2024
ACCOUNTABILITY PLAN

UNIVERSITY OF FLORIDA

BOG Approved June 28, 2024

Table of Contents

INTRODUCTION **3**

STRATEGY **4**

Mission Statement 4
Statement of Strategy 4
Graduation Rate Improvement Plan Update 5
Key Achievements for Last Year 6
Performance-Based Funding Goal Adjustments 7
Enrollment Management 8

PERFORMANCE-BASED FUNDING METRICS **9**

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS **12**

KEY PERFORMANCE INDICATORS **15**

Teaching & Learning 15
Scholarship, Research & Innovation Metrics 20

ENROLLMENT PLANNING **22**

DEFINITIONS **24**

INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

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

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

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

Statement of Strategy

President Sasse was appointed in February 2023 and is already developing a strategic plan for the next decade, built on a strong foundation. UF is both a R1 flagship institution and a land-grant university, dedicated to expanding human knowledge and the practical applications of translational research. President Sasse is working with faculty and administrators across the university to emphasize the following priorities:

a) Top-flight faculty – recruit and retain the nation's best faculty across all colleges
b) Undergraduate core – well-rounded education, with a shared experience and common purpose
c) 10x10x10 – define areas of excellence, ten fields where UF will be top ten in ten years
d) Sustained growth in research – continue to grow our research operation beyond $1 billion
e) National leadership in Artificial Intelligence – finding solutions to the world's toughest problems

UF is also implementing a bold vision for a new graduate campus in downtown Jacksonville. Jacksonville is one of the largest and fastest-growing cities in the state, and its industries are being disrupted by the digital revolution. Business and community leaders are responding to the challenges created by the explosive rate of growth in information and applications of AI. This new campus will offer workforce-oriented academic programs in areas including artificial intelligence, machine learning, and data analytics. With 10 initial degrees, we are planning for 1,500 to 2,000 students within 5 years. UF began a university-wide AI initiative in 2019 which included the installation of one of the most powerful AI supercomputers in American higher education, the addition of over 100 new faculty in AI, an innovative approach to AI across the curriculum, and numerous research efforts in AI and related fields.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UNIVERSITY PERFORMANCE

UF is nationally ranked #6 on student outcomes, tied with Harvard, MIT, Brown University, the California Institute of Technology, the University of California-Irvine, and the University of California-San Diego. This metric combines our performance on first-year retention, six-year graduation, predicted graduation, and success in graduating low-income students (US News RY2024).

Among public universities, UF is ranked #18 for its 4-year graduation rate (72%). UF has a high percentage (21%) of undergraduates in Engineering, many of whom graduate in their fifth year. The university's ranking rises to #8 for its 5-year rate (88%) and 6-year rate (90%), among public universities [US News].

In last year's BOG System Accountability Plan, UF led the way among Florida universities with the highest measures of student progress to degree on five metrics -- freshman retention rate (95.4%), 4-year graduation rate (75.3%), 6-year graduation rate (89%), Pell 4-year graduation rate (71%), and Pell 6-year graduation rate (85%).

STUDENT SUCCESS

Student Success has launched **Transition Advising** to support students transitioning to new majors. This vital service identifies students early and accelerates the support they receive to get and stay on track with their academic progress.

Student Success is using **Predictive Analytics** to tackle early intervention with students who are predicted to struggle in high D-F-W courses at the institution. Institutional data has demonstrated that these students are the most at risk of failing to progress in their major or complete their degree. A preliminary pilot with Chemistry faculty has demonstrated when these students attend tutoring earlier in the semester, they are more likely to pass the course. The pilot demonstrated a 21% improvement in the target population pass rate versus the prediction.

ENROLLMENT MANAGEMENT

The **Registrar** is adding a new integrated degree audit, catalog, scheduling and data analytics system. The new system will increase student success, retention and graduation rates, student engagement, and operational efficiency.

Financial Aid is implementing a new comprehensive scholarship management program to support enrollment decisions, optimize scholarship allocation, and promote institutional priorities. This new program will address the financial obstacles students encounter and maximize the impact of decentralized, endowed scholarships.

