

2026 ACCOUNTABILITY PLAN

UNIVERSITY OF
WEST FLORIDA

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Table of Contents

INTRODUCTION	3
STRATEGY	4
Mission Statement	4
Statement of Strategy	4
ONE SUS: Areas of Expertise Progress	5
Graduation Rate Improvement Plan Update	6
Key Achievements for Last Year (Student, Faculty, Program, Institutional)	7
Enrollment Strategy	8
PERFORMANCE-BASED FUNDING METRICS	9
KEY PERFORMANCE INDICATORS	12
ENROLLMENT PLANNING	19
DEFINITIONS	22



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

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

Statement on Civil Discourse and Free Expression

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

Statement of Strategy

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

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



STRATEGY (cont.)

ONE SUS: Areas of Expertise Progress

The University of West Florida (UWF) has established three key areas of expertise: Cybersecurity, Public Archaeology and Community Heritage, and Computational Intelligence. Each area demonstrates strong progress in academic innovation and research impact.

Cybersecurity is UWF's first area of expertise and a nationally recognized strength. UWF is home to the first stand-alone Department of Cybersecurity in the State University System and offers a robust portfolio of programs, including an NCAE-designated and ABET-accredited B.S. in Cybersecurity, an M.S. in Cybersecurity, and interdisciplinary certificates across multiple colleges. The UWF Center for Cybersecurity expanded its mission to become the UWF Center for Cybersecurity and AI and lead AI-enabled cybersecurity research and workforce development. The Center has earned national recognition for workforce development, certification training, and outreach, securing more than \$45.9 million in external funding over the past 10 years.

Recent milestones demonstrate continued momentum. This year, the Center for Cybersecurity and AI secured more than \$12 million in external funding and is a key partner in the university's \$32.5 million Triumph Gulf Coast award. UWF is expanding its academic offerings with a new B.S. in Cybersecurity at the Fort Walton Beach location, as well as launching undergraduate and graduate AI in Cybersecurity certificates and a new specialization in Fall 2026. UWF is the second university in the nation to receive NSA NCAE approval for the new B.S. in Cybersecurity - AI specialization as an approved Cyber-AI Program of Study. The Triumph award will also support the hiring of additional cybersecurity faculty, further strengthening capacity and impact.

Public Archaeology and Community Heritage represents UWF's second area of expertise and reflects its longstanding leadership in Gulf Coast heritage. This interdisciplinary initiative integrates archaeology, history, museum studies, cultural resource management, and emerging technologies. The program serves as a national model for applied heritage scholarship, grounded in five pillars: applied learning and workforce development, technology integration, military and veteran engagement, public impact, and cultural-natural heritage integration. In 2025-2026, the program held 72 public outreach events, brought in 661K in grant funding, and involved over a hundred students and 200 community volunteers in 65 individual projects, including the search for the Jacksonian-era Fort Kirkland which involved the training of veterans from Task Force Dagger Special Operations Foundation in fieldwork. A key milestone this year is the hiring of a public historian who will help expand programming, strengthen partnerships, and further advance this area of distinction.

Computational Intelligence is UWF's third area of expertise, spanning multiple departments, programs, and research centers. This area positions UWF at the forefront of innovation in artificial intelligence, machine learning, big data analytics, robotics, advanced computing, and population health modeling. Significant progress has been made this year. A \$32.5 million Triumph Gulf Coast award established the Center for Computational Intelligence, supporting the hiring of research scientists, postdoctoral fellows, and Ph.D. students. The funding also contributes to a new 50,000-square-foot research facility that will house both the Center for Computational Intelligence and the Center for Cybersecurity and AI, along with additional labs and research space. Faculty hiring is underway across key areas, including Intelligence Systems and Robotics, Computer Science, and Cybersecurity and IT. In addition, faculty affiliated with Computational Intelligence have secured more than \$10 million in research funding, further demonstrating the strength and growth of this area.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Bold, data-driven innovation is transforming student success in measurable and meaningful ways.

Graduation outcomes have reached historic highs, highlighted by a 7.3 percentage point increase in the 4-year graduation rate—rising from 47.4% for the 2017 cohort to 54.7% for the 2021 cohort—and a 7.6 percentage point gain in the 3-year transfer graduation rate, climbing from 56.5% for the 2018 cohort to 64.1% for the 2022 cohort. Most notably, 6-year Pell student outcomes have surged by 13.8 percentage points, from 45% for the 2015 cohort to 58.8% for the 2019 cohort, underscoring a strong and sustained commitment to student achievement.

