2023
ACCOUNTABILITY PLAN

UNIVERSITY OF FLORIDA

BOG Approved June 22, 2023

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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

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

Florida Board of Governors, Statement of Free Expression

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

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

Statement of Strategy

Having risen in the rankings to become one of the nation's Top 5 public universities, UF intends to further improve its performance in student and research success, economic impact, and global outreach to become one of the nation's Top 3 public universities and one of the nation's Top 20 universities overall (among public and private universities). UF employs several strategies to realize that goal.

The first is to maximize achievement reflected in several important sets of metrics, including the Preeminence metrics, the Performance Funding metrics, and the U.S. News & World Report metrics. Since there is some tension among opposing metrics, this calls for careful analysis, prioritization and investment, particularly in the area of student success. For example, an attempt to maximize the credentials of the incoming freshman class would increase the predicted graduation rate.

The second strategy is to build on UF's opportunities in Artificial Intelligence and Data Science. This initiative is helping with national and international recognition through a "Building an AI University" branding campaign in partnership with NVIDIA. UF is positioning itself as a national leader in the urgent federal conversation about developing a 21st-century AI-enabled workforce and the nascent federal effort to develop a National AI Research Resource (NAIRR). Fall 2022 was the first semester when more than 100 new faculty members in AI and applications joined current faculty members on campus to create new teaching, research, and outreach programs.

UF will build on the recent acquisition of the Herbert Wertheim UF Scripps Institute for Biomedical Innovation and Technology by melding their activities with those on the Gainesville campus. UF will also continue its exploration of potential new graduate and professional education sites in West Palm Beach and Jacksonville.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

UF is recognized as one of the best public research universities in the nation from several angles, including its outstanding record in tech transfer, over $1B in research, its outstanding graduation rates, completion of a $4.5B capital campaign, acquisition of Wertheim UF Scripps in Jupiter, and a unique initiative in artificial intelligence.

UF can differentiate itself from other R1 universities and improve its reputation by developing the scope of the AI Initiative, the pedagogical innovation AI Across the Curriculum, and the branding campaign "Building an AI University". The AI supercomputer HiPerGator offers the faculty the opportunity to engage important research problems at real-world scale, including development of digital twins. AI has recently burst upon the public consciousness, and UF is fortunate to be in the vanguard of the revolution.

As UF fosters connections between Wertheim UF Scripps and the main campus, there is unparalleled opportunity to advance UF's biomedical research. If the stars align, there will also be exciting new possibilities to bring advanced graduate and professional education in fintech, cybersecurity, and health sciences to the West Palm Beach and/or Jacksonville areas.

UF faces several challenges as it competes to rise among the best public and private universities in the nation. These include competition to attract and retain talent in a challenging environment, the need to replace its ERP, the need to secure the campus's energy future, and the need to realign the university budget system to support its strategic goals.

Three Key Initiatives & Investments

1. The AI Initiative is proving to be transformative. Every college is participating, and AI Across the Curriculum will serve as the basis for the Quality Enhancement Plan to be submitted in UF's upcoming reaccreditation. Research faculty are leveraging HiPerGator to tackle previously unresolvable problems (GatorTron and SynGatorTron are attracting national attention). In March, the VPR reported the following statistics: since the beginning of the AI Initiative, UF faculty have submitted approximately 1000 AI-related research proposals for funding exceeding $800M, resulting in approximately $70M in external research funding so far. UF is leading a national conversation to train a 21st century AI-enabled workforce at scale. With 100 new faculty in AI and applications (thanks to the Legislature) added to the hundreds of faculty members currently engaged, UF is having national impact in "Building an AI University." That branding campaign (in partnership with NVIDIA) refers to UF's efforts to integrate AI into everything UF does.

2. With the integration of Wertheim UF Scripps, UF has added powerful new capabilities in its biomedical research enterprise. Wertheim UF Scripps is beginning to leverage the enormous capabilities of the main campus to advance research projects, and main campus researchers will benefit from the collaborative opportunities that emerge.

