

2019
Accountability Plan

**UNIVERSITY
OF FLORIDA**

BOT APPROVED

04/25/2019



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

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.



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MISSION STATEMENT

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.



STATEMENT OF STRATEGY

Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

UF is a premier university that the state, nation, and world looks to for leadership. The university provides an exceptional academic environment, achieved by a diverse community; an outstanding and accessible education that prepares students for work, citizenship, and life; a preeminent faculty; growth in research and scholarship that improves lives; dedicated public engagement; successful and supportive alumni; and infrastructure and administration that enable preeminence.

To achieve UF's goal to become a Top 5 university, the university is implementing strategies to optimize its achievements in multiple metrics that play critical roles in public perception, the State's Performance Funding and Preeminence scoring systems, its standing among AAU universities in research, graduate education, and technology transfer, and multiple national and international ranking systems, including U.S. News & World Report.

Through investment of new resources, both public (legislative appropriations) and private (a \$3 billion capital campaign is halfway to its goal), and through internal reallocations, UF is building leadership positions in strategic endeavors. This is being driven, in large part, through the hiring of 500 additional faculty members. This growth is boosting the university's research, technology transfer, and economic development portfolios. Through careful deployment of these faculty members, the university is reducing the student-faculty ratio and undergraduate class size. The new resources also enable UF to allocate competitive stipends for graduate assistants. This will step up the quality of each new cohort of graduate students who are important partners in faculty research endeavors.

At the same time, the university is addressing other factors that play important roles in determining its national standing:

- improving its four- and six-year graduation rates by addressing the incentives and disincentives to timely graduation
- improving the credentials of the incoming freshman class each year
- updating pedagogy to improve student success and preparation
- engaging in national outreach and branding efforts to influence key stakeholders



STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

What are your major capabilities, opportunities and challenges for improvement?

In its quest to help Florida realize its ambitions as one of the nation's leading states, UF is determined to become one of the Top 5 public research universities in the U.S. Having already achieved top ten and top eight status in the U.S. News & World report ranking, a research portfolio exceeding \$850 million annually, and recognition as a national leader in technology transfer and economic development, UF is well on its way.

This aspiration has brought into sharp focus an academic work plan for the entire university. Along each dimension – research, education, outreach, tech transfer and economic development – we have identified aspirational targets and the means to achieve them. Thanks to the public resources provided by the Legislature and the Governor and the private resources raised through the UF capital campaign, UF is adding 500 faculty, beginning construction of a new Data Science building, and expanding our research portfolios in many critically important areas with global impact. Last fall, UF implemented a Moonshot program to encourage cross-disciplinary teams of faculty to tackle very challenging technological, medical, and societal problems of singular importance to the state and nation. In addition, the Data Science initiative is critical to the future economic health of the state, and UF is uniquely positioned to help integrate this rapidly developing field into the state economy.

For almost all metrics of interest, UF is already a high achiever. There is little or no “low hanging fruit” left for plucking in great bunches. Future progress will depend on focus and discipline and often will come incrementally. For example, UF's 4- and 6-year graduation rates are among the best in the nation, and UF is determined to improve them. But no single action or policy change is likely to improve either of these by five or ten points. Incremental improvement requires fine-tuning a host of factors, and this process is underway.

The other challenge UF faces, at least with respect to rankings, is the nature of the process: it is an arms race. UF engages in a very competitive environment against the best universities in the nation. Other universities will not stand still as UF improves and tries to capture a larger share of what they likely believe to be “their” market.

