2023

ACCOUNTABILITY PLAN

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

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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

Florida Agricultural and Mechanical University (FAMU) is an 1890 land grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

Statement of Strategy

The Florida Agricultural and Mechanical University (FAMU) 2022-2027 strategic plan identifies several ambitious goals designed to elevate the University's performance outcomes, rankings, and profile. These goals include moving into the top tier of State University System (SUS) institutions on the annual Performance Based Funding outcomes, becoming a Top 100 public university (currently #103), and being designated a Carnegie R1 Research institution (currently R2). As the nation's highest ranked public HBCU for the fourth consecutive year, and amongst the SUS leaders in providing access for first-generation and low-income students, FAMU remains focused on addressing the critical needs of Florida's citizens and the nation.

Specific areas of focus of the university strategic plan include:

- Increasing retention and graduation rates, and first-time licensure pass rates
- Increasing degree production in programs of strategic emphasis
- Recruiting, developing, and retaining world-class faculty
- Increasing research productivity
- Ensuring long-term fiscal health and sustainability
- Improving organizational efficiency and effectiveness
- Positioning FAMU as a leader in healthcare education, research, and service

The University supports and endorses the Board of Governors' Statement of Free Expression and expects open-minded and tolerant civil discourse to take place throughout the campus community.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Strengths

FAMU has established a strong national profile and reputation, consistent with its position at #103 in the most recent rankings of national public universities, and status as the #1 public HBCU. The University's position as #23 for Social Mobility highlights its status as a state and national leader in providing access, opportunity and achievement for first-generation students and students from low-income backgrounds. The University offers a diverse array of academic program offerings, is highly productive in generating externally funded research projects, has high degree production in STEM and health-related disciplines, and provides extension and outreach services to communities across the state as an 1890 land-grant institution.

Opportunities

While the University has made steady and significant progress in improving its student success outcomes over the past several years, improving licensure pass rates and the four-year graduation rate remain priorities for the administration and board of trustees. FAMU has been working diligently with the academic areas tied to licensure pass rate success. The academic unit leaders have implemented new and innovative strategies to identify the best solutions for licensure passage including but not limited to strategic recruitment and admission processes, limited enrollment for incoming scholars, integrated content and test aligned curriculum focus, intensive student bootcamps, and identified licensure faculty with targeted measures. To this end, FAMU has seen and overall increase in licensure pass rates for Pharmacy, Physical Therapy and Nursing. Utilizing new strategic approaches, the College of Law anticipates increases in the 2023 cohort. The university has provided additional resources to support these efforts and have targeted incoming class recruitment and retention as well as faculty professional development. Increasing distance education program offerings and expanding graduate education provide opportunities to broaden the University's reach and impact. Recruiting top-notch students and faculty in the health professions and STEM programs will enhance institutional alignment with Florida's workforce needs. Increasing external financial support for University Athletics and effectively implementing the Athletics Action Plan will be pivotal for maintaining competitive sports programs and providing student athletes with first-rate experiences.

Challenges

The University will continue pursuing external support for critical investments needed to promote and sustain faculty excellence via enhanced recruitment, professional development, and retention initiatives. The record increases in student applications experienced over the past three years highlight a need to increase the availability of on-campus housing. Renovations are needed to upgrade aging academic facilities that support STEM teaching and research.

STRATEGY (cont.)

Three Key Initiatives & Investments

1. Elevate and Sustain Student Success: Move into the top tier of State University System peers on performance outcomes

- Restructure the enrollment management and academic advisement units to enhance student recruitment and retention
- Increase online education course and program offerings
- Increase student scholarship support
- Increase degree production in STEM, health, and business
- Enhance academic and workforce alignment

2. Foster Faculty Excellence and Vitality: Attract, develop, and retain world-class faculty

- Increase support for more competitive salaries and benefits packages
- Expand professional development and leadership training opportunities
- Increase funding for start-up-packages and research support
- Upgrade teaching and research facilities
- Enhance faculty recruitment in programs of strategic emphasis
- Evaluate faculty workloads to enhance teaching and research productivity

3. Advance FAMU's Reputation, Rankings, and Impact: Become a Top 100 public university

- Invest in capacity building for sponsored research
- Enhance advocacy and outreach initiatives
- Sustain a state-of-the-art technology infrastructure
- Expand fundraising efforts to include the launch of a capital campaign
- Establish the "FAMU Health" initiative to position FAMU as a national leader in healthcare education, research, and service to address disparities, emergent needs, and advance holistic well-being

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The institution is intentional in efforts to improve student outcomes, graduation rates, and overall analytical analysis of measures toward student success. It has restructured academic advising, enhanced first year experiences for all incoming students, identified peer mentoring, added intrusive advising measures, and targeted a focus on entry to exit to improve the four-year graduation rate. FAMU has also restructured approaches to student transition and hired student retention and transfer learning specialists and academic coaches. FAMU has made strides on its four-year graduation rate and academic progress rate (APR) since 2018. During this time, the four-year graduation rate increased from 22.5% to 28.4%. While the APR slightly declined this past year from 84.2% to 82.8%, these results are significantly higher than the previous APR of 71.3%. FAMU's adoption of best practices for student success services and data analytics is proving successful.