3. UF's Enterprise Resource Platform (ERP) serves as the backbone for the university's operations. The current platform has aged out and needs replacement. This will be a large and expensive multi-year project, but crucial to UF's continued success in everything it does.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The University of Florida is recognized as a national leader among public and private universities on graduation rates and student outcomes. The academic commitment of UF students, engaged faculty and advisors, and data-informed student support programs contribute to this success.

University Performance: UF is ranked #4 on student outcomes, tied with MIT, the University of California-Berkeley, and the University of California—Los Angeles. This metric combines our performance on first-year retention, six-year graduation, predicted graduation, and success in graduating low income students (US News 2023). UF is ranked #13 for its 4-year graduation rate and 7th for its 5-year and 6-year rates, among public universities. UF had the highest 4-year graduation rate (74.7%) in the State University system last year (PBF #4).

Student Success: is a collaborative program involving administrators, faculty, staff, and students who support every undergraduate. Dr. Jason Mastrogiovanni was hired as the inaugural Assistant Provost for UF Student Success in Nov 2022. He is refining student support programs, applying predictive analytics, and building a new UF Student Success Center. The support programs include academic advisors, success coaches, peer tutors, and peer mentors. The Student Success Center will include new staff positions – the UF Senior Director of Advising and academic advisors for students in transition between majors.

Thrive Center: provides a continuum of support from early childhood to graduate school for first-generation, low-income students. The center expands opportunities for under-served students. A new U.S. DOE-funded Upward Bound TRIO program offers STEM programming and support for local high school students. This program complements existing Student Support Services and McNair Scholars TRIO programs.

Enrollment Management: is removing financial aid barriers, reducing time to degree by optimizing registration for timely graduation, and coordinating assistance to students. Students cannot be academically successful if they are burdened with financial worries.

Financial Aid: is making the aid process more accessible and transparent to all students. New workshops support students through the aid process. Data-informed changes to the Satisfactory Academic Progress policy and petition process help students graduate before they become ineligible for federal aid. UF made it easier for students to document their academic plan of work and obtain support from academic advisors.

Peer Tutors: students with financial need are eligible for free peer tutoring for any academic offering. Student Success works with Financial Aid and Scholarships to identity students. Preliminary results show that peer tutoring improves course completion and grade point averages.

Coordinated Care: Enrollment Management and the UF Care Team identify students who need emergency financial assistance to continue their studies. The Aid-A-Gator program helps these students.

Registration: technical improvements to course wait-lists improve students' ability to schedule classes needed for timely graduation. We continue to evaluate course demand and work with academic units to ensure limited class seating is not a barrier to degree completion.

STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

- Eleven students from UF were selected for Fulbright awards for academic year 2022-23. UF is named a Fulbright Top Producing Institution by the U.S. Department of State's Bureau of Educational and Cultural Affairs. (Feb 2023)
- An Honors student at UF, Emily Pallack, received the highly competitive Goldwater Scholarship for undergraduate research. She is interested in tissue development research to help repair spinal injuries. (March 2022)

FACULTY ACHIEVEMENTS

- The number of National Academy members on the UF Faculty increases to 36. Ecologist Robert D. Holt in the Biology department is elected to the National Academy of Sciences. (May 2022)
- The American Association for the Advancement of Science honors 19 faculty at UF as Lifetime Fellows, in Agriculture, Arts and Sciences, Engineering, Medicine, Public Health, and the Florida Museum of Natural History. (Jan 2023)
- The National Science Foundation recognizes a record 9 faculty members at UF with 2022 Early Career Development Awards – in Astronomy, Electrical and Computer Engineering, Horticultural Sciences, Materials Sciences, Mathematics, Sustainable Infrastructure, and Physics. This honor is reserved for young faculty who show the potential to lead their fields and serve as role models. (July 2022)
- Distinguished professor Rob Ferl in IFAS receives one of NASA's most prestigious honors, the Exceptional Public Service Medal. (April 2022)
- Pamela Soltis, a distinguished professor and curator at the Florida Museum of Natural History, has been named the 2023 Southeastern Conference Professor of the Year. (March 2023)

