2020
ACCOUNTABILITY PLAN

UNIVERSITY OF NORTH FLORIDA

Approved by Board of Trustees, 14 April 2020

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INTRODUCTION

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

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

STRATEGY

Mission Statement

Mission

Our student-centered mission is to create the next generation of thinkers, leaders, and problem solvers with the knowledge and experience to uniquely change the world.

Guiding Philosophy

- ✓ Student-Centered
- ✓ Excellence
- ✓ Innovation
- ✓ Partnerships
- ✓ Inclusion
- ✓ Uniquely UNF
- ✓ Goodness and Morality

Statement of Strategy

Strategic Goal:
University of national prominence with north Florida as our catalyst and student success as our mantra.

Vision:
We will be the higher education nexus where diverse students, faculty, and organizations from around the world collaborate and creatively innovate for the advancement of society.

With students as our focus, UNF will pursue UNIQUE approaches to:

- ✓ Experiential Learning: Projects, Internships, Intl. Immersion, and Business & Community Partnerships
- ✓ "Precision" Advising, Counseling, and Teaching
- ✓ Faculty Engagement, Student Research
- ✓ Character Development, Problem-Solving
- ✓ Graduate School Pathways
- ✓ Continue to Produce Graduates to Support Florida's Future Talent Needs

Moreover, UNF's areas of university distinction will be **Healthcare**, **Logistics**, **Water**, and **Technology** (STEM), which will match competencies to needs, and students to jobs.

STRATEGY (cont.)
Strengths, Opportunities & Challenges

STRENGTHS
- **Florida's Jobs University**: SUS leader in percentage of grads employed in Florida in first year post-graduation
- **Student Success**: Raised graduation rate in last 4 years by 1,440 basis points (47.7%), among best in U.S.
- **Growth with Quality**: Grew cohort by 67.3% in last 4 years, while lifting retention by 8.2% + diversity by 46.5%
- **Experiential Learning**: 90% of UNF seniors participate in high-impact practices (e.g., internships, research)
- **Small Classes & Individualized Attention**: Student-faculty ratio of 19-to-1, and average class size of 30
- **Geography**: Proximity to vibrant & diverse business community, particularly in strategic areas
- **Default Rate**: Student loan default rate of 1.3% is among the top 25 rates in the country
- **National Ranking**: Newly ranked as #140 in the country among public universities

OPPORTUNITIES & CHALLENGES
- Advance **success in gateway courses**, and build on success in **4-year grad rates** and **growing with quality**
- Elevate UNF as a **world-class brand** by developing and deploying unified brand strategy and communication
- Develop a **service culture** for all constituents: students, alumni, faculty, staff, employers, donors, community
- Further **student well-being**, especially in areas of stress, anxiety, and depression
- Identify, recognize, motivate, and **reward excellence** in research, teaching, service, and athletics
- Ease **student challenges**: 36% of students are first-generation, and 66.5% of undergrads work
- Enhance **finances & infrastructure**, particularly in support of student success and strategic initiatives
- Build a **unified & inspired UNF** amidst uncertainty & emerge from COVID-19 even **better positioned for future**

Three Key Initiatives & Investments

1. **UNF MedNEX**: **The nation's first comprehensive, university-based medical/healthcare nexus**
   - Multi-county hub and spoke federation of premier state, national, and international health organizations, linked with the health-related ecosystem of a major public university, to create innovative solutions
   - Includes UNF's first connection outside Jacksonville, a public-private partnership in development with the City of Palm Coast, AdventHealth, Allete Energy, Daytona State College, and Flagler County schools
   - Addresses critical needs in Nursing, Mental Health, PT, OT, Health Informatics, etc.

