2018

Accountability Plan

FLORIDA STATE UNIVERSITY

UBOT APPROVED
on 6/8/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

UBOT Approved 6/8/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Through our reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, we are able to attract top faculty and students. FSU is a national leader in the retention and on-time graduation as demonstrated by our freshman retention rate of 94% (one of the highest in the U.S.) and a graduation rate 20 percentage points higher than the national average. Our focus on retaining every student we enroll has proven effective in the success of traditionally underrepresented students, and FSU was recently recognized as one of the top schools in the country for the graduation of African-American students. Our ongoing challenges remain to modernize facilities and infrastructure, improve student-faculty ratio, and elevate student engagement in experiential learning.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Top 25

After advancing to #33, FSU continues on its path to become a top 25 public university. Through the support provided as a preeminent institution and resources from private partners, we are continuing our strategic campaign focused on increasing faculty, graduate education, and the research enterprise. This campaign is focused on adding faculty, fostering interdisciplinary collaboration, increasing research to address national and state needs, improving our graduate and research profile, promoting diversity, and elevating performance in key metrics.

2. Student Success

Recognized for advancing the persistence of all students, FSU's 4-year graduation rates are now among the top 15 in the country. FSU will continue to be a national leader in student success. FSU seeks to continue to elevate the quality of our undergraduate education by increasing student participation in high impact practices and experiential learning. We will also continue to expand our student success teams, such as advisors and counselors, which provide critical guidance and support to students. Finally, through our strategic faculty hiring efforts, we plan to increase course availability and decrease the class size for traditionally high-demand courses.

3. Entrepreneurship and Innovation Education

Advancing FSU's commitment to innovation and entrepreneurship, FSU opened the Jim Moran School of Entrepreneurship in Fall 2017. Offering an interdisciplinary degree in entrepreneurship, the Jim Moran School will become a focal point for collegiate entrepreneurial education. In addition, the Jim Moran Institute for Global Entrepreneurship will continue to expand, serving as a lifeline for training and assistance to entrepreneurs, small businesses, and nonprofits throughout Florida. Finally, FSU recently opened the student-orientated Innovation Hub, which will advance student career preparation through the development of design-thinking, problem-solving, and technological-innovation skills.

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. David Perez, a junior from Homestead, Florida, received the prestigious 2017 Udall Scholarhip for Environmental Engineering.
2. The National Science Foundation awarded eight FSU students a prestigious graduate research fellowship.
3. Four FSU students received the prestigious Boren Scholarship, a program of the National Security Education Program that funds critical overseas language studies.

FACULTY ACHIEVEMENTS

1. Jawole Willa Jo Zollar, Professor of Dance, received the 2017 Lifetime Achievement in Dance from the New York Dance and Performance Awards.
2. Professor James Bowman received the 2017 Lifetime Achievement Award from the American Society for Public Administration.
3. Plutonium researcher and professor Thomas Albrecht-Schmitt received the American Chemical Society's Southern Chemist Award in recognition of his contributions in nuclear chemistry.

PROGRAM ACHIEVEMENTS

1. FSU's online programs are among the best in the nation — including five graduate programs ranked in the Top 20 and three in the Top 10 — according to U.S. News & World Report.
2. The Department of Computer Science was designated as a National Center of Academic Excellence for its work in cyber defense by the National Security Agency and the Department of Homeland Security. The department also received a $4.6 million grant to fund the education of students in cybersecurity.
3. Florida State University's College of Criminology & Criminal Justice was ranked number one in the world by the Center for World University Rankings.

RESEARCH ACHIEVEMENTS

1. The National Science Foundation reaffirmed the FSU High Magnetic Field Laboratory with a record $184 million commitment for the next 5 years, one of the largest single investments of the NSF.
2. FSU researchers partnered with Harvard and MIT on the Chan Zuckerberg Initiative "Reach Every Reader," a 5-year, $30 million project to improve childhood reading.
3. Six FSU researchers were named fellows of the American Association for the Advancement of Science.