OneStop for Enrollment Services is a new program that reaches out to continuing students who have not registered during drop/add for the current term. They determine if the student needs assistance, for example, with registration, holds, or past due debts to continue enrollment. https://www.onestop.ufl.edu/

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

- Five undergraduates in Agriculture, Arts and Sciences, and Engineering are recognized as Goldwater Scholars for outstanding research. (March 2024)
- A biochemistry student has been selected as UF's tenth Gates Cambridge scholar. The goal of this scholarship is to build a global network of future leaders. (Feb 2024)
- An honor student majoring in Nutritional Sciences has been named a Schwarzman Scholar, among 150 students world-wide, chosen to study at Tsinghua University in China. (Dec 2023)
- The Council on Undergraduate Research selects UF as one of three recipients of its national Award for Undergraduate Research Accomplishments (AURA). (Feb 2024)

FACULTY ACHIEVEMENTS

- The number of National Academy members on the UF Faculty increases to 37. Christine Schmidt, Distinguished Professor in Biomedical Engineering, is elected to the National Academy of Engineering. (Feb 2024)
- Computer Science professor, Juan Gilbert, receives the National Medal of Technology and Innovation, from President Biden. (Oct 2023)
- UF ranks second in the nation in producing Fulbright Scholars, with 11 faculty selected for the Fulbright Top Scholar Program, from Agriculture, Arts & Sciences, Education, and Medicine. (Feb 2024)
- Astronomer Sarah Ballard is named a Cottrell Scholar, a distinguished award for early career scientists. (Feb 2023)
- Vassiliki Betty Smocovitis, a professor with dual appointments in History and Biology, is elected to the American Association for the Advancement of Science (AAAS) Board of Directors (March 2023).

PROGRAM ACHIEVEMENTS

- Scholars at UF set a new record, increasing research expenditures 15.1% to $1.25 billion in FY2023. UF is currently ranked 15th among public universities and 25th among all universities in FY2022. UF leads all universities in Florida. (NSF HERD)
- Federal research funding at UF increases 13.2% to $529M in FY2023. UF is currently ranked 18th among public universities and 35th among all universities in FY2022. (NSF HERD)
- State and local funding for research expenditures increases 13% to $194 million, which is 16% of total RD expenditures. (NSF HERD)
- UF also supports research with institutional funds, including cost sharing and unrecovered indirect costs. Institutional funds increase 19% to $389M in FY2023. (NSF HERD)

INSTITUTIONAL ACHIEVEMENTS

- UF is named the #1 public university in the United States, for graduating students on time, low net cost, and salary performance after graduation. (Wall Street Journal, Best Colleges, Sept 2023)
- UF is ranked #6 among public universities, tied with the Universities of California in San Diego and Davis (US News, Best Colleges, Sept 2023).
- UF Online is ranked #2 among the best online bachelor's degree programs in the nation. UF Online is also recognized as the best program in the country for veterans and active-duty service members. (US News, Best Online programs, Jan 2024)

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

The University of Florida had the third-highest score (90) in last year's Accountability Plan. We met or exceeded our goals on 6 of 10 Performance Based Funding metrics. This year we met or exceeded our goals on 7 of 10 Performance Based Funding metrics in Accountability Plan 2024. We performed well against peer institutions in the State University System, but have identified a few areas where we can do better.

Metric #4, Four-Year Graduation Rate (FTIC)
We increased the four-year graduation rate from 67.3% to 76.9%, between the 2014 and 2019 entering cohorts. The high concentration of STEM majors at UF and student opportunities for internships and co-op experiences can delay graduation. This year we achieved our goal of 76% for the 2019 cohort.

We know that one of the biggest contributors to delayed graduation is changing majors. A little more than one-third of students (37%) changed their major while attending UF. One-fifth of recent graduates (20%) said it took longer than they expected to complete degree requirements. The most common reasons that students gave for taking longer were that some classes didn't end up counting for their degree requirements (55%), they could not get the classes they needed (45%), they changed their major (44%), they had health issues (44%), they spent a lot of time working for pay (39%), or they had financial challenges (36%). [IPR Graduation Survey 2022-23].

Metric #5, Academic Progress Rate (FT FTIC, with 2.0 GPA)
Our retention rate ranged between 95.2% and 96.3%, over the 2017 to 2022 entering cohorts. Our goal for first-year retention remains 97%. This metric is a key factor in achieving our desired four-year graduation rate.