2. **Enhance Student Success & Workforce Readiness**
   - Creating new **Vice President of Jobs** to advance career success through internships and matching employers to students, students to employers, and students / programs to jobs
   - Increase enrollment strategically: expand key programs & reach into Georgia; prep for 2025 "birth dearth"
   - Attract, support, and graduate more underrepresented, disadvantaged, and first-generation students
   - Enhance onboarding & predictive modeling to identify students most likely to need additional support
   - Reward faculty for implementing research / analytics-based pedagogy promoting student success

3. **Use the Crisis as Springboard**
   - Identify and grow areas of greatest efficacy, efficiency, and return on the state's and student's investment
   - Create a more flexible and optimally deployed faculty workforce that exploits individual strengths
   - Develop stronger community integration and avenues to success with Title I schools and students

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

UNF's four-year graduation rate increased to **44.6%**, a **600 basis point (or 15.5%) increase** over last year, and a **990 basis point (or 28.5%) increase** since the implementation of the Graduation Rate Improvement Plan that was approved two years ago in 2018. To put that in perspective, a two-year increase of 990 basis points would have placed UNF as **#8 in the United States** over the most recent two years of publically available data on 371 public 4-year master's-large and doctoral institutions in the United States.

Particularly impactful in achieving that level of success has been the following:

- Institutional-research-driven, precision advising of students in each of their first four years, to assure that students remain on track to graduate
- Highly proactive institutional focus on students attempting 15+ hours per term
    - Institutional non-need-based scholarships tied directly to students attempting 15 hours per term
    - Percentage of all degree-seeking resident undergrads earning 15+ hours in fall grew by 10 points (83%) from 2014 to 2018, highest in the SUS
    - From 2015 to 2019, the number of full-time FTICs (FTFTs) attempting 15+ hours in first fall increased by 367%, and number of FTFTs with need-based aid attempting 15+ hours increased by 413%
- Highly effective academic support services
    - Launched Persistence Advocacy Program, for students with challenges inhibiting degree progression
    - Persistence Advocate engaged 526 students, and Spring 2020 re-registration rate rose to 94.3%
    - Increased students supported by supplemental instruction or peer-assisted student support by 29.5%
    - Raised Supplemental instruction attendance rate to 54%, more than double national average of 25%
    - Grew academic support program visits by 26.6%, to a total of more than 48,000
- Summer scheduling that factors in courses needed by students in their 4th year to graduate on time
- Reduced net cost to the student (metric #3) by 21% since last year, and 38% over the last two years
- Increased proportion of courses reporting midterm grades by 221% from fall 2017 to fall 2019
- Implemented new registration plan in April 2019: prioritizes students on track to graduate
- Used data from Beginning College Survey of Student Engagement to identify at-risk incoming 2019 freshmen
- Approaching 200 admissions, and added four new pathways, in UNF+ program that incentivizes timely degree completion & provides multiple paths into grad school, and includes a 33% reduction in tuition
- Continued mandated second-year advising for all students, first implemented in fall 2018
- Launched new "Community Alliance for Student Success" to initial cohort of 65 black & Hispanic students and 6 community leaders: enhances retention/graduation by involving seniors and local black leaders as mentors
- Reduced all degree programs, including in engineering, to 120 hours
- Implemented "Stay Strong" initiative, which awarded $600 book scholarship in fall 2019 to returning freshmen
- 119 courses are participating in the statewide textbook initiative Affordability Counts, 2nd highest in the SUS and 18% of the total SUS course count (per AffordabilityCounts.org)
- Total savings for textbooks thru Open Education Resource Initiative, Follett Access program participation, and Stay Strong scholarships has been nearly $1.5 million (enough to cover roughly 12,000 seats in courses)
- Proactive efforts to encourage and facilitate student-athletes finishing in four years

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

STUDENT ACHIEVEMENTS
1. Accounting major Teresa Vonderhaar awarded prestigious $10,000 Public Company Accounting Oversight Board (PCAOB) Scholarship; pursuing UNF's Master of Accountancy program
2. Honors graduate Isabella Genta awarded prestigious State Department Donald Payne International Development Fellowship; has begun dual master's degree at American Univ. + Univ. for Peace in Costa Rica
3. A UNF nursing student was elected president of the National Student Nurses Association for the fourth time
4. Multimedia Journalism & Digital Video Prod. students won BEA Student Media Clubs 48-Hour Film Festival

