

# 2026 ACCOUNTABILITY PLAN

## UNIVERSITY OF FLORIDA

**BOT Approved June 11, 2026**





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2030 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

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.

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.*

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

UF is building a strategy based on several key initiatives. The first is to advance its initiative in AI and applications. Already touted by NVIDIA as the nation's leading model for AI education, UF will build on its success by embracing the coming wave of agentic AI and its applications to education, research, and campus operations. The second is to continue the development of UF's emerging national center of excellence for advanced graduate and professional degree programs on a new campus in 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. The third strategy is to continue development of the Hamilton School for Classical and Civic Education, devoted to research and teaching on Western civilization and the principles of a free society. And fourth, UF is launching its next philanthropic capital campaign to secure extra resources to ensure continued excellence in fulfilling its mission.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress

#### **Area of Expertise: AI and Applications.**

UF is an acknowledged leader in AI and applications. Universities and state governments visit UF regularly to learn about HiPerGator, its support ecosystem and UF's implementation of AI Across the Curriculum. In a recent white paper aiming to build national AI capacity, NVIDIA touts UF as the national model of an AI university to be emulated.

In the past year, UF replaced the original AI supercomputer donated by Chris Malachowsky and NVIDIA with the latest technology. It remains the nation's most powerful university-owned and -operated supercomputer. UF also continued with implementation of its Quality Enhancement Plan "AI Across the Curriculum". There are now over 300 AI faculty, 230 AI courses, and 14,000 students enrolled in AI courses annually. There are over 360 AI student club members, and the AI<sup>2</sup> Center has trained 12,000 higher ed and K-12 faculty and administrators through its micro-credential workshops, webinars, conferences, training and more.

In October 2025, UF broke ground for construction of the IFAS Center for Applied AI in Agriculture at the Gulf Coast Research and Education Center. UF just completed its AI<sup>2</sup> Summit 2026 at Disney Springs. 480 participants from 10 countries and 4 continents gathered to learn about AI education and how best to construct an AI environment in a university setting.

In Fall 2025, an AI Blue Sky Task Force was asked to envision the campus AI environment for the next five years. See <https://ai.ufl.edu/publications--guides/> for an executive summary and the full report. Based on this report, an AI tutor has been disseminated for beta-testing and an AI guide to assist students is in planning. These aides are part of the NaviGator suite of AI tools that have been made available to campus at no charge, including over 20 large language models.

UF is preparing to embrace the anticipated onslaught of hundreds of AI agents that promise increased productivity. To foster order and not chaos, UF is designing a platform to ensure that these agents can communicate, access data appropriately, and respect the privacy and security protocols of the campus. On the human side, UF has also reviewed its policies and regulations to ensure that issues related to acceptable use of AI and data are addressed.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress

#### **Area of Expertise:** Neuroscience and Neuromedicine.

UF has delivered measurable, high-impact returns to the State in Neuroscience and Neuromedicine, through sustained growth in national competitiveness, research funding, workforce development, and translational outcomes. Strategic investments have positioned UF as a national leader in neuroscience, and accelerated discovery in areas of critical importance. UF has intensified its focus on scalable infrastructure and alignment with national priorities to maximize ROI through increased external funding, talent development, and improved health outcomes.

#### **National Leadership in NIH Funding:**

- UF Neurosurgery ranks #2 (\$19.6 million) and Neurology/Neuroscience ranks #3 nationally (\$26.6 million) in NIH funding (Blue Ridge Institute). Our integrated neuroscience enterprise encompasses more than 300 investigators across 50+ academic units.

#### **High-Impact Research Outcomes:**

- AI-enabled diagnostics advancing earlier and more accurate detection of Alzheimer's disease, with direct implications for reducing long-term healthcare costs
- Breakthrough progress toward a cancer vaccine, achieving top 0.001% national visibility among scientific advances
- Development of an AI-driven, high-resolution 3D brain mapping platform.

