

# 2025 ACCOUNTABILITY PLAN

FLORIDA STATE 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 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 diverse viewpoints.

### Statement of Strategy

Florida State University's strengths uniquely position us to continue our rise as one of the nation's best comprehensive research universities. We are harnessing cutting-edge research, a world-class educational experience, community engagement, and industry partnerships to build a better future for our state and nation. By focusing on the following four goals, we will maximize FSU's excellence:

1. Bolster FSU's recognition as a leader in academic research and education, including elevating our position among the nation's top 10 public universities (Niche rankings) and top 15 (U.S. News & World Report).
2. Communicate FSU's distinctive programs, research, and assets, developing a narrative for FSU that highlights these distinctive traits.
3. Expand FSU's impact through translational research and community engagement, including increasing FSU's international presence and collaborations with research and industry partners to benefit the broader communities we serve.
4. Cultivate a culture of innovation, entrepreneurship, and commercialization at FSU that is driven by innovations in academics and research and is reflected in FSU's reputation as a leader among higher education institutions in this area.

Advancing this approach, the Florida Legislature's initial investment in FSU Health, along with FSU's ASPIRE Research Strategic Plan, have strengthened our research, clinical practice, and health education portfolio. These investments have a direct impact on the populations of North Florida and beyond by translating research into outcomes that affect the people we serve. These efforts focus on innovation in care delivery while also bolstering the commercialization of discoveries derived from our faculty and students.

FSU competes in national and international markets for faculty who define the frontiers of research and creativity. As a leading Research I institution, it is crucial to offer the full breadth of disciplinary excellence. Recruitment and retention of faculty are essential to maintain market competitiveness, and our strategy is to leverage a strong base of faculty in our areas of strength, from the sciences to the fine arts, who are prepared to capitalize on emerging opportunities for innovation and problem solving across the disciplines.

Undergirding FSU's strategy is a shared commitment with the Florida Board of Governors to advancing open-minded civil discourse. Thus, FSU endorses the principles set forth in the Board's Statement of Free Expression and works to cultivate a culture of civil discourse in campus interactions, including within academic, administrative, extracurricular, and social spaces. That commitment is reflected in FSU's new Institute for Governance and Civics and by FSU's top national recognition for creating an environment that fosters free expression.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

As a national leader in student success for over 25 years, FSU has implemented data-informed strategic initiatives 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 inside the top ten in the nation among public universities. Throughout the past year, FSU has continued to innovate and adapt across the six pillars listed below:

**A Success Team Behind Every Student:** To guide and support students along their FSU journey, we continue to expand our student success teams, through advisors, academic guides, peer mentors, and more. In 2024, we continued our hiring efforts, with new advisors and student success specialists reaching out to students proactively to provide tailored support for their journeys and targeted financial assistance as needed. 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, over 4,600 students have been supported to reach degree completion through this initiative.

**Learning Communities:** We continue to launch and scale targeted programs to support and engage students during their first year at FSU. These programs, collectively branded as Engage 100, provide students with a peer mentor and small community that offers the structure and resources needed to help them transition, navigate, and succeed at FSU. Enrollment in Engage 100 is mandatory for nearly all first-year students, and we have continued to expand similar programs for new transfer students.

**Enhanced Support for Teaching:** We continue to redesign gateway courses critical to student success, particularly in STEM, to promote maximum learning for all students. FSU's redesigned courses deploy active-learning strategies with embedded peer learning assistants (LAs), and FSU's LA program is among the largest of its kind in the nation. We have also expanded instructor training and development and are working to ensure we have sufficient course availability, classroom facilities, and clinical opportunities to meet growing demand, especially in STEM and Health. At the same time, we are increasing supplemental instruction and academic support for students.

**Experiential and Global Learning:** We are increasing opportunities and financial support for students to engage in applied, hands-on learning, such as internships, undergraduate research, and study abroad. We continue to achieve near-record enrollment in our international programs, continuing FSU's position among the top five in the nation for study abroad.

