

2021
ACCOUNTABILITY PLAN
FLORIDA STATE
UNIVERSITY

Revised and approved by UBOT on 6/17/2021





Table of Contents

INTRODUCTION.....	3
STRATEGY.....	4
Mission Statement.....	4
Statement of Strategy.....	4
Strengths, Opportunities & Challenges.....	5
Three Key Initiatives & Investments	5
Graduation Rate Improvement Plan Update.....	6
Key Achievements for Last Year	7
Performance-Based Funding Goal Adjustments	8
PERFORMANCE-BASED FUNDING METRICS.....	9
PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS	11
KEY PERFORMANCE INDICATORS.....	14
Teaching & Learning.....	14
Scholarship, Research & Innovation Metrics	18
ENROLLMENT PLANNING.....	20
ACADEMIC PROGRAM COORDINATION.....	22
DEFINITIONS	23



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.



STRATEGY

Mission Statement

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

Statement of Strategy

Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni. These three forces—entrepreneurship, interdisciplinarity, and diversity—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.

Florida State University competes in national and international markets for faculty who are defining the frontiers of research and creativity, while also enabling our highly regarded, student-centered, learning environment. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the sciences and fine arts with emerging opportunities for innovation and problem solving across the disciplines.

FSU's strategy is guided by our 2017-2022 Strategic Plan with these primary goals:

- I. Entrepreneurship and Innovation
- II. Academic and Research Excellence
- III. Diversity and Inclusion
- IV & V. Student Success & Career Preparation
- V. Excellence and Reputation

For more information on Florida State University's Strategic Plan, visit strategicplan.fsu.edu



STRATEGY (cont.)

Strengths, Opportunities & Challenges

Through FSU's reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, FSU is able to attract top faculty and students. FSU is seen as a national leader in on-time graduation, and our focus on retaining every student we enroll has proven effective. Despite these successes, there are clear opportunities and challenges for improvement:

Continuing to Elevate Student Success: There is room to improve graduation rates and the educational growth of our students. FSU faculty are redesigning courses for maximum student learning, and we are expanding the support for students inside and outside the classroom. To meet student needs, additional course and support capacity is needed to enable student success, particularly as students and their families grapple with ongoing challenges from the pandemic.

Recruiting and Retaining Faculty: While improvements have been made in recent years, our capacity to meet students' educational needs and advance research is limited by our relatively limited faculty size and high student-to-faculty ratio. Moreover, while interest in an FSU education from prospective students is at record levels, our capacity to build new and scale existing programs, especially at the graduate level in STEM, is limited by the size of our faculty.

Modernizing and Maintaining Facilities and Infrastructure: As the oldest continuous site of higher education in Florida, we face considerable challenges maintaining and repairing facilities and aging infrastructure, as well as modernizing facilities to meet current teaching and research needs of our students and the State of Florida.

Three Key Initiatives & Investments

1. **Top 10:** After advancing to the top 20, FSU is now on a path to become a top 15 public university in the nation and closer to our long-term goal of advancing to the top 10. Through the support provided as a preeminent institution and resources from private partners, we are continuing our strategic campaign focused on elevating student and faculty success, graduate and professional education, and our research enterprise.

2. **Student Success:** Recognized for advancing the persistence of a diverse student body, FSU's graduation rates are among the top in the country. FSU will continue to be a national leader in student success, investing across the university to empower our students to success, with particular attention to ensuring our students emerge from the pandemic successfully.

3. **Entrepreneurship and Innovation Education:** FSU's commitment to innovation and entrepreneurship continues to grow. In 2019, the Jim Moran College of Entrepreneurship became the nation's first stand-alone college of entrepreneurship, and the College continues to be a focal point for entrepreneurial education, expanding its impact and offerings. The College now offers four graduate programs including a combined online program in Hospitality Entrepreneurship that is designed to meet the State's changing needs in this key market segment, with FSU's newest college, the Dedman College of Hospitality.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

For more than 20 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have developed a program based on six pillars that has allowed us to build a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential. FSU's graduation rates continue to be among the top in nation among public universities. Throughout the past year, FSU has continued to innovate and adapt across the six pillars listed below to address the evolving needs of students, faculty, and staff brought on by the pandemic.