INSTITUTIONAL ACHIEVEMENTS

1. *U.S. News and World Report* Best Colleges Rankings - FSU moved from 38th to 33rd in the overall ranking, the largest jump of any public university in the top 100 for the second year in a row.
2. FSU has been recognized again by *INSIGHT Into Diversity* magazine as one of ten Diversity Champion institutions among the "Higher Education Excellence in Diversity" recipients.
3. FSU's internationalization programs were recognized as one of four in the country to receive the Sen. Paul Simon Award by NAFSA: Association of International Educators.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	60.3	60.8	63.7	66.6	.	.	.	.
APPROVED GOALS	.	.	.	61	65	67	68	70	.
PROPOSED GOALS	.	.	.	.	.	*67*	*68*	*70*	*71*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	31,600	34,200	35,700	35,900	.	.	.	.
APPROVED GOALS	.	.	.	34,500	36,300	37,000	38,500	40,000	.
PROPOSED GOALS	.	.	.	.	.	*37,000*	*38,500*	*40,000*	*41,500*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,140	14,980	15,040	14,280	.	.	.	.
APPROVED GOALS	.	.	.	.	14,900	14,500	14,200	13,900	.
PROPOSED GOALS	.	.	.	.	.	*13,980*	*13,800*	*13,600*	*13,400*

4. FTIC Four-Year Graduation Rate [Full-time students only]

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	61.6	60.8	62.6	65.8	68.4	.	.	.	.
APPROVED GOALS	.	.	.	62	66	66	67	68	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*70*	*71*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89.4	90.5	91.0	90.4	91.4	.	.	.	.
APPROVED GOALS	.	.	.	92	92	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	*92*	*93*	*93*	*94*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	38.3	37.5	39.1	42.8	43.4	.	.	.	.
APPROVED GOALS	.	.	.	41	43	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	*44*	*45*	*47*	*48*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	30.6	30.0	28.4	27.7	28.0	.	.	.	.
APPROVED GOALS	.	.	.	28	28	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*30*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	38.1	38.5	42.0	53.9*	56.9*	.	.	.	.
APPROVED GOALS	.	.	.	46	47	47	48	50	.
PROPOSED GOALS	.	.	.	.	.	*58*	*58*	*59*	*60*

Note*: The Master of Social Work was retroactively reclassified into a new CIP starting with the 2015-16 academic year.

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75.1	73.9	78.2	78.7	81.7	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*82*	*82*	*83*	*83*

Note*: There are no approved goals for FSU yet as the Board changed FSU to this metric at its Nov. 2017 meeting.

10. BOT Choice: National Rank Higher than Financial Resources Ranking

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	120	119	114	120	130	.	.	.	.
APPROVED GOALS	.	.	.	120	121	120	121	119	.
PROPOSED GOALS	.	.	.	.	.	*132*	*130*	*128*	*127*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.1	4.1	4.1	4.1	4.2	.
PROPOSED GOALS	.	.	.	.		*4.2*	*4.2*	*4.2*	*4.3*

1b. Average SAT Score*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	1222	1239	1241	1232	1290*	.	.	.	.
APPROVED GOALS	.	.	.	1244	1247*	1250*	1253*	1260*	.
PROPOSED GOALS	.	.	.	.		*1298*	*1300*	*1303*	*1305*

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	5	7	8	8	.	.	.	.
APPROVED GOALS	.	.	.	7	8	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*9*	*9*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	92	92	93	93	93	.	.	.	.
APPROVED GOALS	.	.	.	92	93	93	94	94	.
PROPOSED GOALS	.	.	.	.	.	*94*	*94*	*94*	*95*

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	77	79	79	80	80	.	.	.	.
APPROVED GOALS	.	.	.	80	80	81	82	82	.
PROPOSED GOALS	.	.	.	.	.	*81*	*82*	*82*	*83*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	6	6	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*8*

6. Science & Engineering Research Expenditures ($ Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	224	231	237	243	247	.	.	.	.
APPROVED GOALS	.	.	.	206	247	249	251	253	.
PROPOSED GOALS	.	.	.	.	.	*249*	*251*	*253*	*255*