The news is good, however. Thanks to the partnership among the university, the Legislature, and the Governor, UF is perceived nationally to have substantial momentum. We are successfully recruiting accomplished faculty. Graduate stipends have been adjusted to nationally competitive levels, so UF is in position to recruit some of the nation's best students. Many graduate and professional programs have increased their national standings. UF's research and technology transfer enterprises are recognized among the best in the nation. If we can maintain this successful partnership, build on this momentum, and sustain the focus on our metric goals, then UF will achieve top-five status.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. UF has partnered with donor Herbert Wertheim to transform the College of Engineering's capabilities and achievements in research, outreach, and education to realize the college's vision of "The 21st Century New Engineer." His \$50 million gift invests in programs and facilities, while UF's new recurring investment in the college is growing the faculty in size and strength. The anticipated returns on investment include: an increased number of engineers even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity, the Internet of Things, and autonomous vehicles; a larger grants and contracts portfolio; more extensive technology transfer and economic development; and increased outreach to Florida industry. The construction of the new Data Science Building is strongly linked to this initiative. The facility will enable UF to co-locate faculty in data science to collaborate with core engineering strengths and underpin an important emerging technology.

2. UF is in the second year of an initiative to fill 500 new faculty positions. This investment in the university's future will have multiple impacts, all of which drive towards UF's goal to become a Top 5 university. First, it will strengthen research portfolios in key areas and advance the university's goal of \$1 billion annually in research contracts and grants. Since most of this hiring will take place at the early professional level, it also serves to rebalance the demographics of the faculty. Second, it decreases the student faculty ratio, an important metric in rankings and reputation. Third, the new faculty positions are being deployed to reduce class sizes and increase student contact with instructors. Fourth, the new faculty positions are allowing us to redesign the way we deliver content in several disciplines. For example, national best practices are being adopted in teaching the freshman calculus class. Large national experiments show that we can improve student success in calculus, leading to greater access to STEM majors and better overall retention and graduation rates.

3 Last fall, UF issued an internal call for cross-disciplinary teams of faculty to tackle "Moonshots" – difficult problems of technological, medical, and societal importance. As the term suggests, the problems are so hard that they may not be solved in the next decade, but as was the case with the first race to land a man on the moon, the journey and the corollary spinoffs will be as important as the final achievement. From many excellent submissions, UF chose 9 and provided seed funding to begin them. We expect these initiatives to help build UF's national and international reputation, to stimulate interdisciplinary research on campus, and to make inroads in solving some really difficult problems. Examples of the Moonshots include: the Consortium on Trust in Media and Technology (to examine the nation's deteriorating trust in institutions), iCoast: a 21st Century Coastal Monitoring Network, and a series of research projects from UF Health centering on the brain and neuroscience. UF will likely issue an internal call for a second wave of Moonshot proposals in the next six months.



Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

The plan the University of Florida has implemented to encourage graduation in four years includes changes in academic policies (e.g. repeat courses), changes to the length of selected academic programs (Nursing, BME, EE, and CE), and small financial aid grants to needy students. A financial aid response team now follows up with students who are about to withdraw from school because of financial concerns or who are about to have their registration cancelled due to nonpayment of fees. Final exams for chemistry, math, and physics are scheduled on different days. Universal tracking on academic progress is being extended to eight semesters for all majors. We appointed graduation coordinators in each college to guide students close to graduation so they can complete their degree before the August reporting deadline. The Calculus class is being flipped to improve learning. External consultants from NACADA helped to engage advisors in a discussion about their role in graduation planning.

We have also undertaken a wide-reaching effort to change student culture about the importance of graduating on time. With repeated and consistent messaging from student orientation, convocation, and advising, we are encouraging students to “Think 30” credits per year. Typically students were taking 12-13 credits per semester. Collectively the efforts to influence four-year graduation rates have impacted 34,000 students and key metrics are improving. With the implementation of our new student information system (People Soft), we are now able to provide a dashboard to advisors, with key indicators of student progress.

The University of Florida is also engaged in a five-year, multi-institutional study of evidence-based advising and entry programs to increase student success. This project is supported by APLU and the Bill and Melinda Gates Foundation. The goals of the study are to expand access to higher education, eliminate the equity gap, and increase timely graduation. AAU partners in this study include the University of Texas at Austin, Texas A&M, the University of California at Davis, the University of Oregon, and the University of Washington. This research cluster is part of a much larger project, called Powered by Publics: Scaling Student Success, which involves 130 institutions joining together to remove barriers to degree attainment.