A Success Team Behind Every Student: We are expanding our success teams that guide and support students along their FSU journey. FSU's student success teams include combinations of professional Academic Advisors, Career Advisors, College Life Coaches, Peer Mentors, Faculty Mentors, Alumni, and others. We also have continued our graduation completion campaign, in which our student success teams help students who left FSU without completing their degree to re-enroll and graduate. Since May 2017, nearly 1,500 students have been supported to degree completion through this completion campaign.

Learning Communities: We continue to launch and scale targeted programs to support and engage students during their first year at FSU. These programs provide students with a peer-community that provides the structure and resources needed to help them transition, navigate, and succeed throughout their time at the university.

Enhanced Support for Teaching: We are broadening our efforts to redesign gateway courses critical to student success, such as those in mathematics, to promote maximum learning for all students. We also are working to ensure we have sufficient course availability, classroom facilities, and clinical opportunities to meet the growing demand for particular areas, especially STEM laboratories. At the same time, we continue to reduce class sizes, where possible, to facilitate a more engaging learning environment, as well as increase supplemental instruction and academic support.

Experiential and Global Learning: We are increasing opportunities and financial support for students to engage in applied, hands-on learning, such as internships, study abroad, service-learning, and undergraduate research.

Leadership and Personal Development: Adapting to the pandemic, we continue to create engagement and support beyond the classroom through programs in student leadership, recreation, counseling, and holistic wellness.

College to Career: We are expanding the guidance, programming, and reflection students need to launch successfully after graduation, particularly through the growth of our Career Center programming, such as career planning and skill building, portfolio development, and fairs for employment and further education.



STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

1. Nine FSU students were selected for the U.S. Fulbright Program and another three were granted Boren Scholarships, continuing FSU's role as top producers for these international awards.
2. Chemistry student Nia Harmon was selected to receive a Ford Foundation Scholarship to pursue her PhD at Yale University. The scholarship hopes to increase diversity among college faculty.
3. Two Florida State University graduate students have received the National Oceanic and Atmospheric Administration's 2021 John A. Knauss Marine Policy Fellowship.

FACULTY ACHIEVEMENTS

1. FSU was named the fourth highest producer of Faculty Fulbright Scholars in the nation with ten faculty winners.
2. Almost one in four faculty members at FSU were ranked in the top quintile nationally in their academic disciplines, joining the University of Florida as the clear leaders in the state on this metric.
3. Max Gunzberger, Professor of Mathematics and member of the interdisciplinary Department of Scientific Computing was recognized by *Web of Science* as one of the most influential researchers in the world.

PROGRAM ACHIEVEMENTS

1. FSU's online programs were ranked among the best in the nation — including several graduate programs ranked in the Top 20 — according to U.S. News & World Report.
2. Florida Interdisciplinary Research Fellows in Education Sciences (FIREFLIES), an interdisciplinary doctoral training program funded by a \$4.5 million grant from the Institute of Educational Sciences, leverages the unique strengths, robust resources and authentic opportunities available at Florida Center for Reading Research and Florida State University to train the next generation of educational scientists.
3. Florida State University's Center for Advanced Power Systems joined the City of Tallahassee and other research partners on a \$3.8 million grant-funded project from the Department of Energy to improve integration of solar panels into electrical grids.

INSTITUTIONAL ACHIEVEMENTS

1. U.S. News & World Report's Best Colleges Rankings - FSU remained in the top 20 public universities for the second year in a row.
2. FSU saw a 23 percent increase in graduate student enrollment in Fall. The Graduate School experienced a rise in enrollment in 56 percent of its academic programs for the semester, including double-digit increases in 41.
3. FSU researchers received a record level of funding in the 2020 fiscal year, bringing in \$250.1 million in grants from federal, state and private sources. The milestone in research funding is more than \$16 million higher than the previous record, which FSU posted in fiscal year 2019.



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

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

The undergraduate admissions process admits students based on their qualifications, not their desired program of study. Students are free to choose their major and despite efforts to direct students into Programs of Strategic Emphasis (PSE) and the development of new PSE programs, the numbers have remained constant over time. We are asking to align our future year projections to match this pattern as follows from 1st to 5th years: 44%, 44%, 44%, 45%, 45%.



PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	63.7	66.6	66	68	70.2	.	.	.	.	.
APPROVED GOALS	61	65	67	68	70	71	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	71	71	72	72	72

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	35,700	35,900	37,500	39,000	41,300	.	.	.	.	.
APPROVED GOALS	34,500	36,300	37,000	38,500	40,000	41,500	43,000	43,000	43,000	.
PROPOSED GOALS	.	.	.	.	.	41,500	43,000	43,000	43,000	43,000

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	15,040	13,690	8,680	3,340	760	.	.	.	.	.
APPROVED GOALS	.	14,900	13,980	8,650	3,000	3,000	2,900	2,900	2,800	.
PROPOSED GOALS	.	.	.	.	.	3,000	2,900	2,900	2,800	2,800

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	66.0	68.4	71.5	69.5	73.8	.	.	.	.	.
APPROVED GOALS	62	66	69	71	72	72	73	73	74	.
PROPOSED GOALS	.	.	.	.	.	72	73	73	74	74

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	90.4	91.8	91.4	91.6	93.6	.	.	.	.	.
APPROVED GOALS	92	92	92	92	93	93	94	94	94	.
PROPOSED GOALS	.	.	.	.	.	93	94	94	94	94



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	42.8	43.4	44.4	43.1	43.2	.	.	.	.	.
APPROVED GOALS	41	43	44	45	47	48	49	49	50	.
PROPOSED GOALS	.	.	.	.	.	44	44	44	45	45

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	27.7	28	28.3	27.8	27.2	.	.	.	.	.
APPROVED GOALS	28	28	28	29	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	53.9	56.9	59.3	58.4	58.8	.	.	.	.	.
APPROVED GOALS	46	47	58	59	59	60	61	61	62	.
PROPOSED GOALS	.	.	.	.	.	60	61	61	62	62

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	48.9	50.3	53.7	56.1	56	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	56	56	57	57	58

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	76.2	76.5	78.5	80.6	80	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	81	81

10. BOT Choice: Percent of Bachelor's Graduates who took an Entrepreneurship Class

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	7.2	9.5	11.3	13.1	14.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	14	15	16	17	18	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	18	19



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	4.1	4.1	4.2	4.2	4.3	.	.	.	.	.
APPROVED GOALS	4.1	4.1	4.2	4.2	4.2	4.3	4.3	4.3	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.3	4.3	4.4	4.4

A. (2). Average SAT Score

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	1232	1290	1314	1312	1328	.	.	.	.	.
APPROVED GOALS	1244	1247	1298	1320	1325	1330	1335	1340	1345	.
PROPOSED GOALS	.	.	.	.	.	1330	1335	1340	1345	1345

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	8	8	7	8	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	9	9	9	9	9

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	93	94	93	93	94	.	.	.	.	.
APPROVED GOALS	.	.	.	.	93	93	94	94	94	.
PROPOSED GOALS	.	.	.	.	.	93	94	94	94	94

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	66	68	72	70	74	.	.	.	.	.
APPROVED GOALS	62	66	69	71	72	72	73	73	74	.
PROPOSED GOALS	.	.	.	.	.	72	73	73	74	74



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	7	7	8	8	7	.	.	.	.	.
APPROVED GOALS	7	7	7	8	8	8	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9	9

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	243	247	267	258	270	.	.	.	.	.
APPROVED GOALS	206	247	249	275	270	275	280	285	290	.
PROPOSED GOALS	.	.	.	.	.	275	280	285	290	295

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	231	226	241	225	233	.	.	.	.	.
APPROVED GOALS	196	235	237	245	240	245	250	255	260	.
PROPOSED GOALS	.	.	.	.	.	245	250	255	260	265

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	101	105	115	127	128	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

J. Doctoral Degrees Awarded Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	526	533	557	560	554	.	.	.	.	.
APPROVED GOALS	510	534	540	570	540	565	570	575	580	.
PROPOSED GOALS	.	.	.	.	.	565	570	575	580	585

K. Number of Post-Doctoral Appointees

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	202	218	225	242	254	.	.	.	.	.
APPROVED GOALS	202	217	220	235	245	245	250	250	255	.
PROPOSED GOALS	.	.	.	.	.	245	250	250	255	260

L. Endowment Size (\$M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	585	639	681	704	700	.	.	.	.	.
APPROVED GOALS	575	625	650	650	615	675	700	725	750	.
PROPOSED GOALS	.	.	.	.	.	725	750	775	800	825



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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	8	8	7	8	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	9	9	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	9	9	9	9	9

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	41	41	39	47	46	.	.	.	.	.
APPROVED GOALS	41	42	42	41	48	48	49	49	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	49	50	50

