2025
ACCOUNTABILITY PLAN

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

BOG Approved June 18, 2025

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INTRODUCTION

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

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

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

STRATEGY

Mission Statement

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

Statement of Strategy

The Florida Agricultural and Mechanical University 2022-2027 Strategic Plan identifies several ambitious goals designed to elevate the University's performance outcomes, rankings, and profile. These goals include moving into the top tier of State University System (SUS) institutions in annual Performance Based Funding metrics, rising among the Top 100 public university rankings by U.S. World News & Report (currently #81), and being designated as a Carnegie R1 Research institution (currently R2). As the nation's highest ranked public HBCU for the fifth consecutive year, and amongst the SUS leaders in providing access to higher education for first-generation and low-income students, FAMU remains focused on addressing the critical needs of Florida's citizens and the nation.

Specific focus areas of the "Boldly Striking" Strategic Plan include:
- Increasing retention and graduation rates, and first-time licensure pass rates.
- Increasing degree production in Programs of Strategic Emphasis (PSE's).
- Recruiting, developing, and retaining world-class faculty.
- Increasing research productivity.
- Ensuring long-term fiscal health and sustainability.
- Improving organizational efficiency and effectiveness.
- Positioning FAMU as a leader in healthcare education, research, and service.

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

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Florida A&M University prioritizes student success. Through the sustained implementation of best practices in student success initiatives, process enhancements, and data-driven decision-making, FAMU has achieved a notable four-year graduation rate of 40.9%, surpassing last year's record of 35.0%. Moreover, the university's Academic Progress Rate (APR) has reached an all-time high of 86.0%. Furthermore, the median wage for graduates with bachelor's degrees employed full-time has reached a record $45,800. This achievement reflects FAMU's strong culture of continuous improvement, with the entire university community dedicated to advancing student success outcomes.

Academic

Academic Advising: The Center for Academic Advising (CFAA) has been instrumental in enhancing student outcomes by promoting a culture of excellence and adopting holistic, standardized advising practices. Through proactive early outreach, advisors effectively identify and address students' financial, social, and psychological needs, supporting their continued progress toward graduation. The CFAA's comprehensive approach emphasizes early academic planning, ongoing follow-ups, and the strategic use of data-driven tools to monitor student progress and implement timely interventions when necessary.

Learning Communities (LLC): This year, 13 Learning Communities are supporting 311 freshmen, demonstrating a positive impact on first-year student retention and academic progress. Students participating in LLCs achieved an average first-year GPA of 3.23, outperforming the overall 2023 cohort average of 3.10. These communities play a vital role in promoting student engagement, academic success, and a sense of belonging among first-time-in-college (FTIC) students. Performance data from the 2023 FTIC cohort underscores the effectiveness of LLCs in enhancing retention through targeted academic and social support.

Student Life Skills Course: The Student Life Skills (SLS) Program delivers a comprehensive curriculum designed to equip students with essential skills for both academic and personal success. A key component of the program is the Combined Attendance and GPA Tracker, which enables monitoring of students' attendance and academic performance in both SLS and other courses. This tool facilitates regular check-ins with peer teaching assistants, providing timely support and guidance. As a result, this initiative has contributed to the university's improved fall-to-fall retention rate of 89.7%. During the previous academic year, 521 students enrolled in SLS courses achieved an impressive average GPA of 3.30 at the end of their first year, outperforming the overall cohort average of 3.10.

Financial

Academic Achievement Grants: The University awarded 880 completion, performance, and retention grants worth $2.02 million through Performance-Based Funding (PBF).

Curricular Enhancements

University Honors Program: The University has made significant investments in enhancing the Honors program. As a result, new FTIC enrollment has more than doubled over the last year (96 new 2024-25). Honors students participate in a wide variety of both curricular and co-curricular activities such as Study Abroad and research.

Office of Undergraduate Research (OUR): Since its inception in 2020 there have been more than 200 students from more than 32 different majors participating in faculty mentored research. Participants have published nearly 10 manuscripts, presented over 60 posters, acquired numerous internships and scholarships.