#### **Workforce Pipeline and Talent Development:**

- 12 NIH-funded training programs strengthen Florida's biomedical workforce
- UF now one of only 32 U.S. institutions with an NIH-funded neuroscience PhD program
- The Summer Neuroscience Internship Program (celebrating its 10<sup>th</sup> year) pipeline in which over 70% of participants advance to graduate training and biomedical careers

#### **Strategic Recruitment and Internal Investment:**

- Targeted recruitment of leading investigators in strategic priorities for the state including brain aging, Alzheimer's disease, and neurotherapeutics
- Deploy accelerator programs to rapidly advance high-impact, interdisciplinary research
- Invest in core resources, like molecular sequencing, to support leading edge discoveries

#### **Strategic Enhancements & Changes**

UF is executing a deliberate shift toward a fully integrated research infrastructure designed to maximize productivity and ROI across its neuroscience enterprise. Shared platforms are being expanded to serve our 300+ investigators, and grant competitiveness. In direct alignment with NIH priorities, UF is scaling translational research capacity, including expansion of biospecimen repositories and advanced neuroimaging. Proposed future investments in critical technologies—such as a human 7T MRI and next-generation cellular imaging—will enhance UF's ability to attract competitive federal funding. These investments are expected to generate measurable ROI through:

- Increased NIH and federal research funding to the State of Florida
- Acceleration of commercialization and clinical translation of discoveries
- Reduction in long-term healthcare costs through earlier diagnosis and intervention
- Expansion of a highly skilled workforce supporting Florida's biomedical and healthcare sectors



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress

#### **Area of Expertise: Hamilton School for Classical and Civic Education.**

##### **Curriculum Development**

Hamilton now has 4 undergraduate majors and 5 minors, plus 2 graduate programs. First two undergraduate programs launched AY25-26. Developed two additional undergraduate programs, one undergraduate minor, and two graduate programs, and created 62 UF Quest courses. Total courses now stand at 124.

##### **Student Enrollment**

Undergraduate enrollment in fall 2025 included 82 FTIC and 11 transfer students. Includes 143 undergraduate majors and 66 undergraduate minors, as of April 2026. Offers of admission to 326 undergraduates and 22 graduate students for fall 2026. Total course enrollments of 2,788 in AY 2025-26.

##### **Faculty**

- In spring 2026, Hamilton had a baseline faculty of 38–40.
- An additional 13–19 faculty to be hired between the end of Spring 2026 and the start of Fall 2026.
- Upon completion, total faculty is projected to reach 53–59, supporting expanded teaching and research capacity.
- Hamilton has clusters of faculty research-and-teaching excellence in the following areas: US Civil War Studies, US in the Middle East Studies, Early Modern British Studies, and Greco-Roman Ancient Thought.

##### **Advancement**

Total funds raised: \$6,162,252 through 95 gifts received from 72 unique donors.

##### **Public Programming and Outreach**

- 50+ academic-year events were held overall, including seminars, conferences, lectures, and student programs.
- A year-long America 250 lecture series was launched with NEH support, featuring speakers from the U.S. Armed Forces, leading nonprofit organizations, and top universities in the U.S. and abroad.

##### **K–12 Initiatives**

- The School secured a \$2.9 million U.S. Department of Education grant to support K–12 civics and U.S. history curriculum development and teacher training.
- In partnership with Miami-Dade County Public Schools, the School helped transform Village Green Elementary into a classical-curriculum institution and secured \$60,000 in fee-for-service funding.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

#### UNIVERSITY PERFORMANCE

Among national public universities, UF Main is ranked #1 for first-year retention (98%), ranked #6 for 4-year graduation rate (83%), ranked #6 for 5-year graduation rate (90%), and ranked #6 for 6-year graduation rate (91%). UF also ranks #5 for Pell recipient six-year graduation rates (87%). (US News RY2026).

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 (96.9%), 4-year graduation rate (78.0%), 6-year graduation rate (90%), Pell 4-year graduation rates (76%), and Pell 6-year graduation rate (86.4%).

#### 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 Office of Undergraduate Education and Student Success opened summer 2025 in center of campus, easy access to student success resources.

**Transition Academic Advising** -- help students stay on track as they change majors, academic advising encourages students to "make the most of your four years at UF".

**Gator Graduated Program** – develop new solutions in student portals to communicate timely graduation and appropriate benchmarks, implement by fall 2027.

**Auto Graduation Task Force** – develop new process to automatically enroll students for graduation if they have completed degree requirements, pilot in August 2026.

**Academic Dismissal Intervention Task Force** – clean slate for first-year students, pilot in fall 2025, 19 students participate (29 eligible), with majority likely to continue at UF.