PROGRAM ACHIEVEMENTS

- Scholars at UF set a new record, increasing research expenditures 13.1% to over $1 billion in FY2022. UF is currently ranked 15th among public universities and 27th among all universities in FY2021. UF leads all universities in Florida. (NSF HERD)
- Federal research funding at UF increases 10.5% in FY2022 to $423M. UF is currently ranked 19th among public universities and 34th among all universities in FY2021. Nationwide universities report the largest annual growth ($3.4B, 4.0%) in federal funding since FY2011. (NSF HERD)
- UF is named 1st among US public universities in tech transfer, for moving new discoveries from the lab to the real world. The report was produced by Heartland Forward, a nonprofit think tank. (May 2022)

INSTITUTIONAL ACHIEVEMENTS

- UF is ranked #5 among public universities. It is the only university in the last 30 years that rose to Top Five and stayed within that group for two years (US News, Best Colleges, Sept 2022).
- UF Online is again ranked #1, standing alone this year as the best online bachelor's degree in the nation. UF Online is also recognized as the best program in the country for veterans and active-duty service members. (US News, Best Online programs, Jan 2023)

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

The University of Florida had the highest score (93) in last year's Accountability Plan. We met or exceeded our goals on 9 of 10 Performance Based Funding metrics. This year we performed well against peer institutions in the State University System, but have identified a few areas where we can do better. We met or exceeded our goals on 6 of 10 Performance Based Funding metrics in Accountability Plan 2023.

Metric #4, Four-Year Graduation Rate (FTIC)
We increased the four-year graduation rate from 67.3% to 75.3%, between the 2014 and 2018 entering cohorts. The high concentration of STEM majors at UF and student opportunities for internships and co-op experiences can delay graduation, directing our attention to this metric. We lowered the short-term goal to 74% last year, but would still like to raise our four-year graduation rate to 76% for the 2021 and 2022 entering cohorts.

We know that the biggest contributor to delayed graduation is changing majors. The most common reasons that students took longer than they expected to graduate is they changed their major (44%) and took classes that didn't end up counting for their degree requirements (55%). Only 19% of students who took longer to graduate, participated in internships and co-ops. [UF Graduation Survey 2021-22, multiple response question].

Metric #5, Academic Progress Rate (FT FTIC, with 2.0 GPA)
Our retention rate ranged between 95.2% and 96.3%, over the 2017 to 2021 entering cohorts. Our goal for first-year retention remains 97%. This metric is a key factor in achieving our desired four-year graduation rate.

Metric #7. University Access Rate (% undergraduates with Pell grant)
Last year we lowered our goal to 24%. Our access rate for fall 2020 was 24.7%, so we met our initial goal, but we dropped below that level to 23.4% for fall 2021. UF is highly motivated to succeed on this metric. We increased financial aid packages for the entering class and developed new recruitment strategies for Pell eligible students.

Metric #10, BOT Choice, Endowment Size ($M)
The remarkable returns of FY2021 did not continue to FY2022. The one positive note was a surge in giving early in the year, that partially offset the market downturn that began in January 2022. Total endowment size for participants in the NACUBO study was down 4%, from $845 billion to $807 billion. The average one-year change in value for endowments over $1 billion was -4.46%. Expectations for a long-term period of inflation suggests investment returns will continue to be limited. (NACUBO-TIAA Study of Endowments).

The value of the University of Florida's endowment decreased 4.34% from $2,378,838 to $2,275,517, between FY21 and FY22. The endowment is affected by returns and losses on the investments, new cash increases to the base, the payout, and operating costs. In light of the challenging investment conditions, we have lowered our goals for the endowment.

Public University National Rankings, Top 50
Some of the rankings on the BOG's official list are not published every year. The number of rankings published, that apply to UF, was 9 in 2022 and 8 in 2023. The final report from the Center for Measuring University Performance was published in 2021. Kiplinger's Best Value in Public Colleges was last published in 2019. The Public University Rankings appear in two metrics – Preeminent B and Key Performance Indicator 1.