Policy

Textbook Affordability: The implementation of the Rattler Pack in 2022, which provides students with access to all required course materials for $24 per credit hour, resulted in significant financial savings for Florida A&M University (FAMU) students. During the 2023-24 academic year, this initiative saved students a total of $2,384,639, reflecting an average savings of 47%.

STRATEGY (cont.)

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

Student

- **Jarvis Coleman**, a senior public relations major in FAMU's School of Journalism & Graphic Communication, has been selected to join the prestigious 2025 IPREX Academy, a top global communications and public relations network program that prepares future public relations leaders through career development, industry insights, and networking opportunities.
- Second Lieutenant Briona Carswell is at the forefront of military service and environmental innovation, poised to make history as the first FAMU graduate from the Materials Science and Engineering Program at the FAMU-FSU College of Engineering.

Faculty

- **Dr. Karam F.A. Soliman**, Associate Dean for Research and Graduate Studies and principal investigator facilitated in efforts for the university in securing over $23 million in renewed NIH grants that will bolster health disparities research and expand research infrastructure at the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (CoPPS, IPH).
- **Dr. Selina Faith Darling-Reed** led efforts to secure a $7,991,046 NIH grant through the Turning Discovery Into Health initiative, which will enhance infrastructure for translational and health disparities research.
- **Dr. Olugbenga Moses Anubi and Dr. Ren Moses** co-led the PREDISS (Predictive Intersection Safety System) project, in collaboration with Florida State University and the City of Tallahassee. This innovative initiative utilizes artificial intelligence and predictive analytics to improve traffic intersection safety by forecasting vehicle trajectories and detecting potential conflicts, aiming to decrease accidents and enhance public safety. The project has garnered substantial acclaim and funding, including recognition and a prize from the U.S. Department of Transportation.

Program Achievements

- Florida A&M University's **School of Nursing** achieved a 93% NCLEX-RN pass rate, an 11-point increase from last year and above the national benchmark.
- The FAMU **School of Business and Industry (SBI)** unveiled its revamped Investments and Analytics Lab, supported by Prudential Global Investment Management's (PGIM) $1 million gift and PricewaterhouseCoopers (PWC) $100,000 contribution, enhancing student preparation with industry-standard software, 30 Bloomberg subscriptions, and vital financial and data analysis skills.
- FAMU's **School of Journalism & Graphic Communication** were featured in Harvard Nieman Lab's Predictions for Journalism, 2025, highlighting FAMU's national impact and leadership in media innovation as they forecast key industry trends in journalism education and audience engagement.

Institutional Achievements

- **FAMU**, in partnership with the Greater Tallahassee Chamber of Commerce and Leadership Tallahassee, hosted an educational forum at the Meek-Eaton Black Archives Research Center, bringing together community, academic, and workforce leaders to discuss innovative strategies for education, career success, and economic growth.
- **FAMU** has been recognized among the nation's top online graduate programs, with the FAMU-FSU College of Engineering's online master's in Systems and Civil Engineering ranking No. 39 nationally and No. 31 among public universities in the 2025 U.S. News & World Report rankings.
- **IPREX** has launched its first Student Cohort in partnership with **FAMU**, offering mentorship, networking, and real-world insights to six top journalism and communications students, aiming to cultivate a diverse talent pipeline in the PR industry.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustment

KPI 14 Professional Licensure & Certification Exam First-time Pass Rates:

Physical Therapy

The national average for three-year averages on the NPTE exam has declined from 92% in 2017-2019 to 86% in 2021-2023. FAMU aims to raise its pass rates to a minimum of 88% (2 percentage points above the national average for the 2021-2023 cycle) for the years 2023-2026, with a further goal of reaching 90% starting in 2027. This approach aligns with the national trend, which indicates a gradual annual increase of 1-2 percentage points. Our goal is to meet or exceed the national benchmark.

Pharmacy

The national average for PharmD performance has declined, ranging from 88% in 2019 to 79% in 2023, with no year exceeding 90% across all programs. This adjustment aligns with the national trend while setting a stretch goal for FAMU graduates to achieve a minimum 90% pass rate on the NAPLEX starting in the 2025 calendar year. Our goal is to meet or exceed the national benchmark.

STRATEGY (cont.)