**Course Waitlists** – new design permitting greater functionality for moving students from waitlist to available seats based on verified academic priorities, pilot for fall 2026 add/drop,.

**Graduation Research** – Analyze students from 2019 cohort who left UF. Predictive analytics identify students who will likely struggle in high D-F-W courses in STEM.

#### ENROLLMENT MANAGEMENT

The **Registrar** adds new systems for degree audit, course catalog, scheduling and data analytics. These modern systems will empower student success, improve operations, and foster innovation. Help students find the classes they need to graduate on time.

**Financial Aid** comprehensive scholarship management program streamlines 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 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.



## STRATEGY (cont.)

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

#### STUDENT ACHIEVEMENTS

- A double major in International Studies and Political Science, Mikhail Mikhaylov is selected as a Marshall scholar to pursue graduate study in the United Kingdom. (April 2025)
- In fall 2025, UF students win the national Phi Alpha Delta Pre-Law Mock Trial Competition for the 15th straight year (Mar 2026).
- Journalism student, Sophia Abolfathi, wins an Emmy for her documentary “Sunflower” on the UF women’s softball team and the young cancer patient who became their inspiration (April 2025).

#### FACULTY ACHIEVEMENTS

- American Association for the Advancement of Science (AAAS) honors 10 faculty from IFAS, Liberal Arts & Sciences, the Florida Museum of Natural History, and Veterinary Medicine, as lifetime fellows (Mar 2026).
- Five professors in Archaeology, Computer Science, Geography, Urban Planning, and Engineering represented the U.S. as Fulbright Scholars in 2025-26. UF was also the host institution for 9 Fulbright visiting scholars in 2025-26.
- A Pharmacy professor at UF, Thomas Schmittgen, is the co-author of the second-most cited research article of the 21<sup>st</sup> century and fifth-most cited publication of all time (Nature, April 2025). His calculation is widely used in quantitative PCR (polymerase chain reaction) to measure how genes are expressed in different samples.
- Elias Sayour, a pediatric oncologist, reports on important research that shows how mRNA COVID-19 vaccines make treatments for melanoma more effective (Nature, Oct 22, 2025).
- Jamie Tayar, assistant professor of astronomy receives the Cottrell Scholar Award for innovative research on how stars change (Feb 2026).

#### PROGRAM ACHIEVEMENTS

- Scholars at UF set another record, increasing research expenditures to \$1.33 billion in FY2025. UF is currently ranked 15th among public universities and 26th among all universities in FY2024. UF leads all universities in Florida. UF is one of 37 universities with > \$1 billion in research in FY24. (NSF HERD)
- Federal research funding at UF increases 5.4% to \$613M in FY2025. UF is currently ranked 16th among public universities and 32rd among all universities in FY2024. (NSF HERD)
- State and local funding for research expenditures increases 15% to \$232 million in FY2025, which is 17% of total RD expenditures. (NSF HERD)
- UF also supports research with institutional funds, including cost sharing and unrecovered indirect costs. Institutional funds decrease 1.6% to \$353M in FY2025. (NSF HERD)
- NIH funding increases to \$176 million for the College of Medicine, ranked 20<sup>th</sup> among public institutions (BLUE RIDGE INSTITUTE)

#### INSTITUTIONAL ACHIEVEMENTS

- UF is selected again as one of ten public universities named as The New Ivies (Forbes, April 2026). Forbes also ranked UF #5 among public universities for return on investment (Forbes, Aug 2025).
- UF is ranked #7, marking eight consecutive years in the top ten public universities. (US News, Sept 2025).
- UF has 21 graduate programs ranked in the top 20 nationally (US News, Graduate Colleges, April 2026). Education is #2, Pharmacy is #4, Veterinary Medicine is #6, Agriculture is #6, and Accounting is #16. Online graduate programs were highly ranked -- Education #2 and MBA #5. In academic year 2024-25, UF awarded 807 research doctorates, 1,051 professional doctorates and 5,148 master’s degrees (IPEDS).
- UF Online is #1 again for the best online bachelor’s degree programs. UF Online is #1 Business, #3 Psychology, and the best program for veterans (US News, Online Bachelors, Jan 2026).