FACULTY ACHIEVEMENTS
1. Mike Aspinwall (Biology) received a $462,500 USDA grant to study switchgrass biofuel productivity
2. B. Zoellner (Educ) & W. Klostermeyer (Comp) awarded $291,000 NSF grant to prep computer science teachers
3. Lillia Loriz (Nursing) selected "Advocate of the Year" by American Association of Colleges of Nursing
4. Don Resio (Engineering) won Vincent Cardone Memorial Prize for lifetime achievement in marine meteorology
5. Matthew Ohlson (Leadership) named College Ready Florida Innovator Award by Fla. College Access Network
6. H. Hamadi (Health Admin) named a 2019 Emerging Scholar by *Diverse: Issues in Higher Education* magazine
7. Amy Lane (Chemistry) received a Henry Dreyfus Teacher-Scholar Award, which also carried a $75,000 grant
8. David Swanson (Logistics) named co-editor of *Transportation Journal*, a top journal in the discipline
9. Denise Bossy (History) named winner of the William L. Proctor Award by Historic St. Augustine Research Inst.
10. Lynne Arielle (Music) recognized with Best Jazz CDs of 2018 (*Jazz History Online*), Best New Jazz Releases of 2018, (Artsfuse), #15 on *National Jazz Week* Radio Charts, 18th in U.S. in 2018 *Downbeat Readers* poll (piano)

PROGRAM ACHIEVEMENTS
1. Bachelor's Degree Center ranked Health Administration bachelor's program as one of the nation's 25 best
2. *Wealth Management* magazine ranked Financial Planning program among top 5 nationwide
3. UNF named as one of 33 Holmes Scholars institutions by Amer. Association of Colleges for Teacher Education
4. School of Computing designated as National Ctr. of Acad. Excellence in Cyber Defense Educ. by U.S. NSA + DHS
5. College of Educ. & Human Services awarded $1.6M Teacher Quality Partnership grant from U.S. Dept. of Educ.
6. Intermodal Assoc. of North America granted $50,000 for Transportation & Logistics national case competition
7. *Princeton Review* named UNF's Coggin College of Business a Best Business School

INSTITUTIONAL ACHIEVEMENTS
1. Elevated to the "Doctoral / Professional University" Carnegie classification
2. Nationally ranked for the first time by *U.S. News & World Report* as the #140 public institution
3. Nationally ranked for the first time by *Wall Street Journal/Times* Higher Education College Rankings
4. Nationally ranked for the first time on *U.S. News & World Report* Best Colleges list
5. Ranked in top 10% of universities worldwide in World University Rankings
6. Named by the *Princeton Review* a "Best in the Southeast" college
7. Named by the Florida Campus Compact as the "Engaged Campus of the Year"
8. Named by Victory Media, for the 10th year, as one of the most military friendly schools in the nation
9. Won *INSIGHT into Diversity* magazine's Higher Education Excellence in Diversity Award by for the 5th time
10. Raised total FY19 research expenditures by over 24% vs FY18, which is 232% higher than FY15

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	66.5	68.7	69.3	69.9	70.5	.	.	.	.	.
APPROVED GOALS	.	67.5	69.7	70	71	72	73	74	.	.
PROPOSED GOALS	.	.	.	.	.	72	73	74	75	76

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	36,100	37,000	38,000	38,600	40,000	.	.	.	.	.
APPROVED GOALS	.	37,500	38,100	39,000	39,500	40,000	40,700	41,000	.	.
PROPOSED GOALS	.	.	.	.	.	40,640	41,280	41,920	42,560	43,200

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	17,290	17,360	16,540	12,970	10,270	.	.	.	.	.
APPROVED GOALS	.	.	17,174	17,500	12,000	11,400	10,830	10,280	.	.
PROPOSED GOALS	.	.	.	.	.	9,900	9,680	9,460	9,230	9,000