Academic

Learning Communities: FAMU offered 13 college/school-specific Living-Learning Communities (LLCs), with 422 freshman students participating in the current academic year. Additionally, 211 freshman students participated in seven themed non-residential learning communities. All communities provide focused out-of-class learning experiences such as study groups, seminars, community service, leadership development, career exploration, research, global education, and cultural and social activities.

Academic Excellence Program: The Academic Excellence Program provides additional support for first-year students with first-semester GPAs below 2.0. In spring 2023, 140 students participated in the program. Components of the program include strengthening academic study skills, identifying barriers to success, and developing a plan for GPA recovery.

Peer Mentoring: The Office of Freshmen Studies employed over 40 peer mentors during Fall 2022 to work with 10-15 mentees throughout the year. The peer mentors hold bi-weekly one-on-one sessions and facilitate academic and social workshops. They also engage with students in one-on-one meetings, group study sessions/events, and via Qooper, the peer mentor software. Over 80% of first-year students reported having meaningful relationships with their mentors.

Financial

Academic Progression Grants: During the current academic year, the University addressed students' unmet financial needs by awarding 654 scholarships totaling $1.64 million using funds from its Performance-Based Funding (PBF) allocation.

Policy

Academic Policies: Two key academic policy enhancements were implemented this academic year. The Academic Excellence Policy, which helps first-semester students with low GPAs, recover using a structured programmatic approach. The Major Declaration Policy requires all first-year students to choose a major upon completing 30 credit hours.

Textbook Affordability: FAMU continues to seek opportunities to increase cost-savings for textbooks and instructional materials. Since 2020, FAMU has partnered with Cengage to offer subscription-based access to course materials through Cengage Unlimited. The subscription provides FAMU students with access to thousands of eBooks, study guides, and other materials for $123.36 per calendar year—less than most hardcover textbooks. Beginning in Fall of 2022, FAMU extended its cost-savings platform to include multiple publishers through a bundled service for students called the Rattler Pack. The Rattler Pack provides extensive cost savings to undergraduate students for all courses they have registered at a low cost of $25 per credit hour.

Curricular Incentives

Office of Undergraduate Research: A full-time director was appointed to the office this past fiscal year. Since 2020, the office has sponsored over 300 on-campus research experiences for undergraduate students.

STRATEGY (cont.)

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

Student

- Marques Cutler, a fourth-year quantitative analysis student with a minor in marketing in the School of Business and Industry, was named the 2021-2022 recipient of the Crossman Career Builder Scholarship.
- Entomology doctoral candidate Alexander Orfinger won the award for Best Oral Presentation by a Graduate Student at the annual meeting of the Florida Association of Aquatic Biologists.
- College of Law student Michelle Wanamaker was the 2022 recipient of the prestigious Holland & Knight Scholarship and Internship.
- Stephen Bowen, a doctoral student in educational leadership and Kerry Kelly, a junior biology student were announced as members of the 2021 White House Historically Black Colleges and University Scholars.

Faculty

- Jamel Ali, Ph.D., assistant professor of chemical and biomedical engineering was awarded the Air Force Young Investigator Research Program (YIP) Award.
- Michée A. Lachaud, Ph.D., assistant professor for the agribusiness program in the College of Agriculture and Food Sciences (CAFS), was selected as a 2021 Innovator in the National Center for Atmospheric Research (NCAR) Innovator Program.
- Kellie O'Dare, Ph.D., assistant professor in the Institute of Public Health and director of the 2nd Alarm Project, secured an estimated $2.5 million from the Florida Department of Children and Families to continue collaborative efforts to support the wellness of the state's first responders.
- Sarah L. Price, Ph.D., associate dean for the College of Education, received the Jerry R. Thomas Distinguished Leadership Award from the American Kinesiology Association.