## STRATEGY (cont.) Enrollment Strategy

The University of Florida has moved to a comprehensive 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

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 2026-27 thru 2029-30 are prepared by Institutional Planning and Research. They are based on current enrollment in 2025-26, recent historic trends in enrollment, and expectations for current students who will graduate before fall 2026. They include goals provided by Enrollment Management which include working to strengthen the academic profile of the incoming class reinforcing UF's position as one of the nation's top public research universities.



## PERFORMANCE-BASED FUNDING METRICS

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	74.1	76.7	79.0	79.4	80.0	.	.	.	.	.
APPROVED GOALS	.	.	75.0	80.0	80.0	80.0	85.0	85.0	85.0	.
PROPOSED GOALS	.	.	.	.	.	80.0	85.0	85.0	85.0	85.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	48,500	51,200	56,500	58,200	61,100	.	.	.	.	.
APPROVED GOALS	43,000	43,000	44,000	50,000	50,000	50,000	60,000	60,000	60,000	.
PROPOSED GOALS	.	.	.	.	.	50,000	60,000	60,000	60,000	60,000

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	-6,040	-5,550	-4,380	-5,830	-7,080	.	.	.	.	.
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]

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	74.7	75.3	76.9	78.0	78.8	.	.	.	.	.
APPROVED GOALS	74.0	74.0	74.0	75.0	78.0	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	78.0	78.0	78.0	78.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	95.5	95.4	96.2	96.9	96.3	.	.	.	.	.
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



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	35.6	35.8	35.9	35.9	37.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	37.0	37.0	37.0	37.0	37.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	24.7	23.4	23.2	23.2	26.0	.	.	.	.	.
APPROVED GOALS	24.0	24.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	.
PROPOSED GOALS	.	.	.	.	.	24.0	24.0	24.0	24.0	24.0

Note: Beginning 2024-25, changes were implemented to expand federal financial aid eligibility as part of the FAFSA Simplification Act.

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	46.7	39.6	41.0	40.3	40.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	70.0	70.0	70.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	41.0	41.0	41.0	41.0	41.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29	2027-30
ACTUAL	68.9	68.5	70.4	72.2	74.5	.	.	.	.	.
APPROVED GOALS	68.0	69.0	70.0	70.0	72.0	72.0	72.0	72.0	72.0	.
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]

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	87.3	85.0	85.3	86.4	87.3	.	.	.	.	.
APPROVED GOALS	85.0	87.0	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)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	2,379	2,276	2,337	2,454	2,689	.	.	.	.	.
APPROVED GOALS	2,180	2,550	2,200	2,291	2,387	2,487	2,594	2,673	2,808	.
PROPOSED GOALS	.	.	.	.	.	2,487	2,782	2,857	2,933	3,010



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### A. (1). Average GPA

	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	4.5	4.5	4.5	4.6	4.6	.	.	.	.	.
APPROVED GOALS	4.5	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 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	1386	1400	1399	1408	1409	.	.	.	.	.
APPROVED GOALS	1360	1360	1360	1360	1360	1360	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	1400	1400	1400	1400	1400

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	9	9	9	7	7	.	.	.	.	.
APPROVED GOALS	10	10	9	9	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

Notes: 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]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	96	96	97	97	97	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	75	75	77	78	79	.	.	.	.	.
APPROVED GOALS	74	74	74	75	78	78	78	78	78	.
PROPOSED GOALS	.	.	.	.	.	78	78	78	78	78



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### E. National Academy Memberships

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	33	36	37	34	30	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	960	1,086	1,250	1,272	1,335	.	.	.	.	.
APPROVED GOALS	970	999	1,119	1,152	1,187	1,222	1,259	1,297	1,297	.
PROPOSED GOALS	.	.	.	.	.	1,260	1,200	1,130	1,200	1,260

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	575	641	767	751	804	.	.	.	.	.
APPROVED GOALS	579	596	660	680	700	721	743	770	770	.
PROPOSED GOALS	.	.	.	.	.	763	723	680	723	763

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

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

### I. Utility Patents Awarded [over three calendar years]

	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29	2028-30
ACTUAL	419	429	420	396	398	.	.	.	.	.
APPROVED GOALS	351	352	352	354	355	356	357	358	359	.
PROPOSED GOALS	.	.	.	.	.	356	357	358	359	360



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### J. Doctoral Degrees Awarded Annually