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.0	4.0	4.0	3.9	3.9	.	.	.	.	.
APPROVED GOALS	4.0	3.9	3.9	4.0	3.9	3.9	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.8	3.8	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	79	82	82	86	87	.	.	.	.	.
APPROVED GOALS	.	.	82	82	86	86	87	87	88	.
PROPOSED GOALS	.	.	.	.	.	86	87	87	88	88

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	80	80	83	83	84	.	.	.	.	.
APPROVED GOALS	80	80	81	83	84	84	84	85	85	.
PROPOSED GOALS	.	.	.	.	.	84	84	85	85	85



KEY PERFORMANCE INDICATORS (cont.)

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

6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	69	70	74	73	76	.	.	.	.	.
APPROVED GOALS	.	.	.	.	74	75	75	76	76	.
PROPOSED GOALS	.	.	.	.	.	75	75	76	76	76

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	59	65	65	66	71	.	.	.	.	.
APPROVED GOALS	.	.	.	.	67	67	68	68	69	.
PROPOSED GOALS	.	.	.	.	.	67	68	68	69	70

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	8,626	8,611	8,791	8,640	8,866	.	.	.	.	.
APPROVED GOALS	8,750	8,750	8,700	8,800	8,900	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	9,000	9,000	9,000	9,000	8,700

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2,833	2,880	2,924	2,736	3,121	.	.	.	.	.
APPROVED GOALS	2,930	2,980	2,950	3,000	3,000	3,100	3,200	3,300	3,400	.
PROPOSED GOALS	.	.	.	.	.	3,100	3,500	3,400	3,500	3,500

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	26	27	28	29	30	.	.	.	.	.
APPROVED GOALS	26	27	28	29	30	31	31	32	32	.
PROPOSED GOALS	.	.	.	.	.	31	31	32	32	33



KEY PERFORMANCE INDICATORS (cont.)

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

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	5	5	5	4	5	.	.	.	.	.
APPROVED GOALS	6	6	6	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	13	16	18	20	22	.	.	.	.	.
APPROVED GOALS	13	13	16	18	20	20	21	21	22	.
PROPOSED GOALS	.	.	.	.	.	89	23	24	25	26

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	24	24	25	25	26	.	.	.	.	.
APPROVED GOALS	24	26	28	27	26	26	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	26	28	29	30	30

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	37	41	43	43	42	.	.	.	.	.
APPROVED GOALS	29	30	42	44	44	45	46	47	48	.
PROPOSED GOALS	.	.	.	.	.	45	46	47	48	48



KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	94	95	95	95	90	95	95	95	95	95
<i>US Average</i>	88	90	92	91	90	.	.	.	.	.
LAW	78	81	83	85	82	84	84	84	84	84
<i>Florida Average</i>	66	69	66	74	71	.	.	.	.	.
MEDICINE (2YR)	97	93	99	95	97	97	97	97	97	97
<i>US Average</i>	96	96	96	97	97	.	.	.	.	.
CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	94	98	96	97	97	98	98	98	98	98
<i>US Average</i>	96	96	97	98	98	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	3	3	3	2	3	3	3	3	3	3
TOTAL	4	4	4	4	4	4	4	4	4	4



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	7	7	8	8	7	.	.	.	.	.
APPROVED GOALS	7	7	7	8	8	8	9	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9	9

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	7	9	9	10	15	.	.	.	.	.
APPROVED GOALS	.	8	9	10	11	12	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	12	13	13	13	13

18. Total Research Expenditures (\$M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	268	283	304	329	350	.	.	.	.	.
APPROVED GOALS	223	273	275	310	315	320	325	330	335	.
PROPOSED GOALS	.	.	.	.	.	320	325	330	335	340

19. Research Expenditures from External Sources (\$M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	149	154	167	168	181	.	.	.	.	.
APPROVED GOALS	.	.	.	.	170	170	175	175	180	.
PROPOSED GOALS	.	.	.	.	.	170	175	175	180	185



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	47	34	34	59	35	.	.	.	.	.
APPROVED GOALS	.	34	34	34	34	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34	34

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	16	9	13	16	18	.	.	.	.	.
APPROVED GOALS	.	14	15	16	17	17	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	17	17	18	19	19