7. Non-Medical Science & Engineering Research Expenditures ($ Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	217	226	228	231	226	.	.	.	.
APPROVED GOALS	.	.	.	196	235	237	239	241	.
PROPOSED GOALS	.	.	.	.	.	*237*	*239*	*241*	*243*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
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	.
PROPOSED GOALS	.	.	.	.	.	*7 of 8*	*7 of 8*	*7 of 8*	*7 of 8*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	103	109	101	101	105	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	497	551	558	526	533	.	.	.	.
APPROVED GOALS	.	.	.	510	534	540	544	560	.
PROPOSED GOALS	.	.	.	.	.	*540*	*550*	*540*	*565*

11. Number of Post-Doctoral Appointees*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 OFFICIAL	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	241	218	235	212	211	.	.	.	.
APPROVED GOALS	.	.	.	212	211	202	217	220	.
PROPOSED GOALS	.	.	.	.	.	*202*	*217*	*220*	*225*

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size ($ Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	548	625	605	585	639	.	.	.	.
APPROVED GOALS	.	.	.	575	625	650	675	700	.
PROPOSED GOALS	.	.	.	.	.	*650*	*675*	*700*	*725*

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top 50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	5	7	8	8	.	.	.	.
APPROVED GOALS	.	.	.	7	8	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*9*	*9*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	42	40	38	41	41	.	.	.	.
APPROVED GOALS	.	.	.	41	42	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	*42*	*43*	*44*	*44*

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	88	80	95	94	95	*95*	*95*	*95*	*95*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	88	82	80	78	81	*82*	*82*	*82*	*82*
FL Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Medicine (2Y)	96	95	92	97	93	*96*	*96*	*96*	*96*
US Average	*97*	*96*	*96*	*96*	*96*	.	.	.	.
CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (CK)	99	100	97	94	98	*96*	*96*	*96*	*96*
US Average	*98*	*97*	*95*	*96*	96	.	.	.	.
Medicine (CS)	99	95	92	99	96	*96*	*96*	*96*	*96*
US Average	*98*	*96*	*96*	*97*	*96*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	2	3	4	4	*5*	*5*	*5*	*5*
Total Exams	5	5	5	5	*5*	*5*	*5*	*5*	*5*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.2	4.1	4.0	4.0	4.0	.	.	.	.
APPROVED GOALS	.	.	.	4.0	3.9	3.9	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	*3.9*	*3.8*	*3.8*	*3.8*

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	77	79	79	80	80	.	.	.	.
APPROVED GOALS	.	.	.	80	80	81	82	82	.
PROPOSED GOALS	.	.	.	.	.	*81*	*82*	*82*	*82*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7,938	8,105	8,421	8,626	8,611	.	.	.	.
APPROVED GOALS	.	.	.	8,750	8,750	8,900	9,050	9,100	.
PROPOSED GOALS	.	.	.	.	.	*8,700*	*8,800*	*8,950*	*9,100*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,104	2,927	3,019	2,833	2,880	.	.	.	.
APPROVED GOALS	.	.	.	2,930	2,980	3,050	3,100	3,200	.
PROPOSED GOALS	.	.	.	.	.	*2,950*	*3,000*	*3,100*	*3,200*

Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	24	25	25	26	27	.	.	.	.
APPROVED GOALS	.	.	.	26	27	28	29	30	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*30*	*31*