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

1. The Gator Theme Park Engineering & Design Club won first place in the roller coaster design phase of the Ryerson Invitational Thrill Design Competition. They also won the mechanical challenge portion of the competition.
2. Hannah Lyons, a microbiology and cell science major, was awarded the Universities Space Research Association Frederick A. Tarantino Memorial Scholarship Award for 2018 out of a pool of applicants from 55 universities.
3. Eight students were selected for the 2018-19 Fulbright Student Program.

FACULTY ACHIEVEMENTS

1. Distinguished Professor Clifford Will receives the 2019 Albert Einstein Medal from the Albert Einstein Society.
2. Professor Coco Fusco was named one of The Observer's 51 artists, curators, directors and dealers changing the art world in 2018.
3. Robert J. Ferl, Jeffrey Jones, and David Reitze were named Fellows of the American Association for the Advancement of Science (AAAS).

PROGRAM ACHIEVEMENTS

1. UF opened the Joel Buchanan Archive of African American Oral History
2. UF's Disability Resource Center ranked #6 in College Magazine's "Top 10 Campuses for Students with Physical Disabilities"
3. Six colleges at UF now rank in the top twenty graduate programs at U.S. public universities: Business #9, Education #15, Law #12, Medical Research #20, Nursing #14, and Veterinary Medicine #7.

INSTITUTIONAL ACHIEVEMENTS

1. UF research spending set a new record (\$865M) for FY 18.
2. UF Online ranks #5 in US News & World Report list of best online Bachelor's degree programs.
3. UF ranks #8 among US public universities in the US News & World Report undergraduate ranking.



PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	66.2	67.6	69.4	70.9	71.3	.	.	.	.
APPROVED GOALS	.	.	66	70	71	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,800	38,400	40,700	42,100	42,200	.	.	.	.
APPROVED GOALS	.	.	35,500	41,000	42,000	43,000	43,000	43,000	.
PROPOSED GOALS	.	.	.	.	.	43,000	43,000	43,000	43,000

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9,950	10,060	10,760	10,120*	2,140	.	.	.	.
APPROVED GOALS	.	.	.	10,700	10,700	10,700	10,700	10,700	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000

Note*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	67.4	68.0	68.3	66.7	67.1	.	.	.	.
APPROVED GOALS	.	.	67	68	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	95.2	94.6	95.5	94.7*	95.2	.	.	.	.
APPROVED GOALS	.	.	96	96	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

http://www.flbog.edu/about/budget/performance_funding.php.



PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	54.7	56.1	56.9	58.8	57.6	.	.	.	.
APPROVED GOALS	.	.	56	56	57	58	59	59	.
PROPOSED GOALS	.	.	.	.	.	58	59	59	59

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	32.4	31.6	29.7	27.7	28.6	.	.	.	.
APPROVED GOALS	.	.	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.8	69.2	70.3	70.9	70.6	.	.	.	.
APPROVED GOALS	.	.	71	71	72	72	72	72	.
PROPOSED GOALS	.	.	.	.	.	72	72	72	72

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	77.3	79.8	80.3	82.1	83.6	.	.	.	.
APPROVED GOALS	.	.	.	.	83	84	85	85	.
PROPOSED GOALS	.	.	.	.	.	84	85	85	85

10.1 Current BOT Choice: Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL #	140	147	261	293	257	226	.	.	.
ACTUAL RANK	4	5	3	2	2	.	.	.	.
APPROVED GOALS	.	.	225	293	235	261	265	270	.
PROPOSED GOALS	.	.	.	.	.	261	265	270	272

10.2 Future BOT Choice: 6-Year Graduation Rates [Full-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	88	87	87	88	90	.	.	.	.
APPROVED GOALS	.	.	87	88	89	89	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.3	4.3	4.3	4.4	4.4	.	.	.	.
APPROVED GOALS	.	.	4.3	4.3	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.4	4.4	4.4