Central to these outcomes is the Office of Academic Advocacy & Graduation Success (AAGS), formally established in Fall 2023, which leads university-wide graduation initiatives and partners with colleges, advising units, and student support services to ensure a coordinated approach. Academic advocates, assigned to each college, provide proactive, high-touch support, monitor registration patterns and credit accumulation, and connect students to financial, academic, and personal resources to address barriers in real time. These efforts directly support students' persistence and on-time degree completion.

Predictive analytics and technology continue to amplify UWF's impact on student success. The Knack peer tutoring platform provides targeted support for high-drop, withdrawal, fail, and incomplete courses, offering timely, on-demand tutoring that reinforces course success. Continuous enhancements to the Predictive Analytics and Modeling (PAM) Lab dashboard enable advocates, support staff, and advisors to identify and intervene with at-risk students through early warning alerts. The Mainstay chatbot scales communication, delivering reminders, motivational nudges, and targeted outreach to key undergraduate students, while supporting institutional priorities, such as completion of the Florida Civic Literacy Exam (FCLE) and re-engagement of stop-out students.

Together, these tools provide actionable guidance and resources that help students persist and graduate. To improve completion rates on the FCLE, UWF uses a dedicated dashboard and proactive outreach to track students required to complete it. Students are further supported through the FCLE Prep Part of Term course, which provides written and audio reviews of U.S. constitutional democracy, founding documents, landmark Supreme Court cases, and test-taking strategies. Among prep course participants, 86% are scheduled to take the exam within two weeks of course completion, and 68% have passed, with most remaining students scheduled or in progress.

The AAGS/Mainstay chatbot reinforces learning with reminders, motivational nudges, and messaging on the FCLE's importance as a graduation requirement. Additionally, strategic efforts by Persistence and Academic Success Services ensure students complete the FCLE within their first year. Continued use of structured preparation, proactive communication, and technology-driven interventions supports full completion of this critical graduation requirement.

Looking forward, UWF will continue to expand and refine the use of technology and data-driven strategies to support student success, ensuring continued improvement in graduation rates and alignment with the SUS System degree completion goals for SUS 2030.



STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

1. Lousindy Mitton, a graduate student in M.S. Cybersecurity, was the first student in UWF's history to be awarded the Foreign Affairs Information Technology Fellowship, a highly competitive fellowship that prepares future leaders to leverage technology in advancing U.S. foreign policy objectives.
2. Thanks to a \$250,000 Department of State grant, UWF's Archaeology Institute led a team of students, faculty, archaeologists and local veterans to search for Fort Kirkland, a lost historical site important to preserving a piece of Northwest Florida's history.
3. The student-managed Argo Bond Fund and Argo Small Fund both placed second and the Argo Growth Bond placed third among 130 universities at the 2025 Quinnipiac University Global Asset Management Education's Global Portfolio Competition in New York City.
4. A team of electrical and computer engineering students worked with the Naval Surface Warfare Center to create a RoboBoat kit, getting more high school students interested and engaged in marine robotics.

FACULTY ACHIEVEMENTS

1. Four UWF researchers earned a place on Stanford/Elsevier's Top 2% Scientist Rankings lists. The list identified Dr. Jim Spain, Dr. Frank Gilliam, Dr. Amitabh Mishra and Dr. Allysha Winburn as leading researchers in their fields worldwide.
2. The UWF Center for Cybersecurity and AI's Dr. Eman El-Sheikh was appointed by the Global Council for Responsible Artificial Intelligence as Global Ambassador for the U.S.. In her role, she guides ethical integration of AI to ensure alignment with societal well-being.
3. For the first time in UWF history, a professor was awarded the national 2025 Mathematical and Computing Sciences Early Career Faculty Mentor Award, recognizing Dr. Shusen Pu's significant mentorship of undergraduate students.