4. FTIC Four-Year Graduation Rate [Full-time FTIC students]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	30.2	32.9	34.7	38.6	44.6	.	.	.	.	.
APPROVED GOALS	.	30.5	34	35	43	46	48	50	.	.
PROPOSED GOALS	.	.	.	.	.	47	48	50	52	54

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	74.6	75.4	78.2	78.6	80.7	.	.	.	.	.
APPROVED GOALS	.	77	76	78	80	81	82	83	.	.
PROPOSED GOALS	.	.	.	.	.	81	82	83	84	85

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	44.7	48.7	51.7	54.3	57.4	.	.	.	.	.
APPROVED GOALS	.	48	53	53	57	58	59	60	.	.
PROPOSED GOALS	.	.	.	.	.	*58*	*59*	*60*	*61*	*62*

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	32.6	32.1	30.2	30.7	31.2	.	.	.	.	.
APPROVED GOALS	.	33	33	30	31	32	33	34	.	.
PROPOSED GOALS	.	.	.	.	.	*32*	*33*	*34*	*35*	*36*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	50.0	48.8	53.6	52.7	54.4	.	.	.	.	.
APPROVED GOALS	.	51	52	54	55	57	58	60	.	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*60*	*61*	*62*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	71.9	71.7	80.3*	83.1	81.5	.	.	.	.	.
APPROVED GOALS	.	73	73	81	81	82	82	83	.	.
PROPOSED GOALS	.	.	.	.	.	*82*	*82*	*83*	*85*	*87*

Note*: In 2016-17, UNF improved their data collection for this metric.

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	14.0	16.2	18.9	21.3	24.4	.	.	.	.	.
APPROVED GOALS	.	15	17	20	24	25	26	27	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*31*	*32*

KEY PERFORMANCE INDICATORS

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

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	19	14	15	16	15	.	.	.	.	.
APPROVED GOALS	.	19.5	18	16	17	18	19	20	.	.
PROPOSED GOALS	.	.	.	.	.	18	20	22	24	25

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.8	4.8	4.8	4.5	4.4	.	.	.	.	.
APPROVED GOALS	.	4.8	4.7	4.6	4.5	4.4	4.4	4.3	.	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.3	4.2	4.1	4.0

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	54	53	56	58	61	.	.	.	.	.
APPROVED GOALS	.	55	56	57	58	59	60	61	.	.
PROPOSED GOALS	.	.	.	.	.	62	62	63	63	64

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	51	55	55	55	59	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	60	60	61	61	62

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	26	28	35	38	42	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	45	47	50	52	54

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3,207	3,255	3,206	3,231	3,342	.	.	.	.	.
APPROVED GOALS	.	3,300	3,280	3,250	3,360	3,440	3,510	3,570	.	.
PROPOSED GOALS	.	.	.	.	.	3,440	3,530	3,620	3,710	3,800

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	598	621	619	691	781	.	.	.	.	.
APPROVED GOALS	.	600	640	625	790	795	800	805	.	.
PROPOSED GOALS	.	.	.	.	.	795	810	820	830	840

9. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	19	18	19	20	20	.	.	.	.	.
APPROVED GOALS	.	19.5	20	20	20	21	21	22	.	.
PROPOSED GOALS	.	.	.	.	.	21	21	22	22	23

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	24	22	21	19	17	.	.	.	.	.
APPROVED GOALS	.	23	23	22	22	22	22	22	.	.
PROPOSED GOALS	.	.	.	.	.	18	19	20	21	22

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	14	16	19	21	24	.	.	.	.	.
APPROVED GOALS	.	15	16	20	24	25	26	27	.	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	29	30

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	30	33	36	35	35	.	.	.	.	.
APPROVED GOALS	.	31	34	37	38	39	40	41	.	.
PROPOSED GOALS	.	.	.	.	.	39	40	41	42	44