Enrollment Management

Florida A&M University's Enrollment Management strategy aims to enhance student recruitment, retention, and success while upholding academic excellence. Aligned with our mission and best practices, the plan includes implementing new admissions pathways, targeted recruitment efforts, enhancing retention initiatives, utilizing technology and data analytics, and deepening community engagement. The University intends to maintain steady enrollment of first-time-in-college (FTIC) students, with a focus on improving the academic profile by increasing high school GPA, standardized test scores, and incoming cohorts dual enrollment credits. Additionally, FAMU plans to grow the proportion of undergraduate students in PSE disciplines and attract high-achieving transfer students from Florida College System (FCS) institutions to bolster undergraduate enrollment.

The university is focused on elevating the academic caliber of students in its professional programs to strengthen performance on licensure exams in fields such as law and pharmacy. Additionally, in its pursuit of achieving R1 status, the university is dedicated to expanding enrollment in research doctoral programs for graduate students.

In December 2024, the University finalized its Strategic Enrollment Management Plan (SEP) to advance its objectives for undergraduate and graduate enrollment. Developed over an 18-month period with input from campus stakeholders, the plan outlines strategies to enrich the educational experiences and outcomes for undergraduate, transfer, and graduate students. FAMU is actively implementing the SEP to bolster its enrollment initiatives.

PERFORMANCE-BASED FUNDING METRICS

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	60.1	67.8	66.9	69.8	.	.	.	.	.
APPROVED GOALS	.	.	.	70.0	71.0	72.0	73.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	72.0	73.0	74.0	75.0	76.0

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	34,500	37,000	39,500	43,700	45,800	.	.	.	.	.
APPROVED GOALS	35,900	37,400	37,800	40,000	40,500	41,000	41,500	42,000	42,500	.
PROPOSED GOALS	.	.	.	.	.	47,000	48,500	50,000	52,500	55,000

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

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	2,380	-620	-17,790	1,170	-1,300	.	.	.	.	.
APPROVED GOALS	7,580	7,560	7,540	1,000	4,000	4,000	4,000	4,000	4,000	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,000	4,000	4,000	4,000

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	34.6	27.0	28.4	35.0	41.0	.	.	.	.	.
APPROVED GOALS	35.0	38.0	40.0	43.0	46.0	50.0	55.0	57.0	58.0	.
PROPOSED GOALS	.	.	.	.	.	50.0	55.0	57.0	58.0	58.0

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82.2	84.2	82.8	81.8	86.3	.	.	.	.	.
APPROVED GOALS	86.0	88.0	88.0	88.0	88.0	88.0	90.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	88.0	90.0	90.0	90.0	92.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	47.2	53.9	51.8	54.3	53.7	.	.	.	.	.
APPROVED GOALS	52.0	55.0	55.0	55.0	55.0	20.0	20.0	21.0	21.0	.
PROPOSED GOALS	.	.	.	.	.	20.0	20.0	21.0	21.0	21.0

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

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	62.9	59.3	56.8	57.3	56.6	.	.	.	.	.
APPROVED GOALS	65.0	65.0	60.0	56.0	56.0	56.0	56.0	56.0	56.0	.
PROPOSED GOALS	.	.	.	.	.	56.0	56.0	56.0	56.0	56.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	44.6	47.3	50.0	51.7	54.0	.	.	.	.	.
APPROVED GOALS	60.0	60.0	60.0	60.0	60.0	35.0	35.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	35.0	35.0	36.0	36.0	36.0

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

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	60.3	68.6	61.6	60.5	59.6	.	.	.	.	.
APPROVED GOALS	62.0	65.0	65.0	65.0	65.0	65.0	65.0	67.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	*65.0*	*65.0*	*67.0*	*67.0*	*67.0*

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	53.3	52.0	57.4	49.8	48.5	.	.	.	.	.
APPROVED GOALS	.	55.0	58.0	61.0	63.0	65.0	67.0	69.0	69.0	.
PROPOSED GOALS	.	.	.	.	.	*65.0*	*67.0*	*69.0*	*69.0*	*69.0*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	319	338	339	289	327	.	.	.	.	.
APPROVED GOALS	310	330	350	370	390	400	400	400	400	.
PROPOSED GOALS	.	.	.	.	.	*400*	*400*	*400*	*400*	*400*