**Leadership and Personal Development:** We continue to build engagement and support beyond the classroom through programs in student leadership, campus recreation, counseling, and wellness, including financial wellness through our Unconquered by Debt program. We are also bolstering our mental health resources for students, including through FSU's collegiate addiction recovery program and expanded virtual support services.

**College to Career:** We continue to expand the guidance, programming, and reflection students need to launch successfully after graduation, particularly through the growth of our Career Center. We have expanded our data analytic capacities, career planning and skill building, alumni mentorship, and fairs for employment and further education. We are also enriching career readiness activities within our Engage 100 student learning communities.



## STRATEGY (cont.)

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

#### STUDENT ACHIEVEMENTS

1. FSU student Rodney Wells was named a Rhodes Scholarship finalist, and Grace Hickey and Kaya Simmons, both Cell and Molecular Neuroscience undergraduates, were selected for the Barry Goldwater Scholarship, among the most prestigious awards for undergraduate STEM students.
2. FSU's iGEM synthetic biology student team won a gold medal at the annual international iGEM research competition for their work advancing treatments for a rare disease.
3. Five undergraduates received nationally competitive language study scholarships, including the Boren Scholarship and the Critical Language Scholarship through the U.S. State Department.

#### FACULTY ACHIEVEMENTS

1. Four FSU faculty members were named National Academy of Inventors Senior Members
2. FSU Professor Jenny Root received the Presidential Early Career Award for Scientists and Engineers
3. FSU Civil and Environmental Engineering Professor Ebrahim Ahmadisharaf was awarded an Early-Career Research Fellowship by the National Academies of Sciences, Engineering, and Medicine.

#### PROGRAM ACHIEVEMENTS

1. For the second consecutive year, FSU's College of Law was ranked in the nation's top eight law schools for best value by the National Jurist.
2. Florida State University's College of Motion Picture Arts (FSU Film) was ranked among the top 20 film programs in the country, including third among public institutions.
3. FSU's College of Nursing launched the nation's first AI in health care master's nursing program. The curriculum will expand digital health initiatives into clinical benefits for patients through more advanced, efficient, and personalized care.

#### INSTITUTIONAL ACHIEVEMENTS

1. FSU was named in the Top 10 public universities in America by *Niche*. FSU was also ranked number one among public universities for student satisfaction by the *Princeton Review* and remained in the *U.S. News & World Report* Top 25 public universities for the sixth consecutive year.
2. After securing a Triumph Gulf Coast grant for \$98.4M, the university launched FSU InSPIRE, pairing research and development in high-speed aerodynamics and advanced manufacturing with workforce training and education primarily in Northwest Florida.
3. FSU received a record of over 85,000 applications for first-year student admissions, reflecting FSU's continued position as one of the most popular institutions in the nation for applicants. FSU also bolstered our transfer pathways through new partnerships, including with Miami Dade College.



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

FSU is not lowering any of its Performance-Based Funding goals.



## STRATEGY (cont.)

### Enrollment Management

FSU is one of the state's preeminent research universities, with a history of excellence in teaching, research, and service. FSU's enrollment strategy reflects its commitment to serve the state of Florida and its evolving needs for a highly skilled and trained workforce, as well as its aspirations to increase its research impact and innovation. The strategy is based on two main pillars: growing graduate education and maintaining undergraduate excellence.

#### **Growing Graduate Education**

FSU aims to continue to increase its graduate enrollment, especially at the doctoral level. Producing more graduate and professional degrees will help FSU supply the state and nation with the talent and training needed for the 21st century economy and society. Growing graduate education will also enhance FSU's research expenditures and activity, which will drive innovation, wellness, and economic development.

FSU has launched a strategic effort to make our graduate education enterprise among the strongest and most attractive in the nation. We have created a new graduate resource center and expanded development and support for graduate students. FSU expects to see growth in graduate enrollment in fields such as Health and STEM, as we develop new initiatives and partnerships in Tallahassee, Northwest Florida, and elsewhere in the state. By growing graduate education while maintaining undergraduate excellence, FSU will continue to help drive growth and economic development in Florida and beyond.