PROGRAM ACHIEVEMENTS

1. UWF's B.S. in Information Technology was accredited by the Computing Accreditation Commission of ABET, a recognized global accreditor of college and university programs in applied science, computing, engineering and engineering technology. The School of Education received accreditation for educator preparation programs by the Council for the Accreditation of Educator Preparation.
2. UWF received approval for a \$3.3 million Triumph grant for a new Water and Vessel Engineering research program which will connect faculty and students with watercraft industry leaders like American Magic, assist organizations in recruiting a skilled workforce and provide access to research.
3. UWF celebrated the grand opening of the Sandy Sansing Sports Medicine Center, a \$6 million facility expansion created to enhance the quality of care for UWF student-athletes.

INSTITUTIONAL ACHIEVEMENTS

1. UWF ranked in the top 10 of public institutions in the region by U.S. News and World Report and ranked No. 3 among all 12 Florida SUS institutions by the Florida Board of Governors' 2024-25 performance-based funding model. UWF was also recognized as a Gold-level Military Friendly School and designated as a Military Spouse Friendly school for 2025-2026.
2. UWF was designated a Research 2: High Spending and Doctorate Production institution by the Carnegie Foundation for the Advancement of Teaching. The recognition highlights the outstanding contributions of the research faculty in advancing knowledge and innovation.
3. UWF was awarded a \$2 million grant from the Tourist Development Council through the Tourist Development Tax program to support the construction of the future Darrell Gooden Stadium. The stadium will elevate the student experience and serve as a hub for community engagement.



STRATEGY (cont.)

Enrollment Strategy

The University of West Florida achieved another historical enrollment milestone in 2025 by exceeding its targets with a 5% overall increase in degree-seeking enrollment. This growth is rooted in a comprehensive focus on student retention and graduation initiatives, new student recruitment, and operational enhancements while simultaneously aligning the university's academic portfolio with regional and state workforce needs. A central pillar of this year's success was our continued commitment to operational excellence, characterized by the merger of graduate and undergraduate admissions to create a unified Office of University Admissions. This restructuring, paired with enhancements to system integrations among our AI Chatbot, SIS, and CRM systems, allows for greater scalability of automated communication campaigns and personalized concierge services that coach students through the complexities of re-enrollment, admissions, and financial aid. These operational enhancements directly contributed to a more supportive environment by reducing barriers to entry and success.

The effectiveness of these strategies is most evident in the success in expanding access and social mobility. By emphasizing FAFSA completion and offering competitive financial aid packages that minimize student debt, UWF saw the percentage of FTIC completing the FAFSA rise from 89% in 2024 to 92% in 2025. This focus also led to a 3 percentage point increase in the percentage of new Pell-eligible transfer students. While undergraduate enrollment grew by 4% overall, the university strategically maintained the new freshman class size comparable to 2024, utilizing predictive analytics and retention data to drive recruitment strategies, ensuring recruited students are positioned for long-term success. Furthermore, new transfer student enrollment grew by 12%, underlining UWF's commitment to streamlined transfer pathways. This was enhanced by the addition of new program-specific transfer pathways with Pensacola State College, Gulf Coast State College, and St. Petersburg College.

Enrollment increases can also be attributed to UWF's commitment to workforce development, demonstrated through new degree and certificate programs. The university introduced a B.S. in Civil Engineering and a B.S.B.A. in Financial Planning, as well as workforce-based certificates in AI, Data, and Instructional Design. These efforts were mirrored in the graduate sector, which experienced a 6% increase in overall enrollment. Specific programs saw dramatic growth, including a 105% increase in M.S. in Nursing, a 67% increase in Nursing Leadership, a 29% increase in Exceptional Student Education, and a 5% increase in Engineering Master's programs.

Looking ahead to 2026 and beyond, UWF anticipates incremental growth through 2030 while remaining agile to potential fluctuations within specific student populations. We continue to navigate a complex and evolving enrollment landscape with data-driven adjustments that ensure long-term institutional stability. Our forward-looking strategies remain firmly aligned with the BOG SUS 30 Strategic Plan, underscoring our commitment to student success, broad academic access, and fulfillment of workforce demands. By prioritizing optimization of our operational infrastructure, UWF is prepared to meet the challenges of an uncertain environment while delivering high-value outcomes for our students and the state of Florida.