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	.	.	.	74.1	76.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

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	42,200	44,800	48,500	48,500	51,200	.	.	.	.	.
APPROVED GOALS	42,000	43,000	43,000	43,000	43,000	44,000	48,000	48,000	48,000	.
PROPOSED GOALS	.	.	.	.	.	*44,000*	*48,000*	*48,000*	*48,000*	*48,000*

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	2,130	-1,010	-3,750	-6,040	-5,550	.	.	.	.	.
APPROVED GOALS	10,700	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	2,130	-1,010	-2,630	-4,960	-2,450	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	67.3	70.9	70.7	74.7	75.3	.	.	.	.	.
APPROVED GOALS	68	70	72	74	74	74	75	76	76	.
PROPOSED GOALS	.	.	.	.	.	*74*	*75*	*76*	*76*	*76*

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	95.2	95.5	96.3	95.5	95.4	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

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	57.7	59.2	58.8	60.8	60.6	.	.	.	.	.
APPROVED GOALS	57	58	59	59	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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	28.6	27.2	25.8	24.7	23.4	.	.	.	.	.
APPROVED GOALS	30	30	30	24	24	26	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	26	26	26	26	*26*

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	70.6	69.4	67.5	70.0	67.3	.	.	.	.	.
APPROVED GOALS	72	72	72	68	70	70	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70*	*70*	*70*

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	67.9	67.2	70.3	68.9	68.5	.	.	.	.	.
APPROVED GOALS	.	.	67	68	69	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70*	*70*	*70*

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	86.1	85.7	85.2	87.3	85.0	.	.	.	.	.
APPROVED GOALS	.	.	.	85	87	87	87	87	87	.
PROPOSED GOALS	.	.	.	.	.	87	87	87	87	*87*

10. BOT Choice: Endowment Size ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,735	1,825	1,847	2,379	2,276	.	.	.	.	.
APPROVED GOALS	1,770	1,850	1,950	2,180	2,550	2,678	2,810	2,951	3,099	.
PROPOSED GOALS	.	.	.	.	.	*2,200*	*2,291*	*2,387*	*2,487*	*2,594*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	4.4	4.4	4.5	4.5	4.5	.	.	.	.	.
APPROVED GOALS	4.4	4.4	4.4	4.5	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.5*	*4.5*	*4.5*	*4.5*	*4.5*

A. (2). Average SAT Score

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	1,355	1,380	1,382	1,386	1,400	.	.	.	.	.
APPROVED GOALS	1,350	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	.
PROPOSED GOALS	.	.	.	.	.	*1,360*	*1,360*	*1,360*	*1,360*	*1,360*

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

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	10	10	10	9	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*9*	*9*	*9*

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.

C. Freshman Retention Rate [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	96	96	97	96	96	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	67	71	71	75	75	.	.	.	.	.
APPROVED GOALS	68	70	72	74	74	74	75	76	76	.
PROPOSED GOALS	.	.	.	.	.	*74*	*75*	*76*	*76*	*76*

E. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	29	29	28	33	36	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

F. Science & Engineering Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	831	881	890	920	1,041	.	.	.	.	.
APPROVED GOALS	788	856	882	917	944	973	1,002	1,032	1,064	.
PROPOSED GOALS	.	.	.	.	.	*1,072*	*1,104*	*1,138*	*1,172*	*1,207*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	506	538	562	575	641	.	.	.	.	.
APPROVED GOALS	503	521	537	579	596	614	633	652	672	.
PROPOSED GOALS	.	.	.	.	.	*660*	*680*	*700*	*721*	*743*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7 of 8	7 of 8	8 of 8	8 of 8	8 of 8	.	.	.	.	.
APPROVED GOALS	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

I. Utility Patents Awarded [over three calendar years]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	319	343	377	419	429	.	.	.	.	.
APPROVED GOALS	339	346	364	351	352	353	354	355	356	.
PROPOSED GOALS	.	.	.	.	.	352	354	355	356	357