Metric #7. University Access Rate (% undergraduates with Pell grant)
Three years ago we lowered our goal to 24%. Our access rate for fall 2020 was 24.7%, so we met our initial goal, but dropped below that level to 23.4% for fall 2021 and 23.2% for fall 2022. We increased financial aid packages for low-income students and developed new strategies to recruit Pell-eligible students. The UF Excellence Grant, created in fall 2021, has helped 1,500 students to date, with four-year grants as part of a no-loan financial aid package. This year the delays with the new Federal Financial aid forms (FAFSA) and changes to Pell policies are creating additional challenges.

Metric #10, BOT Choice, Endowment Size ($M)
The negative returns for FY22 (-8.0%) resulted from higher inflation, rising interest rates, poor corporate earnings, and global tensions. Markets sharply rebounded in FY2023, returning 7.7%, net of fees, for US colleges and universities. Institutions spent more in support of their mission, withdrawing $28.4 billion, an 8.4% increase year-over-year for financial aid, research, endowed faculty positions, and operations. Total endowment size for 688 institutions in the NACUBO study increased to $839.1 billion in endowment assets. (NACUBO-Commonfund Study of Endowments, Feb 2024).

The value of the University of Florida's endowment ($B) increased 2.7% from $2.276 to $2.337 between FY22 and FY23. The current value, as of Dec 31, 2023 is $2.379. Our goals are based on a conservative 6% return. The endowment is affected by returns and losses on the investments, new cash increases to the base, the payout, and operating costs.

STRATEGY (cont.)

Enrollment Management

STRATEGIC ENROLLMENT MANAGEMENT

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

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

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

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

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

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

ENROLLMENT PROJECTION

The enrollment projections for 2024-25 thru 2028-29 (pages 23-24) are prepared by Institutional Planning and Research. They are based on current enrollment in 2023-24, recent historic trends in enrollment, and expectations for current students who will graduate before fall 2024. They include goals for planned increases in segments of undergraduate enrollment provided by Enrollment Management. These segments include the FTIC cohorts in UF Main and UF Online, the PACE cohort in UF Online, and the transfer cohorts in UF Main and UF Online. The university has decided to increase non-resident, new FTIC undergraduate enrollment from 21% to 25% between 2024 and 2028.

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	74.1	76.7	79.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	75.0	75.0	75.0	75.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	*80.0*	*80.0*	*80.0*	*80.0*	*80.0*

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	44,800	48,500	48,500	51,200	56,500	.	.	.	.	.
APPROVED GOALS	43,000	43,000	43,000	43,000	44,000	48,000	48,000	48,000	48,000	.
PROPOSED GOALS	.	.	.	.	.	*50,000*	*50,000*	*50,000*	*50,000*	*50,000*

PBF Metric #3 Note: Beginning 2020-21, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2024.

3.1. Average Cost to the Student [includes federal emergency funds]

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	-1,010	-3,750	-6,040	-5,550	-4,380	.	.	.	.	.
APPROVED GOALS	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	-1,010	-2,630	-4,950	-2,460	-4,380	.	.	.	.	.
APPROVED GOALS	.	.	.	.	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	70.9	70.7	74.7	75.3	76.9	.	.	.	.	.
APPROVED GOALS	70.0	72.0	74.0	74.0	74.0	75.0	76.0	76.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	*75.0*	*76.0*	*76.0*	*76.0*	*76.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	95.5	96.3	95.5	95.4	96.2	.	.	.	.	.
APPROVED GOALS	97.0	97.0	97.0	97.0	97.0	97.0	97.0	97.0	97.0	.
PROPOSED GOALS	.	.	.	.	.	*97.0*	*97.0*	*97.0*	*97.0*	*97.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	59.2	58.8	60.8	60.6	59.5	.	.	.	.	.
APPROVED GOALS	58.0	59.0	59.0	60.0	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*60.0*	*60.0*	*60.0*	*60.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	27.2	25.8	24.7	23.4	23.2	.	.	.	.	.
APPROVED GOALS	30.0	30.0	24.0	24.0	26.0	26.0	26.0	26.0	26.0	.
PROPOSED GOALS	.	.	.	.	.	*26.0*	*26.0*	*26.0*	*26.0*	*26.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	69.4	67.5	70.0	67.3	68.8	.	.	.	.	.
APPROVED GOALS	72.0	72.0	68.0	70.0	70.0	70.0	70.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	*70.0*	*70.0*	*70.0*	*70.0*	*70.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	67.2	70.3	68.9	68.5	70.4	.	.	.	.	.
APPROVED GOALS	.	67.0	68.0	69.0	70.0	70.0	70.0	70.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	*70.0*	*70.0*	*70.0*	*70.0*	*70.0*