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	35	33	38	37	43	.	.	.	.	.
APPROVED GOALS	.	36	37	39	40	41	42	43	.	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44	46

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

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	94	94	94	95	96	96	96	96	96	96
US Average	87	88	90	92	91	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	96	96	96	94	97	97	97	97	97	97
US Average	91	92	92	92	92	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	2	2	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2

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

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	0	0	1	3	1	.	.	.	.	.
APPROVED GOALS	.	.	1	1	1	1	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	*1*	*2*	*2*	*2*	*3*

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3.7	5.1	6.5	10.0	12.6	.	.	.	.	.
APPROVED GOALS	.	.	9.7	8.3	10.5	11	11.5	12	.	.
PROPOSED GOALS	.	.	.	.	.	*11*	*11.5*	*12*	*13.5*	*15*

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2	2	2	4	4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*4.85*	*5.70*	*6.55*	*7.40*	*8.25*

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

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	0	2	1	1	1	.	.	.	.	.
APPROVED GOALS	.	.	3	3	2	3	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	4	5

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	1	1	1	1	.	.	.	.	.
APPROVED GOALS	.	1	1	1	2	2	2	1	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	1	2	3

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	1	1	0	1	.	.	.	.	.
APPROVED GOALS	.	1	0	1	1	2	2	1	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	1	1	2

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.

Percent of Bachelor's Graduates Engaged in Internships

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022—23	2023-24
ACTUAL	46	47	50	50	46	.	.	.	.	.
APPROVED GOALS	.	.	.	51	52	53	54	55	.	.
PROPOSED GOALS	.	.	.	.	.	53	54	55	56	57

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	13,590	13,597	13,987	14,256	14,419	.	.	.	.	.
APPROVED GOALS	.	.	13,630	14,265	14,540	14,700	14,840	14,930	.	.
PROPOSED GOALS	.	.	.	.	.	*15,060*	*15,510*	*15,910*	*16,320*	*16,640*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	1,778	1,857	1,967	2,155	2,356	.	.	.	.	.
APPROVED GOALS	.	.	1,934	2,005	2,230	2,270	2,300	2,320	.	.
PROPOSED GOALS	.	.	.	.	.	*2,380*	*2,420*	*2,430*	*2,460*	*2,490*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	1,579	1,981	2,293	2,474	2,641	2,850	2,950	3,050	3,150	3,250
FTIC: Returning	4,749	4,530	4,730	5,067	5,437	6,040	6,450	6,820	7,170	7,445
Transfer: FCS w/ AA	3,958	3,671	3,490	3,160	2,895	2,820	2,790	2,760	2,740	2,710
Transfer: Other	2,777	2,910	2,978	3,060	3,001	2,920	2,895	2,860	2,840	2,810
Post-Baccalaureates	527	505	496	495	445	430	425	420	420	425
Subtotal	**13,590**	**13,597**	**13,987**	**14,256**	**14,419**	**15,060**	**15,510**	**15,910**	**16,320**	**16,640**

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	1,427	1,404	1,440	1,593	1,783	1,800	1,830	1,840	1,860	1,880
Research Doctoral	100	94	89	89	77	80	80	80	80	80
Professional Doctoral	251	359	438	473	496	500	510	510	520	530
Subtotal	**1,778**	**1,857**	**1,967**	**2,155**	**2,356**	**2,380**	**2,420**	**2,430**	**2,460**	**2,490**
TOTAL	**15,368**	**15,454**	**15,954**	**16,411**	**16,775**	**17,440**	**17,930**	**18,340**	**18,780**	**19,130**

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, 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.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	13	18	20	22	24	.	.	.	.	.
APPROVED GOALS	.	.	.	.	24	26	28	30	.	.
PROPOSED GOALS	.	.	.	.	.	*26*	*28*	*30*	*31*	*32*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	4,830	4,566	4,856	5,158	5,420	5,580	5,700	5,860	6,010	6,160
UPPER	7,472	7,427	7,447	7,682	7,862	8,030	8,200	8,440	8,650	8,870
GRAD 1	1,136	1,094	1,048	1,075	1,220	1,250	1,330	1,330	1,360	1,360
GRAD 2	228	313	420	468	494	500	500	500	510	510
TOTAL	**13,666**	**13,399**	**13,771**	**14,383**	**14,995**	**15,360**	**15,730**	**16,130**	**16,530**	**16,900**

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.