KEY PERFORMANCE INDICATORS

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

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	18	21	15	23	28	.	.	.	.	.
APPROVED GOALS	25	30	23	27	30	33	35	35	35	.
PROPOSED GOALS	.	.	.	.	.	33	35	35	35	35

3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.8	4.6	4.5	4.5	4.5	.	.	.	.	.
APPROVED GOALS	4.5	4.3	4.1	4.1	4.1	4.1	4.1	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	56	58	61	61	62	.	.	.	.	.
APPROVED GOALS	62	72	75	75	75	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	75	75	75	75	75

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	55	55	59	51	52	.	.	.	.	.
APPROVED GOALS	55	57	60	63	65	67	69	70	71	.
PROPOSED GOALS	.	.	.	.	.	*67*	*69*	*70*	*71*	*72*

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

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	36	43	39	36	39	.	.	.	.	.
APPROVED GOALS	.	38	40	45	47	50	50	50	51	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*51*	*51*

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	33	25	25	32	40	.	.	.	.	.
APPROVED GOALS	33	35	38	40	45	49	54	56	56	.
PROPOSED GOALS	.	.	.	.	.	*49*	*54*	*56*	*56*	*56*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,519	1,466	1,567	1,466	1,587	.	.	.	.	.
APPROVED GOALS	1,660	1,720	1,700	1,500	1,550	1,600	1,650	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	*1,600*	*1,650*	*1,700*	*1,700*	*1,700*

9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	616	607	674	501	531	.	.	.	.	.
APPROVED GOALS	646	659	550	600	620	640	660	680	700	.
PROPOSED GOALS	.	.	.	.	.	*640*	*660*	*680*	*700*	*720*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	92	93	93	94	94	.	.	.	.	.
APPROVED GOALS	94	94	93	93	93	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	8	8	8	9	9	.	.	.	.	.
APPROVED GOALS	10	12	8	10	12	14	14	16	16	.
PROPOSED GOALS	.	.	.	.	.	14	14	16	16	16

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	41	47	43	47	45	.	.	.	.	.
APPROVED GOALS	45	48	50	50	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	41	44	46	49	51	.	.	.	.	.
APPROVED GOALS	57	57	57	57	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	57	57	57	57	57

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	67	62	68	82	93	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	80	80	90	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90

PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	83	86	83	79	75	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	.	.	90	92	94	94	95	95	96	.
PROPOSED GOALS	.	.	.	.	.	94	95	95	96	96

LAW

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	58	59	53	41	63	.	.	.	.	.
BENCHMARK	71	71	65	70	77	.	.	.	.	.
APPROVED GOALS	80	80	80	80	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

PHARMACY

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	83	90	85	70	67	.	.	.	.	.
BENCHMARK	88	84	80	79	78	.	.	.	.	.
APPROVED GOALS	85	88	90	92	94	94	95	95	96	.
PROPOSED GOALS	.	.	.	.	.	94	95	95	96	96

Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / TIED	0	1	1	0	1	2	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	33	30	28	35	35	.	.	.	.	.
APPROVED GOALS	.	.	30	35	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

17. Total Research Expenditures ($M)

	2019-20	2020-21	2021-22*	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	41	47	51	66	69	.	.	.	.	.
APPROVED GOALS	42	43	47	59	62	64	66	68	68	.
PROPOSED GOALS	.	.	.	.	.	64	66	68	68	70

Note: FAMU's FY 2022 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

18. Research Expenditures from External Sources ($M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	34	37	43	57	60	.	.	.	.	.
APPROVED GOALS	36	37	37	40	50	52	54	56	56	.
PROPOSED GOALS	.	.	.	.	.	52	54	56	56	56

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7	8	6	6	10	.	.	.	.	.
APPROVED GOALS	5	5	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5	5

20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	5	2	1	0	0	.	.	.	.	.
APPROVED GOALS	4	4	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	2	2	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,453	1,411	1,510	1,385	1,539	.	.	.	.	.
APPROVED GOALS	1,597	1,652	1,615	1,700	1,700	1,700	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	1,700	1,700	1,700	1,700	1,700

