	2,487	2,594	2,673	2,808



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	4.5	4.5	4.5	4.5	4.6	.	.	.	.	.
APPROVED GOALS	4.4	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.5	4.5	4.5	4.5

A. (2). Average SAT Score

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1,382	1,386	1,400	1,399	1,408	.	.	.	.	.
APPROVED GOALS	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	.
PROPOSED GOALS	.	.	.	.	.	1,360	1,360	1,360	1,360	1,360

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. Starting Fall 2024, CLT scores translated to the SAT scale have also been added.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	10	9	9	9	7	.	.	.	.	.
APPROVED GOALS	10	10	10	9	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

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.

C. Freshman Retention Rate [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	97	96	96	97	97	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	71	75	75	77	78	.	.	.	.	.
APPROVED GOALS	72	74	74	74	75	76	76	76	76	.
PROPOSED GOALS	.	.	.	.	.	78	78	78	78	78

E. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	28	33	36	37	34	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

F. 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	942	960	1,086	1,250	1,272	.	.	.	.	.
APPROVED GOALS	918	970	999	1,119	1,152	1,187	1,222	1,259	1,297	.
PROPOSED GOALS	.	.	.	.	.	1,187	1,222	1,259	1,297	1,297

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	562	575	641	767	751	.	.	.	.	.
APPROVED GOALS	537	579	596	660	680	700	721	743	770	.
PROPOSED GOALS	.	.	.	.	.	700	721	743	770	770

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.	.	.	.	.
APPROVED GOALS	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	377	419	429	420	396	.	.	.	.	.
APPROVED GOALS	364	351	352	352	354	355	356	357	358	.
PROPOSED GOALS	.	.	.	.	.	355	356	357	358	359

J. Doctoral Degrees Awarded Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,495	1,500	1,647	1,621	1,600	.	.	.	.	.
APPROVED GOALS	1,700	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	1,600	1,600	1,600	1,600	1,600

K. Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	675	671	667	725	772	.	.	.	.	.
APPROVED GOALS	694	675	675	675	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	675	675	675	675	675

L. Endowment Size (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,847	2,379	2,276	2,337	2,454	.	.	.	.	.
APPROVED GOALS	1,950	2,180	2,550	2,200	2,291	2,387	2,487	2,594	2,673	.
PROPOSED GOALS	.	.	.	.	.	2,387	2,487	2,594	2,673	2,808

M. Science & Engineering Research Expenditures (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	890	920	1,041	1,197	1,215	.	.	.	.	.
APPROVED GOALS	882	917	944	1,072	1,104	1,138	1,172	1,207	1,233	.
PROPOSED GOALS	.	.	.	.	.	1,138	1,172	1,207	1,233	1,233



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	10	9	9	9	7	.	.	.	.	.
APPROVED GOALS	10	10	10	9	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

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	82	83	84	84	84	.	.	.	.	.
APPROVED GOALS	73	73	75	75	75	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

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	3.9	3.8	3.8	3.8	3.8	.	.	.	.	.
APPROVED GOALS	4.0	4.0	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	88	86	86	86	87	.	.	.	.	.
APPROVED GOALS	85	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	85	85	85	85	85



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	89	90	89	90	90	.	.	.	.	.
APPROVED GOALS	90	90	90	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90

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	39	42	45	47	53	.	.	.	.	.
APPROVED GOALS	.	39	39	40	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

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	68	69	71	73	76	.	.	.	.	.
APPROVED GOALS	69	69	69	69	70	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	70	70	70

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	10,245	10,308	10,520	10,718	10,458	.	.	.	.	.
APPROVED GOALS	8,600	8,600	8,600	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000	9,000

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	5,771	5,919	6,424	7,618	7,449	.	.	.	.	.
APPROVED GOALS	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	5,800	5,800	5,800	5,800	5,800



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	28	31	32	31	31	.	.	.	.	.
APPROVED GOALS	28	28	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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	8	8	7	7	7	.	.	.	.	.
APPROVED GOALS	6	6	8	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

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	48	49	48	48	49	.	.	.	.	.
APPROVED GOALS	47	47	49	49	49	49	49	49	49	.
PROPOSED GOALS	.	.	.	.	.	49	49	49	49	49

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	57	60	58	60	61	.	.	.	.	.
APPROVED GOALS	60	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60



KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	96	89	89	98	98	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	92	93	93	94	94	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	96

LAW

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	84	80	77	79	88	.	.	.	.	.
BENCHMARK	71	71	65	70	77	.	.	.	.	.
APPROVED GOALS	88	88	89	89	90	90	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	90	92	92	92	93

PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	94	93	93	93	93	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	95	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	94

MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	99	99	96	97	97	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	99	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	99

MEDICINE (4Y-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	100	100	99	99	99	.	.	.	.	.
BENCHMARK	98	99	99	98	98
APPROVED GOALS	99	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	99	99	99	99	99

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PHARMACY

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	89	88	86	88	88
BENCHMARK	88	84	80	79	78	.	.	.	.	.
APPROVED GOALS	92	92	92	92	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	92	92	92	92	92

OCCUPATIONAL THERAPY

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	96	95	91	89	98	.	.	.	.	.
BENCHMARK	.	.	.	.	.	.	.	.	.	.
APPROVED GOALS	.	.	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