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	7	6	6	5	5	.	.	.	.
APPROVED GOALS	.	.	.	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*6*	*6*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	9	11	13	16	.	.	.	.
APPROVED GOALS	.	.	.	13	13	14	16	18	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*18*	*19*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	19	22	24	24	.	.	.	.
APPROVED GOALS	.	.	.	24	26	28	29	31	.
PROPOSED GOALS	.	.	.	.	.	*28*	*29*	*31*	*34*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	33	35	37	41	.	.	.	.
APPROVED GOALS	.	.	.	29	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	*42*	*43*	*44*	*45*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	6	6	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*8*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	11	7	2	7	9	.	.	.	.
APPROVED GOALS	.	.	.	.	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	*9*	*10*	*11*	*12*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Total Research Expenditures (M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	251	253	256	268	283	.	.	.	.
APPROVED GOALS	.	.	.	223	273	275	277	279	.
PROPOSED GOALS	.	.	.	.	.	*275*	*277*	*279*	*281*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64	66	60	55	55	.	.	.	.
APPROVED GOALS	.	.	.	58	55	55	56	56	.
PROPOSED GOALS	.	.	.	.	.	*55*	*56*	*56*	*58*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	47	30	24	47	34	.	.	.	.
APPROVED GOALS	.	.	.	.	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	*34*	*34*	*34*	*34*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	13	15	25	16	8	.	.	.	.
APPROVED GOALS	.	.	.	11	9	14	17	17	.
PROPOSED GOALS	.	.	.	.	.	*14*	*15*	*16*	*16*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	3	1	8	3	.	.	.	.
APPROVED GOALS	.	.	.	2	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*5*	*5*

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	23,070	23,396	23,361	23,507	23,765	*23,660*	*23,710*	*23,750*	*23,790*
FTIC (Profile Admit)	71	75	77	104	123	*70*	*60*	*60*	*60*
FCS AA Transfers	5,725	5,713	5,476	5,424	5,166	*5,320*	*5,270*	*5,220*	*5,170*
Other AA Transfers	421	395	391	432	429	*460*	*470*	*480*	*490*
Post-Baccalaureates	0	50	243	335	337	*340*	*340*	*340*	*340*
Other Undergraduates	2,850	2,954	2,860	2,826	2,898	*2,880*	*2,930*	*2,980*	*3,030*
Subtotal	**32,137**	**32,583**	**32,408**	**32,628**	**32,718**	***32,730***	***32,780***	***32,830***	***32,880***
GRADUATE									
Master's	4,155	4,117	4,012	4,132	4,115	*4,200*	*4,290*	*4,380*	*4,470*
Research Doctoral	2,626	2,660	2,648	2,668	2,640	*2,690*	*2,740*	*2,800*	*2,860*
Professional Doctoral	1,254	1,190	1,154	1,126	1,094	*1,110*	*1,130*	*1,150*	*1,170*
Subtotal	**8,035**	**7,967**	**7,814**	**7,926**	**7,849**	***8,000***	***8,160***	***8,330***	***8,500***
UNCLASSIFIED									
H.S. Dual Enrolled	23	53	36	40	49	*55*	*55*	*55*	*55*
Other[1]	1,116	1,134	1,169	1,230	1,184	*1,260*	*1,270*	*1,280*	*1,290*
Subtotal	**1,139**	**1,187**	**1,205**	**1,270**	**1,233**	***1,315***	***1,325***	***1,335***	***1,345***
TOTAL	**41,311**	**41,737**	**41,427**	**41,824**	**41,800**	***42,045***	***42,265***	***42,495***	***42,725***

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	15,236	12,943	12,841	13,035	13,059	12,957	12,876	12,896	12,915	12,935
UPPER	16,096	16,202	16,138	15,641	15,815	15,906	16,030	16,054	16,078	16,102
GRAD I	3,046	2,840	2,800	2,793	2,849	2,819	2,870	2,921	2,974	3,028
GRAD II	2,601	2,661	2,603	2,588	2,552	2,431	2,475	2,519	2,565	2,611
TOTAL	**36,980**	**34,647**	**34,382**	**34,057**	**34,274**	**34,113**	**34,251**	**34,390**	**34,532**	**34,675**
NON-RESIDENT										
LOWER	1,258	1,226	1,513	1,739	1,889	1,876	1,864	1,867	1,869	1,872
UPPER	914	1,076	1,066	1,196	1,434	1,641	1,658	1,661	1,663	1,666
GRAD I	927	973	941	935	970	909	925	942	959	976
GRAD II	979	980	993	1,000	1,024	1,028	1,047	1,065	1,085	1,104
TOTAL	**4,078**	**4,254**	**4,513**	**4,870**	**5,316**	**5,454**	**5,494**	**5,535**	**5,576**	**5,618**
TOTAL										
LOWER	16,494	14,169	14,353	14,774	14,947	14,833	14,740	14,763	14,785	14,807
UPPER	17,011	17,279	17,204	16,838	17,248	17,547	17,688	17,715	17,741	17,768
GRAD I	3,973	3,813	3,741	3,728	3,819	3,728	3,795	3,863	3,933	4,004
GRAD II	3,580	3,641	3,596	3,588	3,576	3,459	3,521	3,585	3,649	3,715
TOTAL	**41,058**	**38,901**	**38,895**	**38,928**	**39,590**	**39,567**	**39,745**	**39,925**	**40,108**	**40,293**