#### **Maintaining Undergraduate Excellence**

As our unusually large pandemic-era student cohorts have graduated and our recent incoming cohorts have stabilized at previous levels, we anticipate our undergraduate enrollment to level off. These levels align with FSU's institutional capacity to provide an ever-improving, world-class experience for every undergraduate. As one of the state's preeminent research universities, FSU attracts, retains, and supports the state's most promising students, including through an early action admissions pathway exclusively for Florida residents. FSU has also invested in bolstering transfer pathways and services, with proactive advising, engagement, and support for students at state college system partners, notably with enhanced efforts at Miami Dade College and Tallahassee State College.

FSU is committed to helping advance Florida by increasing its student graduation rates and degree production in high-demand fields, such as nursing. FSU is also exploring new educational opportunities in Northwest Florida and at the FSU Panama City campus, as it expands its activity and partnerships in the region.

FSU's enrollment strategy is aligned with its mission, vision, and values, as well as with the state's needs and expectations. The university's improved rankings and academic reputation have made FSU a more popular option among students and families, including talented students from out of state, and the university expects out-of-state applications to continue to grow as more students and their families see FSU and the state of Florida as a leading education destination.



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## 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	.	66.8	71.1	75.1	76.2	.	.	.	.	.
APPROVED GOALS	.	.	.	72.0	75.0	76.0	76.0	77.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	77.0	77.0	78.0	78.0	79.0

Note: In November 2022, the Board's Budget and Finance Committee approved a change to 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	41,300	40,300	44,100	48,500	50,300	.	.	.	.	.
APPROVED GOALS	40,000	41,500	43,000	45,000	49,000	49,000	50,000	50,000	51,000	.
PROPOSED GOALS	.	.	.	.	.	50,000	51,000	51,000	52,000	52,000

### 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	760	-900	-4,250	-1,270	-2,190	.	.	.	.	.
APPROVED GOALS	3,000	3,000	2,900	-750	-1,000	-1,000	-1,100	-1,100	-1,200	.
PROPOSED GOALS	.	.	.	.	.	-2,000	-2,000	-2,000	-2,000	-2,000

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	73.8	72.7	74.0	74.9	75.9	.	.	.	.	.
APPROVED GOALS	72.0	72.0	73.0	74.0	75.0	75.0	76.0	76.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	76.0	76.0	77.0	77.0	77.0

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## 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	93.6	92.9	92.9	95.1	95.6	.	.	.	.	.
APPROVED GOALS	93.0	93.0	94.0	94.0	95.0	95.0	95.0	95.0	95.0	.
PROPOSED GOALS	.	.	.	.	.	95.0	95.0	95.0	95.0	95.0

### 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	43.2	50.3	52.1	55.8	57.5	.	.	.	.	.
APPROVED GOALS	47.0	44.0	51.0	52.0	54.0	36.0	37.0	37.0	38.0	.
PROPOSED GOALS	.	.	.	.	.	36.0	37.0	37.0	38.0	38.0

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	27.2	26.3	26.0	24.5	23.7	.	.	.	.	.
APPROVED GOALS	30.0	30.0	30.0	30.0	24.0	26.0	27.0	28.0	29.0	.
PROPOSED GOALS	.	.	.	.	.	26.0	27.0	28.0	29.0	30.0

### 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	58.8	59.9	56.9	54.3	56.7	.	.	.	.	.
APPROVED GOALS	59.0	60.0	61.0	61.0	62.0	36.0	37.0	37.0	38.0	.
PROPOSED GOALS	.	.	.	.	.	36.0	37.0	37.0	38.0	38.0

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.

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### 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	76.0	79.5	75.9	74.4	78.4	.	.	.	.	.
APPROVED GOALS	74.0	75.0	76.0	77.0	77.0	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	78.0	78.0	78.0	78.0

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	80.0	81.3	82.7	79.9	82.6	.	.	.	.	.
APPROVED GOALS	.	80.0	80.0	80.0	81.0	81.0	81.0	82.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	82.0	82.0	83.0	83.0	84.0

#### 10. BOT Choice: Number of Bachelor's Graduates who passed an Entrepreneurship Class

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,165	1,169	1,298	1,513	1,615	.	.	.	.	.
APPROVED GOALS	.	.	1,190	1,300	1,500	1,550	1,600	1,650	1,700	.
PROPOSED GOALS	.	.	.	.	.	1,550	1,600	1,650	1,700	1,750