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	72.5	74.1	79.8	80.1	80.1	.	.	.	.	.
APPROVED GOALS	.	.	75.0	78.0	80.0	81.0	81.0	82.0	82.0	.
PROPOSED GOALS	.	.	.	.	.	81.0	81.0	82.0	82.0	83.0

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	45,500	48,800	53,000	54,000	54,600	.	.	.	.	.
APPROVED GOALS	41,000	46,000	49,000	50,000	54,500	55,000	55,500	56,000	56,500	.
PROPOSED GOALS	.	.	.	.	.	55,000	55,500	56,000	56,500	57,000

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	4,000	1,370	4,170	2,810	580	.	.	.	.	.
APPROVED GOALS	5,500	3,500	7,825	7,800	7,775	7,750	7,725	7,700	7,700	.
PROPOSED GOALS	.	.	.	.	.	7,750	7,725	7,700	7,700	7,700

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

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	47.4	47.0	48.1	53.7	54.7	.	.	.	.	.
APPROVED GOALS	41.0	45.0	48.0	50.0	54.0	55.0	56.0	57.0	58.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	56.0	57.0	58.0	59.0

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	80.8	83.5	86.8	87.8	88.9	.	.	.	.	.
APPROVED GOALS	83.0	84.0	85.0	86.0	88.0	88.0	89.0	89.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	89.0	89.0	89.0	90.0	90.0



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	46.3	43.9	42.4	41.0	42.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	42.5	42.5	42.5	42.5	42.5

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	35.7	35.5	35.5	36.3	41.7	.	.	.	.	.
APPROVED GOALS	36.0	36.0	36.0	36.0	38.0	38.0	38.0	38.0	38.0	.
PROPOSED GOALS	.	.	.	.	.	38.0	38.0	38.0	38.0	38.0

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	55.1	62.3	65.0	63.0	67.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	60.0	60.0	60.0	60.0

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	56.5	58.5	52.3	61.2	64.1	.	.	.	.	.
APPROVED GOALS	54.0	57.0	58.0	58.0	62.0	63.0	64.0	65.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	64.0	64.5	65.0	66.0	66.0

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

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

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	45.0	50.6	57.2	53.6	58.8	.	.	.	.	.
APPROVED GOALS	45.0	50.0	53.0	55.0	57.0	60.0	62.0	62.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	62.0	62.0	62.0	62.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	47.5	58.6	60.6	68.9	71.0	.	.	.	.	.
APPROVED GOALS	47.0	50.0	59.0	61.0	70.0	72.0	74.0	76.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	72.0	74.0	76.0	78.0	80.0



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

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	34	36	36	32	35	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	35	35	35	35	35

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	43	44	45	52	51	.	.	.	.	.
APPROVED GOALS	36	43	45	45	48	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	50	51	51	52	53

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	74	76	76	76	79	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	76	76.5	77	77.5	78



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	94	81	89	98	94	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

Exam Scores Relative to Benchmarks

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ABOVE / TIED	1	0	0	1	1	1	1	1	1	1
TOTAL	1	1	1	1	1	1	1	1	1	1



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	2,393	2,241	2,175	2,200	2,227	.	.	.	.	.
APPROVED GOALS	2,410	2,430	2,200	2,250	2,100	2,125	2,150	2,200	2,225	.
PROPOSED GOALS	.	.	.	.	.	2,200	2,200	2,200	2,225	2,250

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	1,128	1,147	1,490	1,494	1,616	.	.	.	.	.
APPROVED GOALS	1,035	1,050	1,250	1,300	1,500	1,500	1,500	1,500	1,500	.
PROPOSED GOALS	.	.	.	.	.	1,500	1,500	1,500	1,500	1,500

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	30	31	29	33	29	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34	35

9. National Academy Members

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

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	37	39	40	47	48	.	.	.	.	.
APPROVED GOALS	46	43	41	43	45	47	50	52	54	.
PROPOSED GOALS	.	.	.	.	.	48	50	52	54	56



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	17	17	18	17	19	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	23	24

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	1	1	1	0	1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1	1	2	2	3

13. Utility Patents Awarded

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

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

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



KEY PERFORMANCE INDICATORS (cont.)