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	16	19	21	24	27	28	29	30	31
Primarily Dist. (80-99%)	.	0	0	0	0	1	1	1	1	1
Hybrid (50-79%)	.	2	2	2	2	2	2	2	2	2
Classroom (0-49%)	.	82	79	77	74	70	69	68	67	66
GRADUATE										
All Distance (100%)	.	21	24	28	33	36	37	38	39	40
Primarily Dist. (80-99%)	.	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	.	7	7	6	6	6	6	6	6	6
Classroom (0-49%)	.	72	69	66	61	58	57	56	55	54

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BBA in Business Intelligence	52.1201	STEM	FAU, FGCU, FIU, FSU, UCF, UF, USF, UWF	No	75 (HC & FTE)	March/June
BS in Advanced Manufacturing	14.3601	STEM	None	No	60 (HC & FTE)	January/March
BS in Biochemistry	26.0202	STEM	FSU, FGCU, FIU	No	TBD	March/June
BS in Learning Design & Technology	13.0501	STEM	None	Face-to-Face & DL	TBD	March/June
BA in Education Studies	13.0101	None	FAU, FGCU, UF	TBD	TBD	March/June
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Business Analytics	52.1301	STEM	FSU, UF	Mix of Face-to-Face & DL	65 (HC) 40.625 (FTE)	March/June
MAT in Elementary Education	13.1202	Education	FAU, UCF, UF, USF	No	TBD	January/March
MAT in Special Education	13.1001	Education	FAU, FGCU, FIU, UCF, UF, USF T, UWF	TBD	TBD	TBD
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BS in Kinesiology	31.0505	STEM	FAU, FGCU, UWF	Mixed Face-to-Face & DL	180 (HC & FTE)	January/March
BA in Integrative General Studies	30.0000	---	UCF, USF, FAU, UWF	No	TBD	TBD
BBA in General Business	52.0201	---	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF, UWF	Yes	TBD	March/June
BA/BS in Environmental Studies	03.0103	STEM	FAMU, FGCU, FIU, NCF, UCF	TBD	TBD	TBD
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Data Science	30.7001	TBD	TBD	TBD	TBD	TBD
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	March/June
DOCTORAL PROGRAMS						
DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
PhD in Biomedical Science	26.0102	STEM	FSU, UCF	TBD	TBD	TBD

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DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) 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 $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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-baccs) 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. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

PBF-9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).

DEFINITIONS (cont.)

PBF-10.FAU: 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.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

PBF#10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic 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: 6-Year Graduation Rates (FT only): 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. Only full-time students are included in this calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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 US definition, which divides undergraduate credit hours by 30. 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 1009.24(17), F.S.). Source: State University Database System (SUDS).

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 a degree-seeking student 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) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortolios, (7) Service Learning, Community-Based Learning, (8) Internships, (9) Capstone Courses & Projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).

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 most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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 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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

PRE-E: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

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

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

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

DEFINITIONS (cont.)

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

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

KPI-4: Six-Year FTIC Graduation Rates [full-& part-time students]: The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& 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 were not excluded. Source: State University Database System (SUDS).

KPI-6: 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 a degree-seeking student 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).

KPI-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: 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 US definition, which divides undergraduate credit hours by 30. 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 1009.24(17), F.S.). Source: State University Database System (SUDS).

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

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

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

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

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

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

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

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (eg, 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.

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

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports Full-time Equivalent (FTE) enrollment which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. This FTE calculation is based on the 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 institution educational plant surveys.

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).