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# PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## A. (1). Average GPA

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	4.3	4.3	4.4	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.2	4.3	4.3	4.4	4.4	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.4	4.4	4.4	4.4

## A. (2). Average SAT Score

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1,328	1,299	1,334	1,360	1,380	.	.	.	.	.
APPROVED GOALS	1,325	1,330	1,335	1,340	1,365	1,365	1,370	1,370	1,375	.
PROPOSED GOALS	.	.	.	.	.	1,380	1,385	1,385	1,390	1,390

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. Starting Fall 2024, CLT scores translated to the SAT scale have also been added.

## B. Public University National Ranking [Top 50 rankings based on BOG's official list of publications]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	8	8	7	8	6	.	.	.	.	.
APPROVED GOALS	9	9	9	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

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.

## C. Freshman Retention Rate [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	94	94	94	96	96	.	.	.	.	.
APPROVED GOALS	93	93	93	94	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	96	96	96	96	96

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	74	73	74	75	76	.	.	.	.	.
APPROVED GOALS	72	72	73	74	75	75	76	76	77	.
PROPOSED GOALS	.	.	.	.	.	76	76	77	77	77

### E. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	7	7	7	7	9	.	.	.	.	.
APPROVED GOALS	8	8	8	9	9	10	10	11	11	.
PROPOSED GOALS	.	.	.	.	.	11	12	13	14	15

### F. 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	350	329	356	414	461	.	.	.	.	.
APPROVED GOALS	315	320	325	340	425	435	450	475	500	.
PROPOSED GOALS	.	.	.	.	.	435	400	425	450	500

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	233	215	233	266	285	.	.	.	.	.
APPROVED GOALS	240	245	250	250	275	285	295	310	325	.
PROPOSED GOALS	.	.	.	.	.	285	245	260	275	300

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
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]

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	128	140	114	116	109	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

### J. Doctoral Degrees Awarded Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	554	529	562	626	646	.	.	.	.	.
APPROVED GOALS	540	565	530	605	615	630	610	610	620	.
PROPOSED GOALS	.	.	.	.	.	630	600	700	725	750

### K. Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	254	233	229	259	269	.	.	.	.	.
APPROVED GOALS	245	245	225	230	265	270	280	290	300	.
PROPOSED GOALS	.	.	.	.	.	270	280	290	300	310

### L. Endowment Size (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	700	898	898	947	1,030	.	.	.	.	.
APPROVED GOALS	615	725	750	890	975	1,000	1,025	1,050	1,075	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,025	1,050	1,075	1,100

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	270	251	273	311	347	.	.	.	.	.
APPROVED GOALS	240	245	250	250	320	330	340	355	375	.
PROPOSED GOALS	.	.	.	.	.	330	300	325	350	375

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## 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	8	8	7	8	6	.	.	.	.	.
APPROVED GOALS	9	9	9	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

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	46	47	65	72	76	.	.	.	.	.
APPROVED GOALS	48	48	49	72	73	74	75	76	77	.
PROPOSED GOALS	.	.	.	.	.	75	76	77	78	79

### 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	3.9	3.8	3.8	3.8	3.8	.	.	.	.	.
APPROVED GOALS	3.9	3.9	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8	3.8

### 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	87	85	87	89	88	.	.	.	.	.
APPROVED GOALS	86	86	87	87	88	88	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	88	88	88	88	88

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## 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	84	83	85	83	85	.	.	.	.	.
APPROVED GOALS	84	84	84	85	85	85	86	86	87	.
PROPOSED GOALS	.	.	.	.	.	85	86	86	87	87

### 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	56	54	57	59	59	.	.	.	.	.
APPROVED GOALS	.	56	56	57	58	58	58	59	59	.
PROPOSED GOALS	.	.	.	.	.	58	58	59	59	59

### 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	71	69	70	71	70	.	.	.	.	.
APPROVED GOALS	67	67	68	70	70	70	71	71	72	.
PROPOSED GOALS	.	.	.	.	.	70	71	71	72	72