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	85.7	85.2	87.3	85.0	85.3	.	.	.	.	.
APPROVED GOALS	.	.	85.0	87.0	87.0	87.0	87.0	87.0	87.0	.
PROPOSED GOALS	.	.	.	.	.	*87.0*	*87.0*	*87.0*	*87.0*	*87.0*

10. BOT Choice: Endowment Size ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	1,825	1,847	2,379	2,276	2,337	.	.	.	.	.
APPROVED GOALS	1,850	1,950	2,180	2,550	2,200	2,291	2,387	2,487	2,594	.
PROPOSED GOALS	.	.	.	.	.	*2,291*	*2,387*	*2,487*	*2,594*	*2,673*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4.4	4.5	4.5	4.5	4.5	.	.	.	.	.
APPROVED GOALS	4.4	4.4	4.5	4.5	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.5*	*4.5*	*4.5*	*4.5*	*4.5*

A. (2). Average SAT Score

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	1,378	1,381	1,386	1,400	1,399	.	.	.	.	.
APPROVED GOALS	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	.
PROPOSED GOALS	.	.	.	.	.	*1,360*	*1,360*	*1,360*	*1,360*	*1,360*

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10	10	9	9	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*9*	*9*	*9*

Note: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

C. Freshman Retention Rate [Full-time FTIC students]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	96	97	96	96	97	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	71	71	75	75	77	.	.	.	.	.
APPROVED GOALS	70	72	74	74	74	75	76	76	76	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*76*	*76*	*76*

E. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	29	28	33	36	37	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

F. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	929	942	960	1,086	1,250	.	.	.	.	.
APPROVED GOALS	891	918	970	999	1,119	1,152	1,187	1,222	1,259	.
PROPOSED GOALS	.	.	.	.	.	*1,152*	*1,187*	*1,222*	*1,259*	*1,297*

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	538	562	575	641	767	.	.	.	.	.
APPROVED GOALS	521	537	579	596	660	680	700	721	743	.
PROPOSED GOALS	.	.	.	.	.	*680*	*700*	*721*	*743*	*770*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.	.	.	.	.
APPROVED GOALS	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	343	377	419	429	420	.	.	.	.	.
APPROVED GOALS	346	364	351	352	352	354	355	356	357	.
PROPOSED GOALS	.	.	.	.	.	*354*	*355*	*356*	*357*	*358*

J. Doctoral Degrees Awarded Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	1,621	1,495	1,500	1,647	1,621	.	.	.	.	.
APPROVED GOALS	1,700	1,700	1,600	1,600	1,600	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	*1,600*	*1,600*	*1,600*	*1,600*	*1,600*

K. Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	661	675	671	667	725	.	.	.	.	.
APPROVED GOALS	692	694	675	675	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	*675*	*675*	*675*	*675*	*675*

L. Endowment Size ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	1,825	1,847	2,379	2,276	2,337	.	.	.	.	.
APPROVED GOALS	1,850	1,950	2,180	2,550	2,200	2,291	2,387	2,487	2,594	.
PROPOSED GOALS	.	.	.	.	.	*2,291*	*2,387*	*2,487*	*2,594*	*2,673*

M. Science & Engineering Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	881	890	920	1,041	1,197	.	.	.	.	.
APPROVED GOALS	856	882	917	944	1,072	1,104	1,138	1,172	1,207	.
PROPOSED GOALS	.	.	.	.	.	*1,104*	*1,138*	*1,172*	*1,207*	*1,233*

Note: This metric has been added to align with changes in section 1001.7065, Florida Statutes from the 2023 legislative session.