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 that students enroll. 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.

Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,982	2,854	3,476	4,064	5,286	*5,607*	*5,800*	*6,100*	*6,400*	*6,800*
Hybrid (50-79%)	472	300	74	40	3	*4*	*0*	*0*	*0*	*0*
Classroom (0-50%)	29,170	28,290	28,007	27,508	26,907	*26,778*	*26,690*	*26,540*	*26,370*	*26,100*
Subtotal	**31,624**	**31,444**	**31,557**	**31,612**	**32,195**	***32,389***	***32,490***	***32,640***	***32,770***	***32,900***
GRADUATE										
Distance (80-100%)	656	821	901	1,057	1,211	*1,219*	*1,280*	*1,340*	*1,400*	*1,470*
Hybrid (50-79%)	299	218	94	5	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-50%)	6,598	6,415	6,343	6,254	6,184	*6,023*	*6,090*	*6,160*	*6,230*	*6,300*
Subtotal	**7,553**	**7,454**	**7,338**	**7,316**	**7,395**	***7,242***	***7,370***	***7,500***	***7,630***	***7,770***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (e.g., labs, internships, practica, clinicals, labs) – see SUDS data element #2052.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Financial Planning and Services	52.0804	_____	_____	_____	80	Nov. 2018
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Business Analytics	52.1301	STEM	UF	No	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Linguistics	16.0102	GLOBAL	FIU, USF, UF	No	15	Spring 2021
Aerospace Engineering	14.0201	STEM	UCF, UF	Yes	30	Spring 2020
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Yes	30	Spring 2021
DOCTORAL PROGRAMS						
Linguistics	16.0102	GLOBAL	UF, USF	No	10	Spring 2021
Nursing	51.3808	HEALTH	FAU, FIU, UCF, UF, USF	No	9	Spring 2021
Nurse Anesthesia	51.3804	HEALTH	UNF	No	66	Fall 2019

UBOT Approved 6/8/2018

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

For the last 20 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have been designing and building a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential.

We have shown that regardless of background, all students can succeed. FSU has virtually erased retention and graduation rate disparities between all categories of underrepresented students and our traditional students. Our first to second-year student retention rate is now 94%; FSU's six-year graduation rate is now 80.2%; and the four-year graduation rate is now 68.4%, which is among the top 15 public universities in the country. Student success is at the core of our university, and we continue to help lead the nation in improving the timely, four-year graduation of students.

Our commitment to student success, especially for first-generation and lower socioeconomic students, means we need to address obstacles that students bring with them to FSU and the barriers that may be present as they navigate toward a timely graduation. FSU's plan to further increase our four-year graduation rate is built upon six pillars, designed to address the many challenges, incentives, and disincentives for timely graduation without increasing student costs:

1. A Success Team Behind Every Student: For many students, particularly first-generation students, navigating higher education, selecting majors and courses, and understanding the many opportunities available at a major research university can be challenging. Our plan continues to build the success teams that help guide and support students along their FSU journey. FSU's student success teams include combinations of professional Academic Advisors, Career Advisors, College Life Coaches, Peer Mentors, Faculty Mentors, Alumni, and others. Armed with data and predictive analytics, these teams work proactively instead of waiting for students to come to them—helping set student expectations and pathways while providing appropriate guidance along the way.