16. Cash to Debt Ratio

	2021	2022	2023	2024	2025
ACTUAL	601	584	941	925	1136

17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	161	171	181	218	208

18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	-6.3	1.8	25.2	8.7	5.4

19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	19.6	20.3	20.7	20.6	23.7

20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	-5.2	3.8	10.0	19.9	3.9

21. Shared Initiatives Savings (\$M)

	2021	2022	2023	2024	2025
ACTUAL	1.2	1.8	4.0	7.3	8.2

22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	62	61	60	61	60

22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	20	21	22	22	21



KEY PERFORMANCE INDICATORS (cont.)

23. Bond Program Ratings

	Moody's	S&P	Fitch
University of West Florida Issuer Rating	A1/Stable	-	-

Issuer	Type	Moody's	S&P	Fitch
UWF Foundation	Housing Refunding Bonds	A2/Stable	-	-



KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

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

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	16	17	19	20	22	.	.	.	.	.
APPROVED GOALS	19	20	20	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20



ENROLLMENT PLANNING

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	8,860	8,796	9,034	9,326	9,703	.	.	.	.	.
APPROVED GOALS	9,186	8,825	8,850	9,212	9,527	9,806	9,946	10,057	10,143	.
PROPOSED GOALS	.	.	.	.	.	9,930	10,095	10,225	10,250	10,290

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	3,723	3,935	4,120	4,525	4,804	.	.	.	.	.
APPROVED GOALS	3,453	3,885	3,946	4,228	4,631	4,703	4,751	4,813	4,944	.
PROPOSED GOALS	.	.	.	.	.	4,820	4,880	4,940	5,000	5,060

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	1,183	1,179	1,496	1,551	1,562	1,425	1,450	1,450	1,450	1,450
FTIC: Returning	3,020	3,013	3,055	3,330	3,652	3,810	3,850	3,900	3,910	3,940
Transfer: FCS w/ AA	1,699	1,677	1,548	1,497	1,454	1,460	1,470	1,490	1,495	1,505
Other Undergraduates	2,633	2,572	2,605	2,607	2,717	2,920	3,010	3,070	3,080	3,080
Post-Baccalaureates	325	355	330	341	318	315	315	315	315	315
Subtotal	8,860	8,796	9,034	9,326	9,703	9,930	10,095	10,225	10,250	10,290
GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	3,445	3,674	3,858	4,320	4,651	4,650	4,700	4,750	4,800	4,850
Research Doctoral	242	261	262	205	153	170	180	190	200	210
Professional Doctoral	36	.	.	.	.	0	0	0	0	0
Subtotal	3,723	3,935	4,120	4,525	4,804	4,820	4,880	4,940	5,000	5,060
TOTAL	12,583	12,731	13,154	13,851	14,507	14,750	14,975	15,165	15,250	15,350

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	8	9	8	8	8	.	.	.	.	.
PROJECTIONS	.	.	.	.	.	10	10	10	10	10

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	16	15	16	18	18	.	.	.	.	.
APPROVED GOALS	20	20	20	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20

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	2,997	2,922	2,886	3,277	3,585	3,670	3,807	3,869	3,946	4,071	4,246
UPPER	5,409	5,157	5,126	5,180	5,333	5,694	5,592	5,567	5,563	5,621	5,628
GRAD 1	2,035	2,408	2,594	2,887	3,116	3,365	3,382	3,395	3,421	3,487	3,553
GRAD 2	139	111	102	117	92	73	69	69	70	71	73
TOTAL	10,580	10,598	10,708	11,461	12,127	12,802	12,850	12,900	13,000	13,250	13,500

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						2031- 32
UNDERGRADUATE											
All Distance (100%)	84	59	53	53	53	53	50	50	50	50	50
Primarily Dist. (80-99%)	0	1	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	8	10	5	5	4	4	4	4	4	4	4
Classroom (0-49%)	8	31	41	41	42	43	46	46	46	46	46
GRADUATE											
All Distance (100%)	94	91	91	89	89	88	86	86	86	86	86
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	1	1	2	2	3	1	1	1	1	1
Classroom (0-49%)	4	8	8	9	8	9	13	13	13	13	13

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. 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 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 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 4th 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



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 EXTREMELY STRONG capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has VERY STRONG 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 STRONG 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 ADEQUATE 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 LESS VULNERABLE 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 MORE VULNERABLE 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 CURRENTLY VULNERABLE, and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is CURRENTLY HIGHLY-VULNERABLE.
	C	C			The obligor is CURRENTLY HIGHLY-VULNERABLE 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





Board of Governors

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