1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1285*	1273*	1281*	1311	1355	.	.	.	.
APPROVED GOALS	.	.	1273*	1280*	1350	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	1360	1360	1360	1360

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	10	10	9	11	10	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10

3. Freshman Retention Rate [Full-time, FTIC students, IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	96	96	96	95	96	.	.	.	.
APPROVED GOALS	.	.	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97

4. Four-year Graduation Rate [Full-time, FTIC students, IPEDS]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	67.4	68.0	68.3	66.7	67.1	.	.	.	.
APPROVED GOALS	.	.	67	68	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	70	72	74	75

Note*: Florida statute requires using older graduation rates as reported by IPEDS.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

http://www.flbog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	25	25	29	28	29	.	.	.	.
APPROVED GOALS	.	.	25	30	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	652	700	742	766	831	.	.	.	.
APPROVED GOALS	.	.	707	690	788	812	837	862	.
PROPOSED GOALS	.	.	.	.	.	856	882	908	935

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	480	518	483	489	506	.	.	.	.
APPROVED GOALS	.	.	523	450	503	518	534	550	.
PROPOSED GOALS	.	.	.	.	.	521	537	553	570

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8 of 8	8 of 8	7 of 8	8 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:
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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded* [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	263	303	307	334	319	.	.	.	.
APPROVED GOALS	.	.	270	322	339	344	350	354	.
PROPOSED GOALS	.	.	.	.	.	346	364	369	375

Note*: Does not include agricultural patents.

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,671	1,592	1,579	1,671	1,627	.	.	.	.
APPROVED GOALS	.	.	1,592	1,600	1,700	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	1,700	1,700	1,700	1,700

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	677	644	679	666	640	661	.	.	.
APPROVED GOALS	677	644	679	664	690	692	.	.	.
PROPOSED GOALS	.	.	.	.	.	692	694	696	698

Note*: Florida statute requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	1,520	1,556	1,468	1,612	1,735	.	.	.	.
APPROVED GOALS	.	.	1,630	1,570	1,770	1,850	1,950	2,100	.
PROPOSED GOALS	.	.	.	.	.	1,850	1,950	2,100	2,125

Note: Metrics are defined in appendix. For more information about the PBF model visit:
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KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	10	10	9	11	10	.	.	.	.
APPROVED GOALS	.	.	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	75	72	73	73	74	.	.	.	.
APPROVED GOALS	.	.	72	72	73	73	73	73	.
PROPOSED GOALS	.	.	.	.	.	73	73	73	75

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.0	3.9	3.9	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	4.1	4.1	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	88	86	87	88	89	.	.	.	.
APPROVED GOALS	.	.	87	88	89	89	90	90	.
PROPOSED GOALS	.	.	.	.	.	89	90	90	90

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,515	8,604	8,451	8,597	9,114	.	.	.	.
APPROVED GOALS	.	.	8,515	8,515	8,515	8,600	8,600	8,600	.
PROPOSED GOALS	.	.	.	.	.	8,600	8,600	8,600	8,600



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	90	93	90	87	93	90	90	90	90
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Law	89	87	78	77	69	75	80	82	85
<i>Florida Average</i>	74	69	66	68	65	.	.	.	.
Medicine (2Yr)	96	95	96	95	96	98	98	98	98
<i>US Average</i>	96	96	96	96	96	.	.	.	.
Pharmacy	96	95	94	89	93	92	92	92	92
<i>US Average</i>	95	93	86	88	90	.	.	.	.
Dentistry (p1)	100	100	97	100	92	95	95	95	95
<i>US Average</i>	96	96	95	89	88	.	.	.	.
Dentistry (p2)	96	99	98	98	97	95	95	95	95
<i>US Average</i>	92	92	91	92	92	.	.	.	.
Occupational Therapy	100	98	100	96	93	95	95	N/A	95
<i>No Comparison available</i>	.	.	.	.	.	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	98	98	99	94	99	98	98	98	98
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	97	98	99	97	98	98	98	98	98
<i>US Average</i>	96	96	97	96	96	.	.	.	.
Veterinary	97	95	98	97	92	95	95	95	95
<i>US Average</i>	90	90	90	91	91	.	.	.	.