VETERINARY

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	98	98	97	92	88	.	.	.	.	.
BENCHMARK	90	87	79	79	82	.	.	.	.	.
APPROVED GOALS	.	.	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	90

DENTISTRY (INBDE)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	.	.	100	100	100	.	.	.	.	.
BENCHMARK	.	.	99	99	95	.	.	.	.	.
APPROVED GOALS	.	.	95	95	95	95	95	95	95	.
PROPOSED GOALS	95	95	95	95	95

Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / TIED	9	8	8	8	8	8	8	8	8	8
TOTAL	9	8	8	8	8	8	8	8	8	8



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	28	33	36	37	34	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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	43	41	39	40	47	.	.	.	.	.
APPROVED GOALS	.	.	40	40	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

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	942	960	1,086	1,250	1,272	.	.	.	.	.
APPROVED GOALS	918	970	999	1,119	1,152	1,187	1,222	1,259	1,297	.
PROPOSED GOALS	.	.	.	.	.	1,187	1,222	1,259	1,297	1,297

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	520	532	587	667	712	.	.	.	.	.
APPROVED GOALS	523	536	552	605	623	641	661	680	700	.
PROPOSED GOALS	.	.	.	.	.	641	661	680	700	700



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	152	142	135	143	118	.	.	.	.	.
APPROVED GOALS	123	124	125	126	127	128	129	130	131	.
PROPOSED GOALS	.	.	.	.	.	128	129	130	131	132

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	261	264	277	277	281	.	.	.	.	.
APPROVED GOALS	265	270	272	274	276	278	280	282	284	.
PROPOSED GOALS	.	.	.	.	.	278	280	282	284	286

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	14	16	7	10	15	.	.	.	.	.
APPROVED GOALS	15	16	17	16	16	16	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	16	16	17	17	17



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	38,233	38,561	38,371	38,729	40,200	.	.	.	.	.
APPROVED GOALS	37,938	38,000	38,000	38,413	38,000	38,000	38,000	38,000	38,000	.
PROPOSED GOALS	.	.	.	.	.	41,765	41,503	41,388	42,091	42,839
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	17,189	19,932	19,743	19,002	18,733	.	.	.	.	.
APPROVED GOALS	16,094	16,000	18,000	19,393	19,184	19,332	19,511	19,691	19,846	.
PROPOSED GOALS	.	.	.	.	.	18,957	19,275	19,547	19,872	20,061

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	7,114	7,905	7,502	7,710	8,295	8,310	7,510	7,510	7,510	7,510
FTIC: Returning	21,008	20,654	20,867	20,868	21,358	21,362	21,524	20,911	21,076	21,242
Transfer: FCS w/ AA	6,551	6,408	6,026	5,752	5,788	6,999	6,941	6,967	6,992	7,018
Other Undergraduates	3,206	3,205	3,615	4,017	4,353	4,674	5,079	5,519	5,997	6,517
Post-Baccalaureates	354	389	361	382	406	420	449	481	516	552
Subtotal	38,233	38,561	38,371	38,729	40,200	41,765	41,503	41,388	42,091	42,839
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	8,763	11,178	11,083	10,385	10,048	10,260	10,498	10,665	10,835	10,987
Research Doctoral	4,441	4,669	4,574	4,598	4,615	4,637	4,726	4,816	4,980	5,002
Professional Doctoral	3,985	4,085	4,086	4,019	4,070	4,060	4,051	4,066	4,057	4,072
Subtotal	17,189	19,932	19,743	19,002	18,733	18,957	19,275	19,547	19,872	20,061
TOTAL	55,422	58,493	58,114	57,731	58,933	60,722	60,778	60,935	61,963	62,900

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	10	11	12	13	14	.	.	.	.	.
APPROVED GOALS	.	.	.	.	14	14	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	14	14	14	14

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	29	27	27	29	30	.	.	.	.	.
APPROVED GOALS	29	30	31	31	31	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	31	31	31	31	31

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	15,199	15,130	15,154	15,165	15,231	15,928	16,412	16,427	16,470	16,747	17,171
UPPER	22,926	23,290	23,052	23,014	23,720	24,665	25,413	25,437	25,503	25,933	26,588
GRAD 1	6,988	7,870	9,427	9,116	8,602	8,444	8,701	8,709	8,731	8,878	9,103
GRAD 2	7,283	7,376	7,460	7,352	7,268	7,284	7,505	7,512	7,531	7,658	7,852
TOTAL	52,395	53,666	55,092	54,647	54,821	56,321	58,031	58,085	58,235	59,216	60,714

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%)	29	89	39	34	34	34	34	34	34	34	34
Primarily Dist. (80-99%)	8	1	7	9	8	9	9	9	9	9	9
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	1	2	2	2	2	2	2	2	2	2
Classroom (0-49%)	61	8	53	55	56	55	55	55	55	55	55
GRADUATE											
All Distance (100%)	19	61	36	35	34	34	34	34	34	34	34
Primarily Dist. (80-99%)	12	8	8	7	6	6	6	6	6	6	6
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	2	1	1	1	1	1	1	1	1	1
Classroom (0-49%)	68	30	55	57	58	58	58	58	58	58	58

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) 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 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 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





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