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	1,500	1,647	1,621	1,600	1,620	.	.	.	.	.
APPROVED GOALS	1,600	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 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	671	667	725	772	790	.	.	.	.	.
APPROVED GOALS	675	675	675	675	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	675	675	675	675	675

### L. Endowment Size (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	2,379	2,276	2,337	2,454	2,689	.	.	.	.	.
APPROVED GOALS	2,180	2,550	2,200	2,291	2,387	2,487	2,594	2,673	2,808	.
PROPOSED GOALS	.	.	.	.	.	2,487	2,782	2,857	2,933	3,010

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	920	1,041	1,197	1,215	1,276	.	.	.	.	.
APPROVED GOALS	917	944	1,072	1,104	1,138	1,172	1,207	1,233	1,233	.
PROPOSED GOALS	.	.	.	.	.	1,212	1,148	1,080	1,148	1,212



## KEY PERFORMANCE INDICATORS

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	9	9	9	7	7	.	.	.	.	.
APPROVED GOALS	10	10	9	9	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

Notes: 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. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	94	99	99	99	99	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	99

### 3. Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	69	71	73	76	76	.	.	.	.	.
APPROVED GOALS	69	69	69	70	70	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	70	70	70

### 4. Annual Students Without Loans Rate

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	85	88	88	89	90	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	91	91	91	91	91



## KEY PERFORMANCE INDICATORS (cont.)

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

#### NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	89	89	98	98	93	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	93	93	94	94	95	95	95	95	96	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	96	96

#### LAW

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	80	77	79	88	91	.	.	.	.	.
BENCHMARK	71	65	70	77	80	.	.	.	.	.
APPROVED GOALS	88	89	89	90	90	92	92	92	93	.
PROPOSED GOALS	.	.	.	.	.	92	92	92	92	92

#### PHYSICAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	91	96	92	88	92	.	.	.	.	.
BENCHMARK	88	85	85	85	87	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	94	94

#### MEDICINE (2YR)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	99	96	97	97	99	.	.	.	.	.
BENCHMARK	96	93	92	91	93	.	.	.	.	.
APPROVED GOALS	99	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	98



## KEY PERFORMANCE INDICATORS (cont.)

### MEDICINE (4Y-CK)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	100	99	99	99	100	.	.	.	.	.
BENCHMARK	99	99	98	98	98	.	.	.	.	.
APPROVED GOALS	99	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	99

### PHARMACY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	88	86	88	88	95	.	.	.	.	.
BENCHMARK	84	80	79	78	87	.	.	.	.	.
APPROVED GOALS	92	92	92	92	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	92	92	92	92	92

### OCCUPATIONAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	95	91	89	98	98	.	.	.	.	.
BENCHMARK	.	.	.	.	94	.	.	.	.	.
APPROVED GOALS	.	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

### VETERINARY

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	98	97	92	88	90	.	.	.	.	.
BENCHMARK	87	79	79	82	82	.	.	.	.	.
APPROVED GOALS	.	95	95	95	95	95	95	95	90	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	90	90



## KEY PERFORMANCE INDICATORS (cont.)

### DENTISTRY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	.	100	100	100	99	.	.	.	.	.
BENCHMARK	.	99	99	95	92	.	.	.	.	.
APPROVED GOALS	.	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

### PHYSICIAN'S ASSISTANT

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	96	93	98	100	96	.	.	.	.	.
BENCHMARK	93	92	92	92	91	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	92	92	92	92	92

Note: The Physician Assistant National Certifying Examination (PANCE) reports pass rates on a rolling basis. Historical pass rates included in the Accountability Plan remain fixed. The most recent pass rates above are current as of March 20, 2026.

### Exam Scores Relative to Benchmarks

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ABOVE / TIED	8	9	9	9	10	10	10	10	10	10
TOTAL	8	9	9	9	10	10	10	10	10	10



## KEY PERFORMANCE INDICATORS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	10,308	10,520	10,718	10,458	10,946	.	.	.	.	.
APPROVED GOALS	8,600	8,600	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	10,000	10,000	10,000	10,000	10,000

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	5,919	6,424	7,618	7,449	7,007	.	.	.	.	.
APPROVED GOALS	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	6,500	6,500	6,500	6,500	6,500

### 8. Percent of Bachelor's Degree Completers with Internships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	37	38	38	37	36	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	35	35	35	35	35