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]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10	10	9	9	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*9*	*9*	*9*

Note: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	81	82	83	84	84	.	.	.	.	.
APPROVED GOALS	73	73	73	75	75	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3.9	3.9	3.8	3.8	3.8	.	.	.	.	.
APPROVED GOALS	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	85	88	86	86	86	.	.	.	.	.
APPROVED GOALS	84	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	88	89	90	89	90	.	.	.	.	.
APPROVED GOALS	89	90	90	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	42	39	42	45	47	.	.	.	.	.
APPROVED GOALS	.	.	39	39	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	69	68	69	71	73	.	.	.	.	.
APPROVED GOALS	.	69	69	69	69	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70*	*70*	*70*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	9,963	10,245	10,308	10,520	10,718	.	.	.	.	.
APPROVED GOALS	8,600	8,600	8,600	8,600	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	5,810	5,771	5,919	6,424	7,618	.	.	.	.	.
APPROVED GOALS	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	*5,800*	*5,800*	*5,800*	*5,800*	*5,800*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	29	28	31	32	31	.	.	.	.	.
APPROVED GOALS	28	28	28	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	8	8	8	7	7	.	.	.	.	.
APPROVED GOALS	6	6	6	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	47	48	49	48	48	.	.	.	.	.
APPROVED GOALS	46	47	47	49	49	49	49	49	49	.
PROPOSED GOALS	.	.	.	.	.	*49*	*49*	*49*	*49*	*49*

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	60	57	60	58	60	.	.	.	.	.
APPROVED GOALS	60	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	96	96	89	89	98	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	90	92	93	93	94	94	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*94*	*95*	*95*	*95*	*95*

LAW

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	88	84	80	77	79	.	.	.	.	.
BENCHMARK	74	71	71	65	70	.	.	.	.	.
APPROVED GOALS	75	88	88	89	89	90	90	92	92	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*92*	*92*	*92*

PHYSICAL THERAPY

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	95	94	93	93	93	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	95	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*95*	*95*	*95*	*95*	*95*

MEDICINE (2YR)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	97	99	99	96	97	.	.	.	.	.
BENCHMARK	97	97	96	93	92	.	.	.	.	.
APPROVED GOALS	98	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	*99*	*99*	*99*	*99*	*99*

MEDICINE (4Y-CK)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	100	100	100	99	99	.	.	.	.	.
BENCHMARK	98	98	99	99	98	.	.	.	.	.
APPROVED GOALS	98	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	*99*	*99*	*99*	*99*	*99*

PHARMACY

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	88	89	88	86	88	.	.	.	.	.
BENCHMARK	88	88	84	80	79	.	.	.	.	.
APPROVED GOALS	92	92	92	92	92	92	92	92	92	
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

OCCUPATIONAL THERAPY

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	97	96	95	91	89	.	.	.	.	.
APPROVED GOALS	.	.	.	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*95*	*95*	*95*	*95*	*95*

VETERINARY

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	92	98	98	97	92	.	.	.	.	.
BENCHMARK	95	90	87	79	79	.	.	.	.	.
APPROVED GOALS	.	.	.	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*95*	*95*	*95*	*95*	*95*

DENTISTRY (INBDE)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	.	.	.	100	100	.	.	.	.	.
BENCHMARK	.	.	.	99	99	.	.	.	.	.
APPROVED GOALS	.	.	.	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*95*	*95*	*95*	*95*	*95*

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	7	9	8	8	8	*8*	*8*	*8*	*8*	*8*
TOTAL	9	9	8	8	8	*8*	*8*	*8*	*8*	*8*

Note: The National Dental Board Exam (NBDE) has been phased out and replaced by the Integrated National Board Dental Examination (INBDE). Scores for the new INBDE exam are not available prior to 2022.

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	29	28	33	36	37	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	43	41	39	40	.	.	.	.	.
APPROVED GOALS	.	.	.	40	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

17. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	929	942	960	1,086	1,250	.	.	.	.	.
APPROVED GOALS	891	918	970	999	1,119	1,152	1,187	1,222	1,259	.
PROPOSED GOALS	.	.	.	.	.	*1,152*	*1,187*	*1,222*	*1,259*	*1,297*

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	508	520	532	587	667	.	.	.	.	.
APPROVED GOALS	.	523	536	552	605	623	641	661	680	.
PROPOSED GOALS	.	.	.	.	.	*623*	*641*	*661*	*680*	*700*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	125	152	142	135	143	.	.	.	.	.
APPROVED GOALS	121	123	124	125	126	127	128	129	130	.
PROPOSED GOALS	.	.	.	.	.	*127*	*128*	*129*	*130*	*131*

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	228	261	264	277	277	.	.	.	.	.
APPROVED GOALS	261	265	270	272	274	276	278	280	282	.
PROPOSED GOALS	.	.	.	.	.	*276*	*278*	*280*	*282*	*284*