J. Doctoral Degrees Awarded Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,627	1,621	1,495	1,500	1,647	.	.	.	.	.
APPROVED GOALS	1,700	1,700	1,700	1,600	1,600	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	*1,600*	*1,600*	*1,600*	*1,600*	*1,600*

K. Number of Post-Doctoral Appointees

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	640	661	675	671	667	.	.	.	.	.
APPROVED GOALS	690	692	694	675	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	*675*	*675*	*675*	*675*	*675*

L. Endowment Size ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,735	1,825	1,847	2,379	2,276	.	.	.	.	.
APPROVED GOALS	1,770	1,850	1,950	2,180	2,550	2,678	2,810	2,951	3,099	.
PROPOSED GOALS	.	.	.	.	.	*2,200*	*2,291*	*2,387*	*2,487*	*2,594*

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	10	10	10	9	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*9*	*9*	*9*

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	77	81	82	83	84	.	.	.	.	.
APPROVED GOALS	73	73	73	73	75	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

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	3.9	3.9	3.9	3.8	3.8	.	.	.	.	.
APPROVED GOALS	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	*4.0*	*4.0*	*4.0*	*4.0*	*4.0*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	84	85	88	86	86	.	.	.	.	.
APPROVED GOALS	83	84	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	89	88	89	90	89	.	.	.	.	.
APPROVED GOALS	89	89	90	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	*90*	*90*	*90*	*90*	*90*

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

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	40	42	39	42	45	.	.	.	.	.
APPROVED GOALS	.	.	.	39	39	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

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	63	69	68	69	71	.	.	.	.	.
APPROVED GOALS	.	.	69	69	69	69	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*70*	*70*	*70*

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	9,112	9,963	10,245	10,308	10,521	.	.	.	.	.
APPROVED GOALS	8,515	8,600	8,600	8,600	8,600	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	6,336	5,810	5,771	5,919	6,424	.	.	.	.	.
APPROVED GOALS	5,700	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	*5,800*	*5,800*	*5,800*	*5,800*	*5,800*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	28	29	28	31	32	.	.	.	.	.
APPROVED GOALS	28	28	28	28	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

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	7	.	.	.	.	.
APPROVED GOALS	6	6	6	6	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

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	46	47	48	49	48	.	.	.	.	.
APPROVED GOALS	45	46	47	47	49	49	49	49	49	.
PROPOSED GOALS	.	.	.	.	.	*49*	*49*	*49*	*49*	*49*

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	60	60	57	60	58	.	.	.	.	.
APPROVED GOALS	60	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	93	96	96	89	89	*94*	*94*	*95*	*95*	*95*
US Average	92	91	90	86	82	.	.	.	.	.
LAW	68	88	84	80	77	*89*	*90*	*90*	*92*	*92*
US Average	66	74	71	71	65	.	.	.	.	.
MEDICINE (2YR)	96	97	99	99	96	*99*	*99*	*99*	*99*	*99*
US Average	96	97	97	96	93	.	.	.	.	.
PHARMACY	93	88	89	88	86	*92*	*92*	*92*	*92*	*92*
US Average	89	88	88	84	80	.	.	.	.	.
DENTISTRY (INBDE)	.	.	.	.	100	*95*	*95*	*95*	*95*	*95*
US Average	.	.	.	.	NA	.	.	.	.	.
OCCUPATIONAL THERAPY	93	97	96	95	91	*95*	*95*	*95*	*95*	*95*

CROSS-YEAR	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
MEDICINE (4Y-CK)	99	100	100	100	99	*99*	*99*	*99*	*99*	*99*
US Average	97	98	98	99	99	.	.	.	.	.
VETERINARY	97	92	98	98	84	*95*	*95*	*95*	*95*	*95*
US Average	91	95	90	87	79	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	95	95	94	93	93	*95*	*95*	*95*	*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	9	7	9	8	8	*8*	*8*	*8*	*8*	*8*
TOTAL	9	9	9	8	8	*8*	*8*	*8*	*8*	*8*