### 9. National Academy Members

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	33	36	37	34	30	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	960	1,086	1,250	1,272	1,335	.	.	.	.	.
APPROVED GOALS	970	999	1,119	1,152	1,187	1,222	1,259	1,297	1,297	.
PROPOSED GOALS	.	.	.	.	.	1,260	1,200	1,130	1,200	1,260



## KEY PERFORMANCE INDICATORS (cont.)

### 11. Federal Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	423	468	529	581	613	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	582	552	520	551	582

### 12. Research Expenditures from Business & Industry (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	31	39	42	37	41	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	43	45	47	49	51

### 13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	142	135	143	118	137	.	.	.	.	.
APPROVED GOALS	124	125	126	127	128	129	130	131	132	.
PROPOSED GOALS	.	.	.	.	.	129	130	131	132	133

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	16	7	10	15	9	.	.	.	.	.
APPROVED GOALS	16	17	16	16	16	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	16	17	17	17	17

### 15. Number of Licenses & Options Executed Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	264	277	277	281	279	.	.	.	.	.
APPROVED GOALS	270	272	274	276	278	280	282	284	286	.
PROPOSED GOALS	.	.	.	.	.	280	282	284	286	288



## KEY PERFORMANCE INDICATORS (cont.)

### 16. Cash to Debt Ratio

	2021	2022	2023	2024	2025
ACTUAL	947	950	960	1,000	1,189

### 17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	232	235	233	248	277

### 18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	2.6	3.1	1.8	4.6	7.4

### 19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	16.5	16.0	17.0	16.6	17.7

### 20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	9.4	9.3	12.0	12.2	13.9

### 21. Shared Initiatives Savings (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	56.5	56.1	97.3	75.2	104.0

### 22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	65	67	65	64	62

### 22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	16	17	18	19	21



## KEY PERFORMANCE INDICATORS (cont.)

### 23. Bond Program Ratings

	Moody's	S&P	Fitch
<b>University of Florida Issuer Rating</b>	<b>Aa1/Stable</b>	<b>-</b>	<b>AA+/Stable</b>

Issuer	Type	Moody's	S&P	Fitch
DBF (Division of Bond Finance)	Dormitory Revenue Bonds	Aa2/Stable	AA-/Positive	AA/Stable
DBF (Division of Bond Finance)	Student Activity Bonds	Aa2/Stable	AA+/Positive	AA/Stable
DBF (Division of Bond Finance)	Parking Revenue Bonds	Aa2/Stable	AA-/Positive	AA-/Stable
DBF (Division of Bond Finance)	Research Revenue Bonds	Aa2/Stable	AA/Positive	AA+/Stable



## ENROLLMENT PLANNING

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	38,561	38,371	38,729	40,200	41,109	.	.	.	.	.
APPROVED GOALS	38,000	38,000	38,413	38,000	41,765	41,503	41,388	42,091	42,839	.
PROPOSED GOALS	.	.	.	.	.	39,341	38,912	38,503	38,115	37,744

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	19,932	19,743	19,002	18,733	19,078	.	.	.	.	.
APPROVED GOALS	16,000	18,000	19,393	19,184	18,957	19,275	19,547	19,872	20,061	.
PROPOSED GOALS	.	.	.	.	.	18,946	17,892	19,134	18,066	19,281

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTIC: New	7,905	7,502	7,710	8,295	8,440	8,265	8,265	8,265	8,265	8,265
FTIC: Returning	20,654	20,867	20,868	21,358	22,036	21,579	21,377	21,176	20,978	20,781
Transfer: FCS w/ AA	6,408	6,026	5,752	5,788	6,130	5,340	5,373	5,406	5,440	5,473
Other Undergraduates	3,205	3,615	4,017	4,353	4,127	3,770	3,504	3,257	3,027	2,814
Post-Baccalaureates	389	361	382	406	376	387	393	399	405	411
<b>Subtotal</b>	<b>38,561</b>	<b>38,371</b>	<b>38,729</b>	<b>40,200</b>	<b>41,109</b>	<b>39,341</b>	<b>38,912</b>	<b>38,503</b>	<b>38,115</b>	<b>37,744</b>

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	11,178	11,083	10,385	10,048	10,282	10,227	9,162	10,353	9,275	10,480
Research Doctoral	4,669	4,574	4,598	4,615	4,612	4,610	4,634	4,657	4,681	4,705
Professional Doctoral	4,085	4,086	4,019	4,070	4,184	4,109	4,096	4,124	4,110	4,096
<b>Subtotal</b>	<b>19,932</b>	<b>19,743</b>	<b>19,002</b>	<b>18,733</b>	<b>19,078</b>	<b>18,946</b>	<b>17,892</b>	<b>19,134</b>	<b>18,066</b>	<b>19,281</b>
<b>TOTAL</b>	<b>58,493</b>	<b>58,114</b>	<b>57,731</b>	<b>58,933</b>	<b>60,187</b>	<b>58,287</b>	<b>56,804</b>	<b>57,637</b>	<b>56,181</b>	<b>57,025</b>

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



## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	9	9	9	11	12	.	.	.	.	.
PROJECTIONS	.	.	.	.	.	11	11	11	11	11

Note: Reflects the percentage of students enrolled who are considered non-residents pursuant to Board Regulation 7.006. Non-resident enrollment projections were requested on May 29, 2026, pursuant to HB 5601E.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	27	27	29	30	32	.	.	.	.	.
APPROVED GOALS	30	31	31	31	31	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	31	31	31	31	31

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
LOWER	15,130	15,154	15,165	15,231	15,939	15,436	15,043	15,264	14,878	15,102	15,253
UPPER	23,290	23,052	23,014	23,720	24,683	23,904	23,295	23,637	23,040	23,386	23,620
GRAD 1	7,871	9,427	9,116	8,602	8,457	8,190	7,982	8,099	7,894	8,013	8,093
GRAD 2	7,376	7,460	7,352	7,268	7,324	7,093	6,912	7,014	6,836	6,939	7,009
<b>TOTAL</b>	<b>53,666</b>	<b>55,092</b>	<b>54,647</b>	<b>54,821</b>	<b>56,404</b>	<b>54,623</b>	<b>53,232</b>	<b>54,014</b>	<b>52,648</b>	<b>53,440</b>	<b>53,975</b>

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



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
<b>UNDERGRADUATE</b>											
All Distance (100%)	89	39	34	34	34	34	34	34	34	34	34
Primarily Dist. (80-99%)	1	7	9	8	9	9	9	9	9	9	9
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	2	2	2	2	2	2	2	2	2	2
Classroom (0-49%)	8	53	55	56	55	55	55	55	55	55	55
<b>GRADUATE</b>											
All Distance (100%)	61	36	35	34	34	35	35	35	35	35	35
Primarily Dist. (80-99%)	8	8	7	6	6	7	7	7	7	7	7
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	1	1	1	1	1	1	1	1	1	1
Classroom (0-49%)	30	55	57	58	58	57	57	57	57	57	57

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. 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 Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

**PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:**

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

**PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:**

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

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

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



## DEFINITIONS (cont.)

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

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

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

**PBF-8b: 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 Post doctorates 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. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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



## DEFINITIONS (cont.)

### 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: Princeton Review, 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. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

**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.



## DEFINITIONS (cont.)

**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: Utility 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)

**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.

**Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** 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).

**Percent of Bachelor's Degree Completers with Internships:** This metric is based on the percentage bachelor's degree completers annually who complete an internship course. These courses offer students opportunities to acquire or apply knowledge and skills in a supervised setting that simulates the conditions in which the knowledge and skills will be utilized. Source: State University Database System (SUDS).

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

**Percent of Students Paying Excess Hours Fees:** This metric is based on the percentage of undergraduate students who are assessed excess hour fees during the academic year. Students are counted once per academic year if they incur the fee, regardless of the number of terms or courses in which the fee is applied. The percentage is calculated by dividing the number of students paying the fee by the total number of degree-seeking undergraduate students enrolled during the academic year. Source: State University Database System (SUDS).

**Annual Students Without Loans Rate:** This metric is based on the percentage of Florida resident undergraduates who did not receive a student loan as part of their financial aid disbursement in an academic year. Source: State University Database System (SUDS).

**Professional 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, Initial Teacher Preparation, Physician Assistant, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2030 System Strategic Plan calls for institutions to be in the top decile of scores compared to the average pass rate for the nation or state. 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.)

**Bachelor's and 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).

**National Academy Members:** 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.

**Total Research Expenditures (\$M):** 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.

**Federal Research Expenditures (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by federal government 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.

**Research Expenditures from Business & Industry (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by business 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.

**Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. 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).

**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

**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.

**Annual Giving (\$):** Refers to new funds committed, including bequests, according to Council for Advancement and Support of Education (CASE) Global Reporting Standards. Source: CASE Voluntary Support of Education (VSE) Survey.



## DEFINITIONS (cont.)

**Cash to Debt:** This metric provides an indication of the financial health of the university by showing the base of cash and investments available to respond to unforeseen impacts on pledged revenues. The ratio is calculated by dividing all cash and investments by the total of bonds, leases, SPITA, and loans/notes.

**Days Cash on Hand:** This metric is a primary indicator of liquidity, measuring how long the university could continue operations if no additional revenues or cash inflows occurred. It is calculated by dividing unrestricted cash and investments by cash operating expenses (excluding non-cash pension expense), then multiplying by 365.

**Net Operating Revenues Ratio:** This metric reflects the university's operating margin in a given year by dividing adjusted operating surplus by adjusted operating revenues.

**Age of Plant Ratio:** This metric measures the average age of the university's capital assets, including buildings, infrastructure, and capital equipment. It is calculated by dividing accumulated depreciation by annual depreciation expense.

**Return on Net Assets (RONA) Ratio:** This metric indicates whether the university is better off financially than it was in the prior year by measuring the percentage increase in total net assets. It is calculated by dividing the change in net assets plus non-cash pension expense by adjusted beginning net assets.

**Shared Initiatives Savings:** This metric tracks cost savings achieved through coordinated university efforts to maximize efficiencies in the purchase of goods and services.

**Percent of Employees in Instruction/Research & Administration:** This metric is based on employee FTE, which represents the portion of full-time effort assigned for the length of the contract. It only includes state-funded employees. Percentages are calculated using all state-funded FTE as the denominator, with activity categories including Instruction/Research and Administration. Other categories not shown include Student Support, Services, and Operational Support.

**Bond Program Ratings:** This metric reflects ratings assigned to a university's bond or debt issuances by nationally recognized credit rating agencies, including S&P Global Ratings, Moody's Investors Service, and Fitch Ratings.



**Bond Program Ratings:**

Moody's	S&P	Fitch	Rating description		Credit Worthiness
Aaa	AAA	AAA	Prime	Investment grade	An obligor has <b>EXTREMELY STRONG</b> capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has <b>VERY STRONG</b> capacity to meet its financial commitments. It differs from the highest-rated obligors only to a small degree.
Aa2	AA	AA			
Aa3	AA-	AA-			
A1	A+	A+	Upper-medium grade		An obligor has <b>STRONG</b> capacity to meet its financial commitments but is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.
A2	A	A			
A3	A-	A-			
Baa1	BBB+	BBB+	Lower-medium grade		An obligor has <b>ADEQUATE</b> capacity to meet its financial commitments. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitments.
Baa2	BBB	BBB			
Baa3	BBB-	BBB-			
Ba1	BB+	BB+	Non-investment grade, speculative	Non-investment grade aka: high-yield bonds aka: junk bonds	An obligor is <b>LESS VULNERABLE</b> in the near term than other lower-rated obligors. However, it faces major ongoing uncertainties and exposure to adverse business, financial, or economic conditions which could lead to the obligor's inadequate capacity to meet its financial commitments.
Ba2	BB	BB			
Ba3	BB-	BB-			
B1	B+	B+	Highly speculative		An obligor is <b>MORE VULNERABLE</b> than the obligors rated 'BB', but the obligor currently has the capacity to meet its financial commitments. Adverse business, financial, or economic conditions will likely impair the obligor's capacity or willingness to meet its financial commitments.
B2	B	B			
B3	B-	B-			
Caa	CCC	CCC	Extremely speculative		An obligor is <b>CURRENTLY VULNERABLE</b> , and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> .
	C	C			The obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> to nonpayment. May be used where a bankruptcy petition has been filed.
C	D	D	In default		An obligor has failed to pay one or more of its financial obligations (rated or unrated) when it became due.



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**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).

**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).

**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).

**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).

**Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents pursuant to Board Regulation 7.006. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA





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