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	8	2	3	3	2	.	.	.	.	.
APPROVED GOALS	.	3	4	4	3	3	3	3	3	3
PROPOSED GOALS	.	.	.	.	.	3	3	3	3	3



ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	32,628	32,718	32,316	32,909	32,463	.	.	.	.	.
APPROVED GOALS	.	32,680	32,730	32,500	32,580	32,590	32,500	32,000	31,800	.
PROPOSED GOALS	.	.	.	.	.	32,590	32,500	32,000	31,800	31,600
GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	7,926	7,849	8,032	8,705	10,590	.	.	.	.	.
APPROVED GOALS	.	8,070	8,000	8,290	9,100	9,275	9,450	9,625	9,800	.
PROPOSED GOALS	.	.	.	.	.	10,600	10,800	10,990	11,180	11,370

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	6,287	6,506	6,311	7,097	5,999	6,350	6,350	6,410	6,320	6,130
FTIC: Returning	17,324	17,382	17,634	17,483	18,188	17,920	17,830	17,260	16,940	17,130
Transfer: FCS w/ AA	5,424	5,166	4,770	4,537	4,522	4,460	4,450	4,450	4,650	4,450
Transfer: Other	3,258	3,327	3,302	3,514	3,470	3,580	3,590	3,600	3,610	3,610
Post-Baccalaureates	335	337	299	278	284	280	280	280	280	280
Subtotal	32,628	32,718	32,316	32,909	32,463	32,590	32,500	32,000	31,800	31,600
GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	4,132	4,115	4,296	4,876	6,627	6,540	6,650	6,750	6,890	7,020
Research Doctoral	2,668	2,640	2,612	2,673	2,775	2,830	2,890	2,950	3,000	3,060
Professional Doctoral	1,126	1,094	1,124	1,156	1,188	1,230	1,260	1,290	1,290	1,290
Subtotal	7,926	7,849	8,032	8,705	10,590	10,600	10,800	10,990	11,180	11,370
TOTAL	40,554	40,567	40,348	41,614	43,053	43,190	43,300	42,990	42,980	42,970

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, 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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	20	24	25	27	28	.	.	.	.	.
APPROVED GOALS	.	.	.	26	27	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	30	30

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	14,774	14,947	14,867	14,630	15,356	14,747	14,835	14,610	14,515	14,425
UPPER	16,838	17,248	17,541	17,627	17,577	17,857	17,385	17,120	17,010	16,905
GRAD 1	3,728	3,819	3,781	4,005	4,498	5,565	5,550	5,635	5,750	5,860
GRAD 2	3,588	3,576	3,461	3,488	3,574	3,573	3,815	3,900	3,945	4,000
TOTAL	38,928	39,590	39,649	39,750	41,004	41,742	41,585	41,265	41,220	41,190

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	10	15	17	19	21	89	23	24	25	26
Primarily Dist. (80-99%)	3	1	1	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	87	84	82	80	78	11	77	77	76	76
GRADUATE										
All Distance (100%)	9	15	17	19	23	71	25	26	27	27
Primarily Dist. (80-99%)	6	2	1	0	1	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	85	84	82	80	76	29	75	74	73	73



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

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 2020 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
----------------	----------	----------------------------	----------------------------	---	--	-------------------------------------

UNDERGRADUATE

None

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

None

DOCTORAL PROGRAMS

None

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
----------------	----------	----------------------------	----------------------------	---	--	-------------------------------------

UNDERGRADUATE

None

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

Physical Environmental Science	40.9999	STEM	NONE	NONE	20	Spring 2023
--------------------------------	---------	------	------	------	----	-------------

DOCTORAL PROGRAMS

None



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) 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 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now 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. 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. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)

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.

PBF-9a: 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. Full-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 were not excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]: This metric is based on the percentage of 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 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. Non-Hispanic Black and Hispanic 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 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: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey 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: Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic 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: 6-Year Graduation Rates (full-time only): 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. Only full-time students are included in this calculation. FTIC also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System (SUDS).

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, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, 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 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).



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 8 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. 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 most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, 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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-& 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).

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 a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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



KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. Non-Hispanic Black and Hispanic 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 Black 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 HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: 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 US definition, which divides undergraduate credit hours by 30. 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). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), 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 are 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-16: 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-17: 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-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 amount of research expenditures that was 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.

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).



DEFINITIONS (cont.)

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). Source: State University Database System (SUDS).