2. Foundation Communities: Transitioning to and finding your way in a large university can present a host of personal and academic challenges. We plan to continue to launch targeted programs to support and engage students, starting in their first year. These programs provide a peer-community for students and give students scaffolding to help them transition, navigate, and succeed over their four years. Previous examples of these include our nationally recognized: (1) Center for Academic Retention and Enhancement (CARE), which provides transition, support, and engagement for first-generation and low-socioeconomic students; (2) Unconquered Scholars Program, which supports students previously classified as foster care, homeless, or ward of the state; (3) and our Student Veterans Center, which provides comprehensive support to veterans throughout their time at FSU.

3. A Re-Designed Curriculum: Some students face challenges succeeding in courses and making steady progress each semester. Our plan continues to redesign gateway courses critical to student success, such as calculus, to promote maximum learning for all students. We also plan to ensure that we have sufficient course and seat availability to meet the growing demand for particular courses, such as STEM laboratory courses. At the same time, we aim to reduce class sizes to facilitate a more engaging learning environment where all students can succeed, as well as increase supplemental instruction and academic support, such as peer tutoring and learning assistance.

4. Experiential and Global Learning: At FSU, and nationally, there are gaps among students in their participation in career-building experiential learning, due in part to insufficient information, mentorship, and financial resources. We plan to continue to expand opportunities and financial support for students to engage in applied, hands-on learning, such as internships, study abroad, service-learning, and undergraduate research. Participating in these kinds of experiences improves student learning, graduation rates, and post-graduation outcomes, particularly for underrepresented students.

5. Leadership and Personal Development: Engaging students outside the classroom is critical to helping students connect with the campus community and elevating student success. Our plan continues to increase opportunities beyond the classroom, including opportunities to serve in over 700 student organizations; develop leadership skills in one of several professional development programs; and develop the habits of healthy living—both physically and mentally—through programs in recreation, counseling, and wellness.

6. College to Career: Many students have difficulty discerning their professional and personal trajectory. Helping students recognize their future professional pathways increases student motivation for a timely graduation, providing students clearer pathways for what comes after graduation. We will continue to expand the guidance, support, and reflection students need to launch successfully after graduation, particularly through the continued expansion of our Career Center programming, such as earlier career planning, career portfolios, career-fairs, and other forms of professional development.

UBOT Approved 6/8/2018

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

In 2016, Florida State University launched an effort to improve student success and four-year graduation rates by encouraging our students to take at least 15 hours in the fall and spring semesters. This campaign, our *Take 15* effort, was informed by data, which suggested that by taking 15 hours, students spent more time in a formative academic environment, resulting in better overall performance. The *Take 15* campaign, recently recognized with a Florida TaxWatch Prudential Productivity Award, has significantly increased the number of students taking at least 15 credit hours per term and increased student performance. Importantly, this increase in credit hours and academic performance was seen across all the diverse student populations of FSU.

Specifically to support the timely graduation of students with financial need, FSU also amended our financial aid packages. All resident lower-income students now receive aid that covers tuition and fees for 15 credit hours in the Fall and Spring semesters. This amended financial aid packaging covers over 7,500 students each year, and in 2017-18, this group of students was disbursed nearly $50 million dollars in financial aid, with about $14 million of FSU-funded institutional aid.

In addition, for students who may require additional resources for timely graduation, we are expanding our microgrant program, effective Fall 2018. FSU is participating in a new initiative with the Association of Public and Land Grant Universities (APLU) and the U.S. Department of Education's Institute of Education Sciences to proactively award students micro-grants of up to $2,000 each. Students with financial need who meet the criteria will not need to apply for this grant; funding will be automatically deposited into their accounts to support the costs they may have as they work toward graduation.

UBOT Approved 6/8/2018

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 6/8/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
4. Four Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	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 Fall term following their first year with had 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).
6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. 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).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	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: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. 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. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, 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). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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 1009.24(17), F.S.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating 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 the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	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. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate 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).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.