Program Achievements

- The College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health received a $707,000 research grant from the U.S. Food and Drug Administration (FDA).
- HCA Healthcare, Inc. donated $1.5 million to the School of Allied Health Sciences to strengthen students' pathways from undergraduate to graduate to management careers in the health care industry.
- The School of Allied Health Sciences' (SOAHS) respiratory care program received the Distinguished RRT (Registered Respiratory Therapist) Credentialing Success Award from the Commission on Accreditation for Respiratory Care (CoARC).

Institutional Achievements

- Highest Ranked Public HBCU and Number 103 among public universities and 23rd in social mobility by the U.S. News & World Report rankings.
- FAMU received $59.3 million in research and development funds and $75.5 million in total awards during the 2021 – 2022 fiscal year.
- FAMU's Center for International Agricultural Trade Development Research and Training will lead global efforts to advance production, handling, and consumption of fruits and vegetables as part of a five-year $15 million award from the U.S. Agency for International Development (USAID) for its Feed the Future Innovation Lab for Horticulture.
- FAMU received $1.2 million from NASA to recruit more African American students to pursue careers in aerospace engineering.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

In response to the modifications made to PBF metrics 7, FAMU evaluated its outcomes and goals and adjusted as indicated below.

Metric 7: University Access Rate: Our proposed goals for fall 2022 to fall 2026 were adjusted due to the downward trends in the actual outcomes for the last five years.

PERFORMANCE-BASED FUNDING METRICS

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	60.1	67.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*70*	*71*	*72*	*73*	*74*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	31,600	33,500	34,500	37,000	39,500	.	.	.	.	.
APPROVED GOALS	34,000	34,700	35,900	37,400	37,800	38,200	38,600	39,000	39,400	.
PROPOSED GOALS	.	.	.	.	.	*40,000*	*40,500*	*41,000*	*41,500*	*42,000*

PBF Metric #3 Note: Beginning Spring 2020, 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 2025, when the federal emergency funds are no longer available (in 2022-23).

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

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	7,640	6,570	2,360	-580	-17,750	.	.	.	.	.
APPROVED GOALS	9,600	7,600	7,580	7,560	7,540	7,540	7,540	7,540	7,540	.
PROPOSED GOALS	.	.	.	.	.	*1,000*	*4,000*	*4,000*	*4,000*	*4,000*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7,640	6,570	5,430	5,160	4,000	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*4,000*	*4,000*	*4,000*	*4,000*	*4,000*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	22.5	27.7	34.6	27.0	28.4	.	.	.	.	.
APPROVED GOALS	25	30	35	38	40	43	46	50	55	.
PROPOSED GOALS	.	.	.	.	.	*43*	*46*	*50*	*55*	*57*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	71.3	73.0	82.2	84.2	82.8	.	.	.	.	.
APPROVED GOALS	80	85	86	88	88	88	88	88	90	.
PROPOSED GOALS	.	.	.	.	.	*88*	*88*	*88*	*90*	*90*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	43.7	47.8	47.2	53.9	51.8	.	.	.	.	.
APPROVED GOALS	45	48	52	55	55	55	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	*55*	*55*	*55*	*55*	*55*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	65.6	64.3	62.9	59.3	56.8	.	.	.	.	.
APPROVED GOALS	65	65	65	65	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*56*	*56*	*56*	*56*	*56*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	55.2	51.7	44.6	47.3	50.0	.	.	.	.	.
APPROVED GOALS	59	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	56.8	61.0	60.3	68.6	61.6	.	.	.	.	.
APPROVED GOALS	.	.	62	65	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*	*67*

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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	48.4	51.5	53.3	52.0	57.4	.	.	.	.	.
APPROVED GOALS	.	.	.	55	58	61	63	65	67	.
PROPOSED GOALS	.	.	.	.	.	*61*	*63*	*65*	*67*	*69*

10. BOT Choice: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	285	268	323	340	341	.	.	.	.	.
APPROVED GOALS	.	290	310	330	350	370	390	400	400	.
PROPOSED GOALS	.	.	.	.	.	*370*	*390*	*400*	*400*	*400*

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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	1	1	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	11	14	18	21	15	.	.	.	.	.
APPROVED GOALS	18	20	25	30	23	27	30	33	35	.
PROPOSED GOALS	.	.	.	.	.	27	*30*	*33*	*35*	*35*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.9	4.8	4.8	4.6	4.5	.	.	.	.	.
APPROVED GOALS	4.9	4.7	4.5	4.3	4.1	4.1	4.1	4.1	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	51	54	56	58	61	.	.	.	.	.
APPROVED GOALS	45	52	62	72	75	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	50	52	55	55	59	.	.	.	.	.
APPROVED GOALS	49	51	55	57	60	63	65	67	69	.
PROPOSED GOALS	.	.	.	.	.	*63*	*65*	*67*	*69*	*70*