### 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	8,866	8,827	8,730	9,140	9,090	.	.	.	.	.
APPROVED GOALS	8,900	9,000	9,000	9,000	8,500	9,200	8,500	8,300	8,300	.
PROPOSED GOALS	.	.	.	.	.	9,350	9,150	8,900	8,800	8,650

### 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	3,121	3,207	3,897	4,422	4,290	.	.	.	.	.
APPROVED GOALS	3,000	3,100	3,500	3,600	4,000	4,100	4,200	4,400	4,500	.
PROPOSED GOALS	.	.	.	.	.	4,250	4,200	4,300	4,350	4,400



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## 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	30	30	32	32	32	.	.	.	.	.
APPROVED GOALS	30	31	31	32	32	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33	33

### 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	5	4	3	3	3	.	.	.	.	.
APPROVED GOALS	6	6	6	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

### 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	26	27	29	32	34	.	.	.	.	.
APPROVED GOALS	26	26	28	29	32	32	33	33	34	.
PROPOSED GOALS	.	.	.	.	.	32	33	33	34	34

### 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	42	43	41	42	45	.	.	.	.	.
APPROVED GOALS	44	45	46	43	44	45	46	47	48	.
PROPOSED GOALS	.	.	.	.	.	45	46	47	48	49



## 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	90	92	87	95	88	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	95	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	92	95	95	95	95

#### LAW

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	82	74	75	82	81	.	.	.	.	.
BENCHMARK	71	71	65	70	77	.	.	.	.	.
APPROVED GOALS	84	84	84	84	84	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	84	84	84	84	84

#### MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	97	95	94	95	94	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	96	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97

#### MEDICINE (4Y-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	97	99	99	99	99	.	.	.	.	.
BENCHMARK	98	99	99	98	98	.	.	.	.	.
APPROVED GOALS	96	98	98	98	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	98	98	98	98	98

#### Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / TIED	3	3	4	4	3	4	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	7	7	7	7	9	.	.	.	.	.
APPROVED GOALS	8	8	8	9	9	10	10	11	11	.
PROPOSED GOALS	.	.	.	.	.	11	12	13	14	15

#### 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	27	22	22	26	27	.	.	.	.	.
APPROVED GOALS	.	.	22	23	26	27	28	29	29	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	29	29

#### 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	350	329	356	414	461	.	.	.	.	.
APPROVED GOALS	315	320	325	340	425	435	450	475	500	.
PROPOSED GOALS	.	.	.	.	.	435	400	425	450	500

#### 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	181	164	180	211	221	.	.	.	.	.
APPROVED GOALS	170	170	175	180	215	220	225	235	250	.
PROPOSED GOALS	.	.	.	.	.	220	175	190	205	220

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### KEY PERFORMANCE INDICATORS (cont.)

#### Scholarship, Research & Innovation Metrics

##### 19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	35	46	33	37	39	.	.	.	.	.
APPROVED GOALS	34	34	34	34	34	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34	34

##### 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	18	23	23	19	19	.	.	.	.	.
APPROVED GOALS	17	17	20	23	25	27	29	33	37	.
PROPOSED GOALS	.	.	.	.	.	13	13	29	33	37

##### 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	2	3	2	3	2	.	.	.	.	.
APPROVED GOALS	3	3	3	3	2	4	5	6	4	.
PROPOSED GOALS	.	.	.	.	.	2	3	4	5	6

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## 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	32,463	33,425	32,739	31,885	32,292	.	.	.	.	.
APPROVED GOALS	32,580	32,590	33,320	32,480	32,440	30,950	30,930	30,920	30,820	.
PROPOSED GOALS	.	.	.	.	.	31,040	31,000	31,110	31,230	31,050
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10,590	11,129	10,870	10,579	10,653	.	.	.	.	.
APPROVED GOALS	9,100	10,600	11,520	11,660	10,760	10,830	10,900	10,970	11,040	.
PROPOSED GOALS	.	.	.	.	.	10,600	10,670	10,740	10,860	10,980