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

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	29	29	28	33	36	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	15	17	14	13	N/A	.	.	.	.	.
APPROVED GOALS	26	27	28	29	29	29	29	29	29	.
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	.	.	43	41	39	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*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	865	929	942	960	1,086	.	.	.	.	.
APPROVED GOALS	825	891	918	970	999	1,029	1,060	1,092	1,125	.
PROPOSED GOALS	.	.	.	.	.	*1,119*	*1,152*	*1,187*	*1,222*	*1,259*

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	467	508	520	532	587	.	.	.	.	.
APPROVED GOALS	.	.	523	536	552	568	585	603	621	.
PROPOSED GOALS	.	.	.	.	.	*605*	*623*	*641*	*661*	*680*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	100	125	152	142	135	.	.	.	.	.
APPROVED GOALS	120	121	123	124	125	126	127	128	129	.
PROPOSED GOALS	.	.	.	.	.	*126*	*127*	*128*	*129*	*130*

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	257	228	261	264	277	.	.	.	.	.
APPROVED GOALS	235	261	265	270	272	274	276	278	280	.
PROPOSED GOALS	.	.	.	.	.	*274*	*276*	*278*	*280*	*282*

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	11	20	14	16	7	.	.	.	.	.
APPROVED GOALS	11	15	15	16	17	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*16*	*16*	*17*

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	37,527	37,872	38,233	38,561	38,371	.	.	.	.	.
APPROVED GOALS	36,762	37,456	37,938	38,000	38,000	38,000	38,000	38,000	38,000	.
PROPOSED GOALS	.	.	.	.	.	*38,413*	*38,470*	*38,470*	*38,424*	*38,409*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	15,753	15,916	17,189	19,932	19,743	.	.	.	.	.
APPROVED GOALS	16,401	15,716	16,094	16,000	18,000	18,000	18,000	18,000	18,000	.
PROPOSED GOALS	.	.	.	.	.	*19,393*	*19,242*	*19,263*	*19,324*	*19,395*

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	7,343	7,431	7,114	7,905	7,502	*7,534*	*7,554*	*7,571*	*7,550*	*7,555*
FTIC: Returning	21,191	20,947	21,008	20,654	20,867	*20,838*	*20,812*	*20,785*	*20,761*	*20,736*
Transfer: FCS w/ AA	6,333	6,332	6,551	6,408	6,026	*6,026*	*6,078*	*6,080*	*6,072*	*6,074*
Other Undergraduates	2,660	3,162	3,206	3,205	3,615	*3,644*	*3,649*	*3,655*	*3,661*	*3,664*
Post-Baccalaureates	0	0	354	389	361	*371*	*377*	*379*	*380*	*380*
Subtotal	**37,527**	**37,872**	**38,233**	**38,561**	**38,371**	***38,413***	***38,470***	***38,470***	***38,424***	***38,409***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	7,242	7,509	8,763	11,178	11,083	*10,655*	*10,437*	*10,396*	*10,415*	*10,456*
Research Doctoral	4,323	4,429	4,441	4,669	4,574	*4,623*	*4,669*	*4,711*	*4,740*	*4,762*
Professional Doctoral	4,188	3,978	3,985	4,085	4,086	*4,115*	*4,136*	*4,156*	*4,169*	*4,177*
Subtotal	**15,753**	**15,916**	**17,189**	**19,932**	**19,743**	***19,393***	***19,242***	***19,263***	***19,324***	***19,395***
TOTAL	**53,280**	**53,788**	**55,422**	**58,493**	**58,114**	***57,806***	***57,712***	***57,733***	***57,748***	***57,804***

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	27	28	29	27	27	.	.	.	.	.
APPROVED GOALS	.	28	29	30	31	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	*31*	*31*	*31*	*31*	*31*