Number of Graduate Degrees Awarded to African Americans

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	462	431	417	363	391	.	.	.	.	.
APPROVED GOALS	550	565	479	487	496	522	548	574	.	.
PROPOSED GOALS	.	.	.	.	496	522	548	574	600	626

Percent of Course Sections Offered via Distance and Blended Learning

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	8	71	25	24	27	.	.	.	.	.
APPROVED GOALS	8	10	20	22	24	25	26	27	.	.
PROPOSED GOALS	.	.	.	.	24	25	26	27	28	29

Number of Students Enrolled in Graduate Online Programs

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	63	68	83	125	164	.	.	.	.	.
APPROVED GOALS	70	80	100	150	200	210	250	250	.	.
PROPOSED GOALS	.	.	.	.	200	210	250	290	330	370

ENROLLMENT PLANNING

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7,082	7,000	7,464	7,512	7,574	.	.	.	.	.
APPROVED GOALS	7,505	7,420	7,190	7,637	7,798	7,972	8,110	8,250	8,440	.
PROPOSED GOALS	.	.	.	.	.	*7,972*	*8,110*	*8,250*	*8,440*	*8,630*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1,759	1,688	1,486	1,443	1,398	.	.	.	.	.
APPROVED GOALS	1,810	1,800	1,700	1,530	1,580	1,620	1,660	1,700	1,740	.
PROPOSED GOALS	.	.	.	.	.	*1,620*	*1,660*	*1,700*	*1,740*	*1,780*

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	1,041	1,170	1,545	1,397	1,405	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*
FTIC: Returning	4,261	3,919	3,676	3,742	3,824	*4,227*	*4,315*	*4,405*	*4,495*	*4,585*
Transfer: FCS w/ AA	884	855	969	985	909	*1,050*	*1,100*	*1,150*	*1,250*	*1,350*
Other Undergraduates	852	1,005	1,229	1,316	1,370	*1,150*	*1,150*	*1,150*	*1,150*	*1,150*
Post-Baccalaureates	44	51	45	72	66	*45*	*45*	*45*	*45*	*45*
Subtotal	**7,082**	**7,000**	**7,464**	**7,512**	**7,574**	**7,972**	**8,110**	**8,250**	**8,440**	**8,630**

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	681	678	577	612	651	*640*	*660*	*680*	*700*	*720*
Research Doctoral	259	245	273	266	237	*310*	*320*	*330*	*340*	*350*
Professional Doctoral	819	765	636	565	510	*670*	*680*	*690*	*700*	*710*
Subtotal	**1,759**	**1,688**	**1,486**	**1,443**	**1,398**	**1,620**	**1,660**	**1,700**	**1,740**	**1,780**
TOTAL	**8,841**	**8,688**	**8,950**	**8,955**	**8,972**	**9,592**	**9,770**	**9,950**	**10,180**	**10,410**

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.

ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	16	20	23	25	25	.	.	.	.	.
APPROVED GOALS	.	.	.	.	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	28	24	23	28	27	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	4,025	3,607	3,486	3,789	3,822	3,957	4,047	4,122	4,196	4,271	4,347
UPPER	3,502	3,469	3,502	3,555	3,595	3,724	3,809	3,879	3,948	4,019	4,088
GRAD 1	596	670	645	578	643	607	620	632	643	654	665
GRAD 2	1,297	1,192	1,127	1,001	937	1,045	1,069	1,089	1,113	1,137	1,161
TOTAL	**9,420**	**8,939**	**8,760**	**8,921**	**8,996**	**9,333**	**9,546**	**9,723**	**9,898**	**10,076**	**10,261**

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. Small differences found when totaling FTE by course level are due to rounding. 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.

ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
UNDERGRADUATE											
All Distance (100%)	12	79	27	26	28	33	38	40	43	48	53
Primarily Dist. (80-99%)	2	0	0	0	0	0	0	0	0	2	2
Flex	0	12	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	1	2	2	2	2	2	2	2	2
Classroom (0-49%)	85	8	71	72	70	66	60	58	57	48	53
GRADUATE											
All Distance (100%)	4	73	24	21	20	30	33	36	39	43	47
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	12	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	1	1	0	1	1	1	1	1	1	1
Classroom (0-49%)	95	13	75	78	78	69	66	63	60	56	56

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. Small differences found when totaling FTE by method of instruction are due to rounding. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Commerce 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 Commerce 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. 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. 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, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

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: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

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

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

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

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

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

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

KPI-16: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

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

KPI-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).
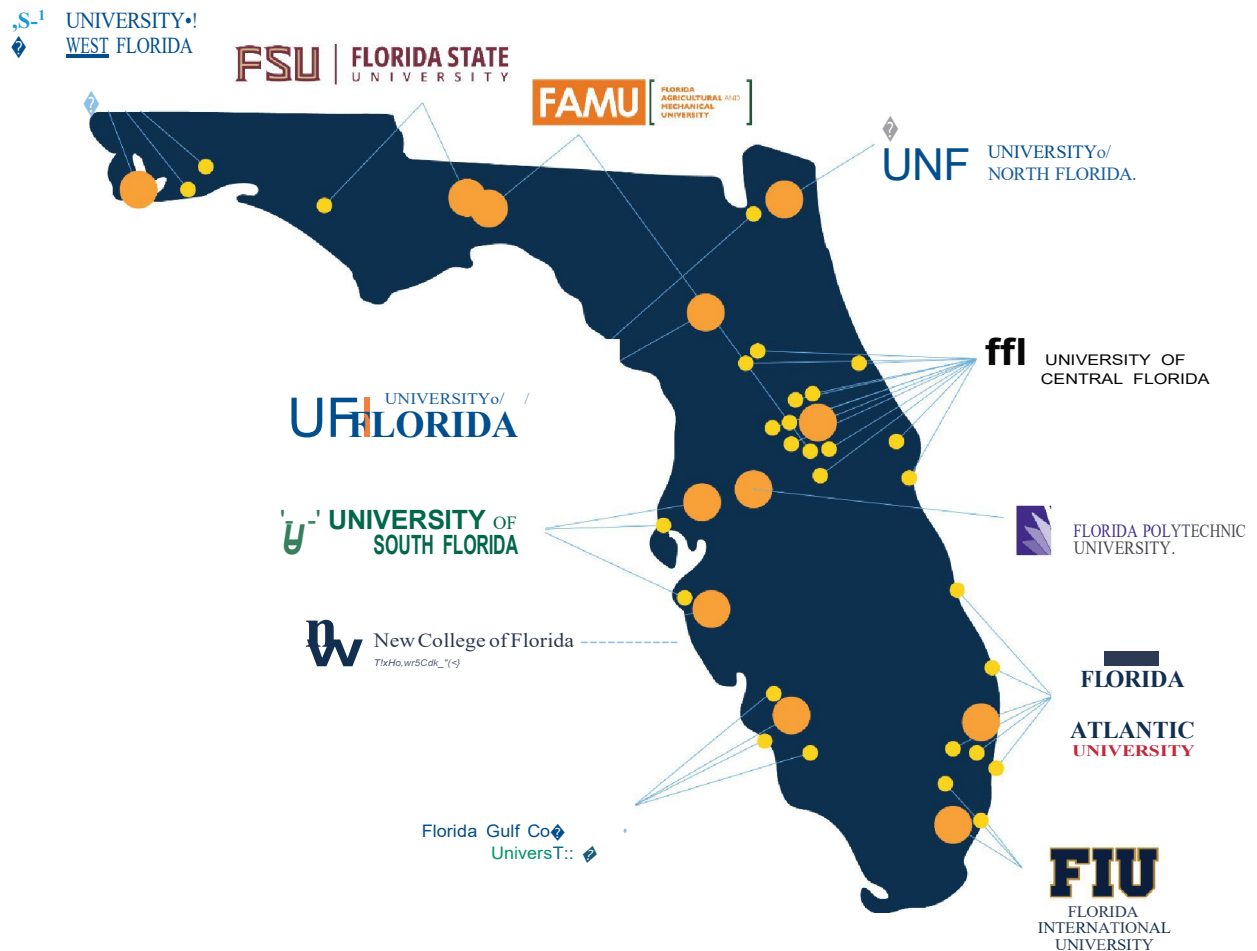
ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

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

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

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