### 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	5,999	7,608	6,028	5,880	5,852	6,200	6,000	6,000	6,000	6,000
FTIC: Returning	18,188	17,619	18,654	17,987	17,661	16,160	16,320	16,430	16,560	16,380
Transfer: FCS w/ AA	4,522	4,350	4,081	4,148	4,631	4,600	4,600	4,600	4,600	4,600
Other Undergraduates	3,470	3,587	3,740	3,627	3,867	3,800	3,800	3,800	3,800	3,800
Post-Baccalaureates	284	261	236	243	281	280	280	280	270	270
<b>Subtotal</b>	<b>32,463</b>	<b>33,425</b>	<b>32,739</b>	<b>31,885</b>	<b>32,292</b>	<b>31,040</b>	<b>31,000</b>	<b>31,110</b>	<b>31,230</b>	<b>31,050</b>
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	6,627	7,164	7,014	6,769	6,798	6,800	6,820	6,840	6,860	6,880
Research Doctoral	2,775	2,767	2,688	2,621	2,540	2,500	2,550	2,600	2,700	2,800
Professional Doctoral	1,188	1,198	1,168	1,189	1,315	1,300	1,300	1,300	1,300	1,300
<b>Subtotal</b>	<b>10,590</b>	<b>11,129</b>	<b>10,870</b>	<b>10,579</b>	<b>10,653</b>	<b>10,600</b>	<b>10,670</b>	<b>10,740</b>	<b>10,860</b>	<b>10,980</b>
<b>TOTAL</b>	<b>43,053</b>	<b>44,554</b>	<b>43,609</b>	<b>42,464</b>	<b>42,945</b>	<b>41,640</b>	<b>41,670</b>	<b>41,850</b>	<b>42,090</b>	<b>42,030</b>

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

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### ENROLLMENT PLANNING (cont.)

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	9	11	12	12	14	.	.	.	.	.
APPROVED GOALS	.	.	.	.	13	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13	13

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	28	26	27	30	35	.	.	.	.	.
APPROVED GOALS	27	28	29	30	31	31	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	32	32	32	32	32

#### 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	15,356	14,736	15,455	14,810	14,436	14,300	14,590	14,570	14,620	14,680	14,280
UPPER	17,577	17,847	17,785	17,940	18,237	19,225	16,450	16,430	16,490	16,550	16,770
GRAD 1	4,498	5,561	6,193	5,917	5,768	6,163	6,120	6,140	6,160	6,170	6,210
GRAD 2	3,574	3,572	3,572	3,465	3,400	3,429	3,380	3,430	3,470	3,560	3,740
<b>TOTAL</b>	<b>41,004</b>	<b>41,716</b>	<b>43,006</b>	<b>42,131</b>	<b>41,841</b>	<b>43,117</b>	<b>40,540</b>	<b>40,570</b>	<b>40,740</b>	<b>40,960</b>	<b>41,000</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. 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.

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## 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
<b>UNDERGRADUATE</b>											
All Distance (100%)	21	91	35	30	31	31	31	30	30	29	28
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	1	5	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	1	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	78	7	60	69	69	69	69	70	70	71	72
<b>GRADUATE</b>											
All Distance (100%)	23	75	38	36	36	38	36	36	35	35	34
Primarily Dist. (80-99%)	1	0	1	0	1	0	0	0	0	0	0
Flex	0	4	3	1	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	76	20	58	62	63	62	64	64	65	65	66

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 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

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





## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

**PBF-10. FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class:** The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

**PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10. UF: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PBF-10. UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-10. USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. Source: State University Database System (SUDS).

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

## Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, 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 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: 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 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).





## DEFINITIONS (cont.)

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

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

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

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

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

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



## DEFINITIONS (cont.)

**KPI-15: National Academy Memberships:** National Academy Memberships held by faculty. Source: 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).





# STATE UNIVERSITY SYSTEM OF FLORIDA





**Board of Governors**  
**State University System of Florida**  
325 West Gaines Street, Suite 1614  
Tallahassee, Florida 32399  
Phone: (850) 245-0466  
*[www.flbog.edu](http://www.flbog.edu)*