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

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	41	35	36	43	39	.	.	.	.	.
APPROVED GOALS	.	.	.	38	40	45	47	50	50	.
PROPOSED GOALS	.	.	.	.	.	*45*	*47*	*50*	*50*	*50*

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	21	25	33	25	25	.	.	.	.	.
APPROVED GOALS	.	.	33	35	38	40	45	48	50	.
PROPOSED GOALS	.	.	.	.	.	*40*	*45*	*49*	*54*	*56*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,258	1,444	1,519	1,466	1,567	.	.	.	.	.
APPROVED GOALS	1,400	1,500	1,660	1,720	1,700	1,790	1,790	1,790	1,800	.
PROPOSED GOALS	.	.	.	.	.	*1,500*	*1,550*	*1,600*	*1,650*	*1,700*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	643	630	616	607	674	.	.	.	.	.
APPROVED GOALS	621	660	646	659	550	560	570	600	630	.
PROPOSED GOALS	.	.	.	.	.	*600*	*620*	*640*	*660*	*680*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	96	93	92	93	93	.	.	.	.	.
APPROVED GOALS	96	95	94	94	93	93	93	90	90	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*90*	*90*	*90*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	8	8	8	8	8	.	.	.	.	.
APPROVED GOALS	10	10	10	12	8	10	12	14	14	.
PROPOSED GOALS	.	.	.	.	.	*10*	*12*	*14*	*14*	*16*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	36	41	41	47	43	.	.	.	.	.
APPROVED GOALS	35	40	45	48	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	53	51	41	44	46		.	.	.	.
APPROVED GOALS	57	57	57	57	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	57	*57*	*57*	*57*	*57*

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

CALENDAR YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	82	63	67	62	68	*90*	*90*	*90*	*90*	*90*
US Average	92	91	90	86	82	.	.	.	.	.
LAW	47	57	58	59	53	*80*	*80*	*80*	*80*	*80*
US Average	66	74	71	71	65	.	.	.	.	.
PHARMACY	75	83	83	90	85	*92*	*94*	*94*	*95*	*95*
US Average	89	88	88	84	80	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	69	69	83	86	83	*92*	*94*	*94*	*95*	*95*
US Average	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	0	0	0	1	1	*4*	*4*	*4*	*4*	*4*
TOTAL	4	4	4	4	4	*4*	*4*	*4*	*4*	*4*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*	*1*

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	0	0	0	1	N/A	.	.	.	.	.
APPROVED GOALS	2	3	3	3	3	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	33	30	28	.	.	.	.	.
APPROVED GOALS	.	.	.	.	30	35	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*35*	*40*	*40*	*40*	*40*

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	40	43	41	47	59	.	.	.	.	.
APPROVED GOALS	38	41	42	43	47	48	48	49	49	.
PROPOSED GOALS	.	.	.	.	.	*59*	*62*	*64*	*66*	*68*

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	33	36	34	37	43	.	.	.	.	.
APPROVED GOALS	.	.	36	37	37	37	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	*40*	*50*	*52*	*54*	*56*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	4	4	7	8	6	.	.	.	.	.
APPROVED GOALS	5	5	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	2	4	5	2	1	.	.	.	.	.
APPROVED GOALS	2	3	4	4	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*	*2*

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	2	2	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.

Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,218	1,379	1,453	1,411	1,510	.	.	.	.	.
APPROVED GOALS	.	1,350	1,597	1,652	1,615	1,700	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	*1,700*	*1,700*	*1,700*	*1,700*	*1,700*

Number of Graduate Degrees Awarded to African Americans

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	515	462	431	417	472	.	.	.	.	.
APPROVED GOALS	.	535	550	565	479	487	496	522	548	.
PROPOSED GOALS	.	.	.	.	.	*487*	*496*	*522*	*548*	*574*

Percent of Course Sections Offered via Distance and Blended Learning

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	5	7	8	71	25	.	.	.	.	.
APPROVED GOALS	.	6	8	10	20	22	24	25	26	.
PROPOSED GOALS	.	.	.	.	.	*22*	*24*	*25*	*26*	*27*