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	94	96	95	95	95	95	95	95	95
<i>US Average</i>	90	91	92	92	92	.	.	.	.

Note: An asterisk (*) indicates the passing rate is preliminary.



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	6,241	5,612	5,810	6,162	6,336	.	.	.	.
APPROVED GOALS	.	.	5,620	5,650	5,700	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	5,800	5,800	5,800	5,800

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	27	28	27	28	28	.	.	.	.
APPROVED GOALS	.	.	26	26	28	28	28	28	.
PROPOSED GOALS	.	.	.	.	.	28	28	28	28

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	6	7	7	7	7	.	.	.	.
APPROVED GOALS	.	.	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	26	27	31	32	34	.	.	.	.
APPROVED GOALS	.	.	27	32	33	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	34	35	35	35

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	42	43	43	45	46	.	.	.	.
APPROVED GOALS	.	.	44	44	45	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	46	47	47	47

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	58	58	59	61	60	.	.	.	.
APPROVED GOALS	.	.	58	59	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60



KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	25	25	29	28	29	.	.	.	.
APPROVED GOALS	.	.	25	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	20	15	21	23	15	.	.	.	.
APPROVED GOALS	.	.	21	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	29

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	708	740	791	801	865	.	.	.	.
APPROVED GOALS	.	.	747	735	825	849	875	901	.
PROPOSED GOALS	.	.	.	.	.	891	918	945	974

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	54	52	52	55	54	.	.	.	.
APPROVED GOALS	.	.	52	52	56	56	57	57	.
PROPOSED GOALS	.	.	.	.	.	56	57	57	58

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	91	115	101	118	100	.	.	.	.
APPROVED GOALS	.	.	.	105	120	121	123	125	.
PROPOSED GOALS	.	.	.	.	.	121	123	125	127

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	140	147	261	293	257	226	.	.	.
APPROVED GOALS	.	.	225	293	235	261	265	270	.
PROPOSED GOALS	.	.	.	.	.	261	265	270	272



KEY PERFORMANCE INDICATORS *(CONTINUED)*

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	16	16	15	17	11	20	.	.	.
APPROVED GOALS	.	.	17	16	11	15	15	16	.
PROPOSED GOALS	.	.	.	.	.	15	15	16	17



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	32,781	34,002	35,518	36,436	37,527	.	.	.	.
APPROVED GOALS	.	.	.	36,415	36,762	37,018	37,300	37,300	.
PROPOSED GOALS	.	.	.	.	.	37,456	37,367	37,729	37,193
GRADUATE									
ACTUAL	15,754	16,273	16,819	16,297	15,753	.	.	.	.
APPROVED GOALS	.	.	.	17,391	16,401	16,391	16,342	16,305	.
PROPOSED GOALS	.	.	.	.	.	15,716	15,614	15,513	15,413

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	26,336	26,839	27,788	27,953	28,534	28,391	28,249	28,108	27,968
FCS AA Transfers	5,143	5,484	5,802	6,094	6,309	6,334	6,360	6,385	6,411
Other AA Transfers	285	404	468	614	662	669	675	682	689
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	1,017	1,275	1,460	1,775	2,022	2,062	2,083	2,104	2,125
Subtotal	32,781	34,002	35,518	36,436	37,527	37,456	37,367	37,279	37,193
GRADUATE									
Master's	7,114	7,618	8,059	7,684	7,242	7,170	7,098	7,027	6,957
Research Doctoral	4,229	4,296	4,314	4,315	4,323	4,358	4,378	4,399	4,420
Professional Doctoral	4,411	4,359	4,446	4,298	4,188	4,188	4,138	4,087	4,036
Subtotal	15,754	16,273	16,819	16,297	15,753	15,716	15,614	15,513	15,413
TOTAL	48,535	50,275	52,337	52,733	53,280	53,172	52,981	52,792	52,606

