

2024  
ACCOUNTABILITY PLAN  
UNIVERSITY OF  
NORTH FLORIDA

*BOG Approved June 28, 2024*





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## INTRODUCTION

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

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

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

#### **Mission**

At the University of North Florida, we ignite a passion for learning and discovery through transformational education in a supportive environment that leads students to rewarding careers and lifelong success. Our beautiful campus is a hub for talent development, relevant research and community engagement, where we enrich lives and fuel the economic and overall prosperity of Northeast Florida and beyond.

#### **Values**

Our values are what bind us together. It is what we hold dear as an institution, what we aspire to be and what we expect of one another. Our values are what attract students, faculty and staff to our campus. They reflect how we impact our community, and more importantly, why we do what we do. Our values represent our character as an institution — and as individuals. Our values are who we are:

- Accountability
- Integrity
- Excellence
- Civility
- Culture of Care

UNF is fully committed to the principles of open-minded and tolerant civil discourse throughout its campus community and endorses the Florida Board of Governors' Statement of Free Expression.

### Statement of Strategy

#### **Vision Statement**

The University of North Florida will be the destination of choice for talent and for public and private investment.

#### **Institutional Aspirations**

- The University of North Florida will become a Top 100 Public University as ranked in U.S. News & World Report by 2028.
- The University of North Florida will strategically grow to an enrollment of 25,000 students by 2028.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

UNF's four-year graduation rate decreased from 50.6% for the 2018 cohort to 48.4% for the 2019 cohort. This was expected in relation to decreased retention for cohorts affected directly by the Covid-19 Pandemic. Strategic advising and academic supports are in place to facilitate improvement.

#### **Proactive and consistent advising and outreach**

- UNF requires students to meet with their assigned academic advisor once per semester in the first year, and once per year thereafter to ensure continued registration and progress to degree.
- Transition Advising provides targeted, individualized advising and career counseling to students seeking a change of major to reduce excess credit hours and preserve on-time graduation. From Fall 2022 to Fall 2023, 145 students were referred to the Transition Advising Program, and 66 students made major changes, with 50 referred students graduating or expected to graduate on time.
- The Bachelor of General Studies (BGS) was approved in 2023. The BGS provides a pathway for timely completion to students who have earned upper-level credits and wish to change to a major where they can continue to make satisfactory progress to graduation. Thus far, 7 students have taken advantage of this new pathway completing the BGS in Fall 2023, and another 11 students are on track to complete in Spring 2024.
- UNF created targeted and systematic access to data and predictive analytics via advisor-level dashboards, empowering advisors to intervene quickly and proactively.
- In Fall 2022, UNF developed machine learning models and an advising initiative designed to place incoming freshmen into the most appropriate math course using these data. This improved our FT FTIC first fall math course pass rate by 4 percentage points compared to the prior placement test.
- In Fall 2023, UNF implemented a student success instance of Slate, which provides students ready access to UNF's academic supports, including academic advising, academic coaching, tutoring centers, career counseling, and allows UNF faculty to submit and track Academic Alerts.

#### **Successful academic supports**

- UNF developed a comprehensive First-Year Experience (FYE) for incoming students to facilitate student belonging and improve retention for students that self-select into the program. FYE pilot launched Fall 2022 and was expanded in Fall 2023.
- UNF piloted a summer bridge program in 2023, providing targeted academic support to FTIC students with identified academic risk in an immersive 6-week program with 86% success rate, and 95% retention to Spring term. Expanded program planned for Summer 2024.
- In 2023, 4,267 students utilized Tutoring/Supplemental Instruction (SI)/Peer Assisted Student Success (PASS) programs for 23,483 visits. DFW rates for participating students were 75% lower than those who did not participate in academic support services (32.3% vs. 7.9% DFW)
- Student Success Advocates made 4,538 student contacts during the last three semesters in retention, watchlist, and re-registration campaigns.

#### **Strong support for students in need**

- The 4-year graduation rate for all FTIC students and Pell recipients has remained fairly stable over the last four years.
- For Aid Year 2022-23, UNF awarded 3,815 unique undergraduate students \$9,747,309 in need-based gift aid and 3,026 unique undergraduate students \$10,229,957 in non-need based gift aid from institutional and foundation funds.



## STRATEGY (cont.)

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

#### Student Achievements

- A UNF student team (Construction Management) won the National Association of Home Builders Award at the annual NAHB competition in Las Vegas
- Student Athlete Mahalia White was named the 2023 Honda Inspiration Award winner at the Collegiate Women Sports Awards
- UNF's undergraduate student team (Kinesiology) won first place at the Southeast American College of Sports Medicine (SEACSM) Quiz Bowl
- Osprey Security student team (Computing) won first place and the "Best in Service" award at the 2023 Southeast Regional Cyber Defense Competition (SECCDC)
- A UNF student team was selected to participate in NASA's Nationwide Eclipse Ballooning Project (NEBP) and High-Altitude Student Payload (HASP) project

#### Faculty Achievements

- UNF's shoreline restoration research team, National Park Service, Timucuan Parks Foundation and St. Johns River Water Management District deployed the largest pervious oyster shell habitat (POSH) shoreline restoration project in the area to date
- Dr. Nicholas de Villiers (English and Film) and Dr. Tes Tuason (Clinical Mental Health Counseling) received a Fulbright Scholarship Award from the U.S. Department of State and the Fulbright Foreign Scholarship Board
- Dr. Amy Lane (Chemistry) received a \$1.8M National Institutes of Health grant to train undergraduates in biomedical sciences, in close collaboration with Mayo Clinic faculty
- Dr. Lisa Byrge (Psychology) and collaborators received a National Institutes of Health grant to develop neuroimaging markers for identifying autism spectrum disorder
- Dr. Guilherme Cesar (Physical Therapy) led a project for muscle function and the mechanics of balance and gait, funded by the Shared Research Instrumentation Grant (SRIG)

#### Program Achievements

- For the 16th consecutive year, UNF's Coggin College of Business was named a Best Business School by Princeton Review
- UNF's Public Opinion Research Lab was ranked in the top 25 best public opinion polling centers in the nation by FiveThirtyEight
- The Nutrition and Dietetics program was recognized among the top 14 programs in the nation by Forbes
- UNF's Meals on Wings program celebrated 100,000 meals delivered to local Jacksonville seniors
- The School of Nursing was ranked for Best Online Accelerated RN-to-BSN Programs at #4 by Bachelor's Degree Center and #7 by Best Colleges

#### Institutional Achievements

- Ranked by U.S. News & World Report in the top 50 universities in the nation for "Best Online Bachelor's Programs," ranked among "Best Graduate Schools," ranked a "Top Public University" for the 5th consecutive year, and ranked as a top 50 "Best Online Program"
- For the 15th consecutive year, ranked among the "Best in the Southeast" by Princeton Review
- For the 14th consecutive year, named a "Top Military Friendly School" by Military Friendly
- Awarded one of America's Best Colleges 2023 with four stars by Money magazine



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

Effective 2024-25 completions, UNF reduced goals for PBF metrics 6 and 8: Percentage of Bachelor's and Graduate Degrees Conferred in Programs of Strategic Emphasis to reflect the revisions to the combination of degree and disciplines by CIP Code that will be considered Programs of Strategic Emphasis moving forward. UNF will adjust these goals in the future to align with the Board of Governor's goals in the new Strategic Plan.

For metric 10, UNF's Board of Trustees Choice Metric for the Percent of Undergraduate FTE in Online Courses, UNF is proposing to increase the goals over what has been approved for the next four years while overall trending down to a more pre-pandemic ratio of distance learning and face-to-face course delivery.



## STRATEGY (cont.)

### Enrollment Management

#### **Fall Headcount and FTE by Student Level**

UNF plans to enroll 25,000 by Fall 2028. The growth is at all student levels (FTIC, Transfer, Post-Baccalaureate, Master and Doctoral) totaling 24,360 students plus 640 unclassified students such as non-degree-seeking and dual enrollment. Growth in the individual student levels is summarized as follows:

- New summer/Fall FTICs will stabilize initially in Fall 2024 to enhance retention and APR, and then grow at 6% until 3300 is obtained in Fall 2027.
- Continuing FTICs will also grow as retention, APR, and persistence towards degree improves along with larger new FTIC classes enrolling.
- Transfer students will increase by roughly 200 per year over the next five years so that by Fall 2028, 1000 more transfer students are entering each year.
- Master's students will increase significantly over the next 5 years with new programs, new modalities and strong emphasis on international students.
- Doctoral students will have modest increases with inflections occurring when new doctoral programs start such as the PhD in Computer Science.

The increases identified above occur at both resident and non-resident levels with a stronger emphasis on out-of-state and international students. Along with the increase in headcount, there will be proportional increases in FTE.

#### **Non-Resident Undergraduate Enrollment rate**

To reach 25,000 students in Fall 2028, the percentage of such undergraduates will need to increase up to the BOG threshold of 10% for the SUS. This increase includes both out-of-state and international students.

#### **Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits**

In Fall 2024, UNF changed the scholarship renewal criteria from 15 credits per term to 30 credits in the academic year. This change was responsive to student needs and provides more flexibility while keeping students on track for timely graduation. This change impacted the percentage in Fall 2023 but was made to enhance student success. For Fall 2024 and beyond, UNF has a new degree progression policy to further support timely graduation and student success.

#### **Percent of FTE Enrolled by Method of Instruction**

UNF will continue to increase classroom instruction to pre-pandemic levels. The planned goals take into account growth in online degree programs, as well as student preferences in course offerings, to promote persistence toward graduation and timely completion.





## 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	.	.	62.5	69.1	72.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	71.0	72.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	72.0	73.0	75.0	77.0	77.0

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	40,000	41,000	42,900	45,500	48,100	.	.	.	.	.
APPROVED GOALS	39,500	40,640	41,280	43,000	45,750	46,000	46,250	46,500	46,750	.
PROPOSED GOALS	.	.	.	.	.	48,300	48,500	48,700	48,900	49,100

**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	10,280	8,090	5,790	570	5,240	.	.	.	.	.
APPROVED GOALS	12,000	9,900	7,500	1,300	6,900	6,700	6,500	6,300	6,100	.
PROPOSED GOALS	.	.	.	.	.	5,100	5,000	4,900	4,800	4,700

#### 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	10,280	8,730	7,800	6,270	5,240	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6,900	6,700	6,500	6,300	6,100	.
PROPOSED GOALS	.	.	.	.	.	5,100	5,000	4,900	4,800	4,700



## 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	44.6	48.3	48.3	50.6	48.4	.	.	.	.	.
APPROVED GOALS	43.0	47.0	49.0	50.0	52.0	54.0	55.0	56.0	57.0	.
PROPOSED GOALS	.	.	.	.	.	54.0	55.0	56.0	57.0	58.0

### 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	80.7	81.3	73.9	74.9	77.7	.	.	.	.	.
APPROVED GOALS	80.0	81.0	82.0	83.0	82.0	84.0	86.0	88.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	84.0	86.0	88.0	90.0	90.0

### 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	57.4	57.0	66.5	68.0	70.2	.	.	.	.	.
APPROVED GOALS	57.0	58.0	60.0	67.0	69.0	70.0	70.0	71.0	71.0	.
PROPOSED GOALS	.	.	.	.	.	70.0	40.0	40.0	40.0	40.0

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	31.2	31.2	30.8	32.3	32.4	.	.	.	.	.
APPROVED GOALS	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	38.0	.
PROPOSED GOALS	.	.	.	.	.	36.0	37.0	38.0	38.0	38.0



## 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	54.4	51.9	57.8	56.8	64.5	.	.	.	.	.
APPROVED GOALS	55.0	57.0	59.0	60.0	61.0	62.0	63.0	64.0	64.0	.
PROPOSED GOALS	.	.	.	.	.	62.0	44.0	44.0	44.0	44.0

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	59.2	63.3	63.7	61.3	62.6	.	.	.	.	.
APPROVED GOALS	.	60.0	60.0	61.0	62.0	62.0	64.0	67.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	63.0	64.0	67.0	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	59.6	56.5	58.3	61.5	62.0	.	.	.	.	.
APPROVED GOALS	.	.	57.0	58.0	59.0	60.0	61.0	62.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	61.0	62.0	63.0	64.0

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	24.4	27.3	85.4	49.1	43.3	.	.	.	.	.
APPROVED GOALS	24.0	28.0	68.0	30.0	43.0	40.0	37.0	32.0	32.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	40.0	37.0	34.0	31.0



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

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	15	14	14	12	14	.	.	.	.	.
APPROVED GOALS	17	18	20	22	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

#### 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	4.4	4.3	4.1	4.1	4.1	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.3	4.1	4.1	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	81	84	85	83	87	.	.	.	.	.
APPROVED GOALS	81	82	82	85	85	87	87	87	87	.
PROPOSED GOALS	.	.	.	.	.	87	87	87	87	88



## 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	61	60	61	61	61	.	.	.	.	.
APPROVED GOALS	58	62	62	63	63	64	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	64	64	64	64	64

### 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	43	46	42	46	51	.	.	.	.	.
APPROVED GOALS	.	.	47	48	49	50	51	52	52	.
PROPOSED GOALS	.	.	.	.	.	50	51	52	52	52

### 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	42	49	50	50	49	.	.	.	.	.
APPROVED GOALS	.	45	49	50	52	54	55	56	57	.
PROPOSED GOALS	.	.	.	.	.	54	55	56	57	58

### 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	3,342	3,419	3,420	3,373	3,091	.	.	.	.	.
APPROVED GOALS	3,360	3,440	3,530	3,400	3,490	3,580	3,670	3,760	3,800	.
PROPOSED GOALS	.	.	.	.	.	3,250	3,300	3,500	3,800	4,100

### 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	781	839	912	944	934	.	.	.	.	.
APPROVED GOALS	790	795	900	960	970	980	990	1,000	1,010	.
PROPOSED GOALS	.	.	.	.	.	950	1,000	1,150	1,400	1,650



## 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	20	21	23	23	24	.	.	.	.	.
APPROVED GOALS	20	21	21	23	24	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	28	28

### 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	17	15	15	14	12	.	.	.	.	.
APPROVED GOALS	22	18	19	20	15	15	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	15	16	16	16	16

### 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	35	36	46	48	51	.	.	.	.	.
APPROVED GOALS	38	39	45	48	48	49	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	49	50	50	50

### 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	43	38	44	46	49	.	.	.	.	.
APPROVED GOALS	40	41	44	46	46	47	47	48	48	.
PROPOSED GOALS	.	.	.	.	.	49	49	49	49	50



## 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	95	89	88	94	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	95	96	96	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### PHYSICAL THERAPY

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	97	100	100	99	98	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	97	97	97	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	2	2	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 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	.	33	25	24	25	.	.	.	.	.
APPROVED GOALS	.	.	.	27	28	29	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	29	30	31	32	33

#### 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	13	14	16	19	27	.	.	.	.	.
APPROVED GOALS	11	11	12	16	19	19	20	20	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	23	24

#### 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	4	5	7	9	12	.	.	.	.	.
APPROVED GOALS	.	5	6	7	9	9	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	11	11	12





## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	1	5	5	1	2	.	.	.	.	.
APPROVED GOALS	2	3	4	4	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

#### 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	1	2	1	0	0	.	.	.	.	.
APPROVED GOALS	2	2	2	1	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

#### 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	1	0	1	0	0	.	.	.	.	.
APPROVED GOALS	1	2	2	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1



## KEY PERFORMANCE INDICATORS (cont.)

### Institution Specific Goals

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

#### 1. Percent of Bachelor’s Graduates Engaged in Internships

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	46	46	50	52	52	.	.	.	.	.
APPROVED GOALS	52	53	50	51	52	53	54	55	56	.
PROPOSED GOALS	.	.	.	.	.	53	54	55	56	57

#### 2. Freshman Retention Rate [for Full-Time FTIC]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	83	83	79	80	81	.	.	.	.	.
APPROVED GOALS	.	.	.	.	84	86	88	90	92	.
PROPOSED GOALS	.	.	.	.	.	86	88	90	92	92

#### 3. 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	61	60	61	61	61	.	.	.	.	.
APPROVED GOALS	58	62	62	63	63	64	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	64	64	64	64	64



## 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	14,419	14,310	13,853	13,870	13,886	.	.	.	.	.
APPROVED GOALS	14,540	15,060	14,070	14,580	13,900	14,020	14,150	14,270	14,400	.
PROPOSED GOALS	.	.	.	.	.	14,030	14,780	16,030	17,730	19,770
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	2,356	2,365	2,389	2,215	2,172	.	.	.	.	.
APPROVED GOALS	2,230	2,380	2,380	2,410	2,250	2,290	2,320	2,360	2,390	.
PROPOSED GOALS	.	.	.	.	.	2,440	2,850	3,380	3,970	4,590

### 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	2,641	2,739	2,577	3,133	2,810	2,800	2,970	3,150	3,330	3,330
FTIC: Returning	5,437	5,898	6,034	5,915	6,532	6,640	6,970	7,630	8,610	9,980
Transfer: FCS w/ AA	2,895	2,600	2,525	2,238	1,965	1,960	2,060	2,240	2,470	2,760
Other Undergraduates	3,001	2,682	2,362	2,260	2,274	2,300	2,420	2,620	2,890	3,230
Post-Baccalaureates	445	391	355	324	305	330	360	390	430	470
<b>Subtotal</b>	<b>14,419</b>	<b>14,310</b>	<b>13,853</b>	<b>13,870</b>	<b>13,886</b>	<b>14,030</b>	<b>14,780</b>	<b>16,030</b>	<b>17,730</b>	<b>19,770</b>
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	1,783	1,825	1,852	1,747	1,721	1,980	2,360	2,850	3,390	3,940
Research Doctoral	77	73	86	80	136	140	150	160	170	200
Professional Doctoral	496	467	451	388	315	320	340	370	410	450
<b>Subtotal</b>	<b>2,356</b>	<b>2,365</b>	<b>2,389</b>	<b>2,215</b>	<b>2,172</b>	<b>2,440</b>	<b>2,850</b>	<b>3,380</b>	<b>3,970</b>	<b>4,590</b>
<b>TOTAL</b>	<b>16,775</b>	<b>16,675</b>	<b>16,242</b>	<b>16,085</b>	<b>16,058</b>	<b>16,470</b>	<b>17,630</b>	<b>19,410</b>	<b>21,700</b>	<b>24,360</b>

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

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	4	4	4	5	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	6.5	7.0	8.0	9.0	10.0



## 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	24	25	25	29	24	.	.	.	.	.
APPROVED GOALS	24	26	28	30	31	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	28	29

### 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	5,420	5,591	5,401	5,380	5,856	5,910	5,880	6,240	6,620	6,990	7,000
UPPER	7,862	8,052	8,000	7,681	7,447	7,430	7,760	8,100	9,010	10,400	12,510
GRAD 1	1,220	1,309	1,375	1,339	1,294	1,310	1,390	1,610	1,940	2,320	2,680
GRAD 2	494	497	499	490	444	430	480	520	560	610	680
<b>TOTAL</b>	<b>14,995</b>	<b>15,449</b>	<b>15,276</b>	<b>14,890</b>	<b>15,041</b>	<b>15,080</b>	<b>15,510</b>	<b>16,470</b>	<b>18,130</b>	<b>20,320</b>	<b>22,870</b>

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

### 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
<b>UNDERGRADUATE</b>											
All Distance (100%)	24	27	85	49	43	42	40	37	34	31	28
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	2	7	5	3	3	2	2	2	2	2
Classroom (0-49%)	74	70	8	46	53	55	58	61	64	67	70
<b>GRADUATE</b>											
All Distance (100%)	33	36	77	53	51	48	45	42	39	39	39
Primarily Dist. (80-99%)	0	1	0	0	0	0	0	0	0	0	0
Flex	0	0	2	2	0	0	0	0	0	0	0
Hybrid (50-79%)	6	6	7	10	9	9	8	8	7	7	7
Classroom (0-49%)	61	58	13	35	40	43	47	50	54	54	54

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



## DEFINITIONS

### Performance Based Funding (PBF)

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

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

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

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

**PBF-10. FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and 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) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

## 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 4<sup>th</sup> 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-L: 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 2<sup>nd</sup> 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 convey 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