Number of students enrolled in graduate online programs

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	47	49	63	68	83	.	.	.	.	.
APPROVED GOALS	.	60	70	80	100	150	200	210	250	.
PROPOSED GOALS	.	.	.	.	.	*150*	*200*	*210*	*250*	*290*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	7,724	7,494	7,082	7,000	7,441	.	.	.	.	.
APPROVED GOALS	7,868	7,905	7,505	7,420	7,190	7,397	7,608	7,782	7,920	.
PROPOSED GOALS	.	.	.	.	.	*7,637*	*7,798*	*7,972*	*8,110*	*8,250*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,859	1,778	1,759	1,688	1,485	.	.	.	.	.
APPROVED GOALS	1,976	1,895	1,810	1,800	1,700	1,730	1,760	1,800	1,820	.
PROPOSED GOALS	.	.	.	.	.	*1,530*	*1,580*	*1,620*	*1,660*	*1,700*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	1,468	1,362	1,041	1,170	1,540	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*
FTIC: Returning	4,059	3,908	4,261	3,919	3,667	*3,992*	*4,103*	*4,227*	*4,315*	*4,405*
Transfer: FCS w/ AA	886	925	884	855	964	*950*	*1000*	*1050*	*1,100*	*1,150*
Other Undergraduates	1,310	1,264	852	1,005	1,225	*1,150*	*1,150*	*1,150*	*1,150*	*1,150*
Post-Baccalaureates	1	35	44	51	45	*45*	*45*	*45*	*45*	*45*
Subtotal	**7,724**	**7,494**	**7,082**	**7,000**	**7,441**	***7,637***	***7,798***	***7,972***	***8,110***	***8,250***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	669	609	681	678	576	*600*	*620*	*640*	*660*	*680*
Research Doctoral	217	238	259	245	273	*280*	*300*	*310*	*320*	*330*
Professional Doctoral	973	931	819	765	636	*650*	*660*	*670*	*680*	*690*
Subtotal	**1,859**	**1,778**	**1,759**	**1,688**	**1,485**	***1,530***	***1,580***	***1,620***	***1,660***	***1,700***
TOTAL	**9,583**	**9,272**	**8,841**	**8,688**	**8,926**	***9,167***	***9,378***	***9,592***	***9,770***	***9,950***

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

ENROLLMENT PLANNING (cont.)

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	29	27	28	24	23	.	.	.	.	.
APPROVED GOALS	.	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	4,229	4,241	4,025	3,607	3,486	3,775	3,868	3,957	4,047	4,122	4,273
UPPER	3,414	3,527	3,502	3,469	3,502	3,549	3,640	3,724	3,809	3,879	4,021
GRAD 1	653	652	596	670	645	581	593	607	620	632	655
GRAD 2	1,294	1,347	1,297	1,192	1,127	998	1,022	1,045	1,069	1,089	1,109
TOTAL	**9,590**	**9,767**	**9,420**	**8,939**	**8,760**	**8,903**	**9,123**	**9,333**	**9,546**	**9,723**	**10,078**

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	2	10	12	79	27	26	28	33	38	40
Primarily Dist. (80-99%)	4	0	2	0	0	0	0	0	0	0
Flex	0	0	0	12	0	0	0	0	0	0
Hybrid (50-79%)	2	2	1	1	1	2	2	2	2	2
Classroom (0-49%)	92	87	85	8	71	72	70	66	60	58
GRADUATE										
All Distance (100%)	2	4	4	73	24	26	28	30	33	36
Primarily Dist. (80-99%)	1	0	0	0	0	0	0	0	0	0
Flex	0	0	0	12	0	0	0	0	0	0
Hybrid (50-79%)	1	1	0	1	1	1	1	1	1	1
Classroom (0-49%)	96	95	95	13	75	73	71	69	66	63

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.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Education Innovation	13.0101		FAU, FGCU, UF	Yes	50	Fall 2023
Health Promotions	51.2207	HEALTH	None	No	50	Spring 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Construction Management and Engineering Technology	15.0101	STEM	None	No	50	Fall 2023
Data Science	30.7001	STEM	FAU, FSU, Poly	No	30	Spring 2024
Health Informatics	51.0706	HEALTH	UCF	Yes	30	Spring 2024
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Business Analytics	52.1301	STEM	FIU, UF	No	50	Fall 2024
Data Science	30.7001	STEM	FAU, UCF, Poly	No	50	Fall 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Medical Sciences	51.1102	HEALTH	None	No	50	Fall 2024
DOCTORAL PROGRAMS						
Biology	26.0101	STEM	FAU, FIU, FSU	No	20	Fall 2024
Sustainability Science	30.3301	STEM	None	No	20	Fall 2024

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 Center for Measuring University Performance.

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

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 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.

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)". 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.

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 Center for Measuring University Performance.

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.

DEFINITIONS (cont.)

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).

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).

DEFINITIONS (cont.)

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.

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.

DEFINITIONS (cont.)

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

KPI-17: 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-18: 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-19: 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: 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-22: 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).

STATE UNIVERSITY SYSTEM OF FLORIDA