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	21	20	20	22	27	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	31

ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	13,028	12,751	13,084	13,459	13,602	13,688	13,661	13,612	13,563	13,515
UPPER	18,028	18,051	18,372	18,862	19,669	19,793	19,753	19,682	19,612	19,542
GRAD I	3,407	3,378	3,603	3,625	3,645	3,668	3,660	3,647	3,634	3,621
GRAD II	4,961	4,859	4,623	4,527	4,330	4,358	4,349	4,333	4,318	4,302
TOTAL	39,424	39,039	39,682	40,473	41,246	41,507	41,423	41,274	41,127	40,980
NON-RESIDENT										
LOWER	711	855	1,101	1,380	1,461	1,470	1,467	1,462	1,457	1,452
UPPER	851	1,007	1,125	1,332	1,560	1,570	1,566	1,561	1,555	1,550
GRAD I	2,928	2,984	3,264	3,530	3,248	3,268	3,262	3,250	3,238	3,227
GRAD II	2,833	2,815	2,941	3,098	3,117	3,137	3,130	3,119	3,108	3,097
TOTAL	7,322	7,661	8,431	9,340	9,385	9,445	9,425	9,392	9,358	9,326
TOTAL										
LOWER	13,739	13,606	14,185	14,839	15,063	15,158	15,128	15,074	15,020	14,967
UPPER	18,878	19,058	19,497	20,194	21,229	21,363	21,319	21,243	21,167	21,092
GRAD I	6,335	6,362	6,867	7,155	6,892	6,936	6,922	6,897	6,872	6,848
GRAD II	7,794	7,674	7,564	7,624	7,447	7,495	7,479	7,452	7,426	7,399
TOTAL	46,746	46,700	48,113	49,813	50,632	50,952	50,848	50,666	50,485	50,306

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. 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 of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	26%	27%	31%	32%	34%	36%	36%	37%	37%	38%
Hybrid (50-79%)	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
Classroom (0-50%)	73%	72%	68%	67%	65%	62%	63%	62%	62%	61%
GRADUATE										
Distance (80-100%)	26%	28%	28%	29%	29%	30%	31%	31%	31%	31%
Hybrid (50-79%)	2%	2%	2%	2%	3%	2%	1%	1%	1%	2%
Classroom (0-50%)	72%	70%	71%	69%	69%	68%	68%	68%	62%	67%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Early Childhood Studies	13.1210	Education	FAMU, FGCU, FIU, FSU, UCF, UNF, USF	No	50	Fall 2020

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Anatomical Sciences Educ	26.0403	N/A	None	No	50	Spring 2019
Integrated Sustainable Devel	30.3301	STEM	USF	No	30	Fall 2020

DOCTORAL PROGRAMS

Anatomical Sciences Educ	26.0403	N/A	None	No	25	Spring 2019
Doctor of Athletic Training	51.0913	HEALTH	FIU	No	25	Summer B 2020

New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Marine Sciences	26.1302	STEM	FIU, UWF	TBD	100	Spring 2019
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2020
Ag Operations Mgmt	01.0106	N/A	None	TBD	40	Fall 2020

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Geomatics	15.1102	STEM	None	Yes	40	Fall 2021
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2020
Case Management	51.0001	N/A	None	Yes	40	Fall 2019
Advanced Legal Research	22.0201	N/A	None	Yes	25	Spring 2019

**DOCTORAL PROGRAMS**

Plant Breeding	01.1104	STEM	None	50%	20	Fall 2020
Built Environment Sciences and Technology	04.0902	STEM	FAMU	No	80	Fall 2020
Geomatics	15.1102	STEM	None	No	25	Fall 2021
Lang, Lit & Cultures	16.0101	GLOBAL	None	TBD	TBD	Fall 2020