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	15,063	15,344	15,199	15,130	15,154	*15,155*	*15,308*	*15,283*	*15,288*	*15,292*	*15,293*
UPPER	21,229	22,443	22,926	23,290	23,052	*22,988*	*23,564*	*23,526*	*23,534*	*23,540*	*23,541*
GRAD 1	6,892	6,654	6,988	7,871	9,427	*9,095*	*7,965*	*7,952*	*7,955*	*7,957*	*7,958*
GRAD 2	7,447	7,434	7,283	7,376	7,460	*7,348*	*7,460*	*7,449*	*7,451*	*7,453*	*7,454*
TOTAL	**50,632**	**51,873**	**52,395**	**53,666**	**55,092**	***54,587***	***54,297***	***54,211***	***54,229***	***54,242***	***54,246***

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%)	30	29	29	89	39	*34*	*33*	*33*	*34*	*34*
Primarily Dist. (80-99%)	5	7	8	1	7	*9*	*6*	*6*	*6*	*6*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	2	2	1	2	*2*	*1*	*1*	*1*	*1*
Classroom (0-49%)	65	62	61	8	53	*55*	*60*	*60*	*59*	*59*
GRADUATE										
All Distance (100%)	17	19	19	61	36	*35*	*30*	*30*	*30*	*30*
Primarily Dist. (80-99%)	12	12	12	8	8	*7*	*10*	*10*	*10*	*10*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	3	1	1	2	1	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	69	68	68	30	55	*57*	*59*	*59*	*59*	*59*

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

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						
Meteorology	40.0499	STEM	FSU in CIP 40.0401	No	30	Fall 2023
Music Business & Entrepreneurship	50.1003	N/A	FAU	No	50	Fall 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Urban Analytics	04.0902	STEM	FIU	No	30	Spring 2023
Preventive Veterinary Medicine	01.8110	STEM	None	No	10	Spring 2023
MSL in Law	22.0201		FIU, FSU	Yes	75	Fall 2023
Artificial Intelligence Systems	11.0102	STEM	UCF, FAU	No	100	Spring 2023
Business Analytics	30.7102	STEM	FIU, FSU, UNF, USF, FGCU	Yes	100	Spring 2023
Pharmaceutical Sciences	51.2010	Health	None	Yes	900	Fall 2023
FinTech	30.7104	STEM	UCF	No	50	Fall 2023
Genetics and Genomics	26.0801	STEM	None	No	25	Spring 2023
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						
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2024
Ag Operations Management	01.0106	N/A	None	TBD	40	Fall 2024
Design & Visual Communications	09.0702	STEM	FAU, FGCU, FIU, FSU, USF	No	144	Fall 2024
Digital Arts & Sciences	11.0804	STEM	None	No	75	Fall 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2024
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2024
Case Management	51.0001	Health	None	Yes	40	Fall 2025
Psychology	42.2799	STEM	UNF	No	42	Fall 2025
Financial Engineering	14.3701	STEM	None	No	50	Fall 2024
Transportation Engineering	14.0804	STEM	None	No	50	Fall 2024
Digital Arts and Sciences	11.0804	STEM	None	No	30	Fall 2024
Master of Healthcare Education - AI	51.3202	Health	None	Yes	60	Spring 2024
Master's in Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	No	15	Fall 2024
Archaeology	45.0301	STEM	None	No	30	Fall 2024
Artificial Intelligence in Biomedical and Health Science	30.7199	STEM	FAU, UCF	Yes	20	Spring 2024
AI for Computational and Spatial Biology	26.1104	STEM	None	Yes	20	Spring 2024
DOCTORAL PROGRAMS						
Geomatics	15.1102	STEM	None	No	25	Fall 2024
Artificial Intelligence Systems	11.0102	STEM	UWF	No	40	Fall 2024
Psychology	42.2799	STEM	None	No	40	Fall 2025

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
Biomedical Sciences	26.0102	STEM	FIU, FSU, UCF	No	5	Fall 2024
Artificial Intelligence in Biomedical and Health Science	30.7199	STEM	UWF	Yes	5	Spring 2024
AI for Computational and Spatial Biology	26.1104	STEM	None	Yes	5	Spring 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