21. Number of Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	20	14	16	7	10	.	.	.	.	.
APPROVED GOALS	15	15	16	17	16	16	16	16	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*16*	*17*	*17*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	37,872	38,233	38,561	38,371	38,729	.	.	.	.	.
APPROVED GOALS	37,456	37,938	38,000	38,000	38,413	38,470	38,470	38,424	38,409	.
PROPOSED GOALS	.	.	.	.	.	*38,000*	*38,000*	*38,000*	*38,000*	*38,000*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	15,916	17,189	19,932	19,743	19,002	.	.	.	.	.
APPROVED GOALS	15,716	16,094	16,000	18,000	19,393	19,242	19,263	19,324	19,395	.
PROPOSED GOALS	.	.	.	.	.	*19,184*	*19,332*	*19,511*	*19,651*	*19,846*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	7,431	7,114	7,905	7,502	7,710	*7,688*	*7,561*	*7,675*	*7,715*	*7,755*
FTIC: Returning	20,947	21,008	20,654	20,867	20,868	*19,637*	*19,546*	*18,962*	*18,415*	*17,827*
Transfer: FCS w/ AA	6,332	6,551	6,408	6,026	5,752	*5,871*	*5,724*	*5,773*	*5,823*	*5,873*
Other Undergraduates	3,162	3,206	3,205	3,615	4,017	*4,418*	*4,779*	*5,196*	*5,649*	*6,143*
Post-Baccalaureates	0	354	389	361	382	*386*	*390*	*394*	*398*	*402*
Subtotal	**37,872**	**38,233**	**38,561**	**38,371**	**38,729**	***38,000***	***38,000***	***38,000***	***38,000***	***38,000***
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	8,003	8,763	11,178	11,083	10,385	*10,527*	*10,668*	*10,811*	*10,956*	*11,103*
Research Doctoral	4,395	4,441	4,669	4,574	4,598	*4,620*	*4,642*	*4,665*	*4,687*	*4,710*
Professional Doctoral	3,518	3,985	4,085	4,086	4,019	*4,037*	*4,022*	*4,035*	*4,048*	*4,033*
Subtotal	**15,916**	**17,189**	**19,932**	**19,743**	**19,002**	***19,184***	***19,332***	***19,511***	***19,691***	***19,846***
TOTAL	**53,788**	**55,422**	**58,493**	**58,114**	**57,731**	***57,184***	***57,332***	***57,511***	***57,691***	***57,846***

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

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	10	10	11	12	13	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*14*	*14*	*13*	*13*	*13*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	28	29	27	27	29	.	.	.	.	.
APPROVED GOALS	28	29	30	31	31	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	*31*	*31*	*31*	*31*	*31*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	15,344	15,199	15,130	15,154	15,165	*15,227*	*15,371*	*15,478*	*15,653*	*15,839*	*16,187*
UPPER	22,443	22,926	23,290	23,052	23,014	*23,704*	*23,927*	*24,094*	*24,368*	*24,657*	*25,199*
GRAD 1	6,654	6,988	7,871	9,427	9,116	*8,599*	*8,680*	*8,741*	*8,840*	*8,945*	*9,142*
GRAD 2	7,434	7,283	7,376	7,460	7,352	*7,225*	*7,293*	*7,344*	*7,427*	*7,516*	*7,680*
TOTAL	**51,873**	**52,395**	**53,666**	**55,092**	**54,647**	***54,755***	***55,271***	***55,656***	***56,288***	***56,957***	***58,208***

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	29	29	89	39	34	*33*	*33*	*34*	*34*	*34*	*34*
Primarily Dist. (80-99%)	7	8	1	7	9	*6*	*6*	*6*	*6*	*6*	*6*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	2	2	1	2	2	*1*	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	62	61	8	53	55	*60*	*60*	*59*	*59*	*59*	*59*
GRADUATE											
All Distance (100%)	19	19	61	36	35	*30*	*30*	*30*	*30*	*30*	*30*
Primarily Dist. (80-99%)	12	12	8	8	7	*10*	*10*	*10*	*10*	*10*	*10*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	2	1	1	*1*	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	68	68	30	55	57	*59*	*59*	*59*	*59*	*59*	*59*

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10. FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10. FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10. UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10. UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-10. USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

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

DEFINITIONS (cont.)

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

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

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

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

KPI-4: Percent of Bachelor's Degrees Without Excess Hours: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better 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, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: 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: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

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

KPI-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

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

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

ENRL-5: Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA