

2019 Accountability Plan

FLORIDA STATE UNIVERSITY

UBOT APPROVED ON

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STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document 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, helping to 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 for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



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MISSION STATEMENT

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



STATEMENT OF STRATEGY

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

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

Florida State University competes in national and international markets for faculty, 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 sciences and fine arts with emerging opportunities for innovation and problem-solving across the disciplines.

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

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

For more information on Florida State University's Strategic Plan, visit <https://strategicplan.fsu.edu/>.



STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

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

Through our reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, FSU is able to attract top faculty and students. We are seen as a national leader in on-time graduation, as demonstrated by a graduation rate that is nearly 25 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 has been nationally recognized as one of the top schools in the country for the graduation of underrepresented students.

Despite these successes, there are clear opportunities and challenges for improvement: continuing to elevate student success, recruiting and retaining faculty, and modernizing and maintaining facilities and infrastructure.

(1) Continuing to Elevate Student Success: FSU is a national leader in student success, but there is still room to improve graduation rates and the learning and educational growth of our students. FSU faculty are redesigning courses for maximum student learning, and we are expanding the support for students inside and outside the classroom. However, our student body continues to become more diverse, and additional engagement and support is needed to fully propel their personal, academic, and professional growth. Furthermore, 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 continue to build the support and programming for students to engage in these kinds of experiences at scale, and significant financial resources will be needed to help fund lower-income student participation.

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

(3) Modernizing and Maintaining Facilities and Infrastructure: As the oldest continuous site of higher education in Florida, FSU has beautiful campuses that attract high-achieving students, faculty, and staff from around the world. However, we face considerable challenges maintaining and repairing facilities and aging infrastructure, as well as modernizing facilities to meet current teaching and research needs of our students and the State of Florida.



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 #26, 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 and professional 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 10 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.



Graduation Rate Improvement Plan

This narrative subcomponent 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. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

For more than 20 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have been building a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential. FSU’s four-year graduation rate is now among the top 10 public universities, and our effort to increase four-year graduation rates is built upon six pillars:

- 1. A Success Team Behind Every Student:** We continue to build the success teams that guide and support students along their FSU journey. FSU’s student success teams include combinations of professional Academic Advisors, Career Advisors, College Life Coaches, Peer Mentors, Faculty Mentors, Alumni, and others. We also have continued our completion grant program, empowering our student success teams to find and support students who are close to graduation but need additional aid to finish.
- 2. Learning Communities:** We continue to launch and expand 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.
- 3. A Re-Designed, Engaging Curriculum:** We continue to redesign gateway courses critical to student success, such as in mathematics, to promote maximum learning for all students. We also are working to ensure we have sufficient course availability to meet the growing demand for particular courses, such as STEM laboratory courses. At the same time, we continue to reduce class sizes to facilitate a more engaging learning environment as well as increase supplemental instruction and academic support.
- 4. Experiential and Global Learning:** We 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.
- 5. Leadership and Personal Development:** We continue to increase engagement beyond the classroom through programs in leadership, recreation, counseling, and wellness.
- 6. College to Career:** We continue to expand the guidance, support, and reflection students need to launch successfully after graduation, particularly through the expansion of our Career Center programming, such as career planning, portfolios and fairs.



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

1. Four students and three recent graduates received the prestigious Graduate Research Fellowship from the National Science Foundation.
2. Five students received the prestigious Boren Scholarship, a program of the National Security Education Program that funds critical overseas language studies.
3. Samantha Kunin, an economics and international affairs major from Lakeland, FL, was recognized as Rhodes Scholar finalist, and David Damon, a recent graduate in political science and psychology from Wakulla County, was awarded a Gates Cambridge Scholarship.

FACULTY ACHIEVEMENTS

1. FSU was named a top producer of Faculty Fulbright Scholars with nine faculty winners, the second highest in the country.
2. Professor of Chemistry Thomas Albrecht-Schmitt and Professor of Biological Science Kimberly Hughes were named fellows of American Association for the Advancement of Science.
3. Yaacov Petscher, Associate Professor with FSU's College of Social Work and FSU's Florida Center for Reading Research, secured a \$30 million dollar "Reach Every Reader" Grant with Harvard and MIT supported by Dr. Priscilla Chan and Mark Zuckerberg.

PROGRAM ACHIEVEMENTS

1. FSU's online programs were ranked among the best in the nation – including several graduate programs ranked in the Top 20 – according to *U.S. News & World Report*.
2. FSU's Interior Architecture and Design and Dance Programs were recognized as among the top five programs in the nation in recent publications.
3. FSU's Jim Moran School of Entrepreneurship received the Model Emerging Program Award from the United States Association for Small Business and Entrepreneurship.

INSTITUTIONAL ACHIEVEMENTS

1. *U.S. News and World Report* Best Colleges Rankings - FSU moved from 33rd to 26th in the overall ranking, among the largest increases in the top 100 universities for the third year in a row.
2. FSU has been recognized again by *INSIGHT Into Diversity* magazine as a Diversity Champion institution among the "Higher Education Excellence in Diversity" recipients.
3. FSU's internationalization programs were recognized with the Association for Public and Land Grant University's (APLU) top national award, the Platinum Level of its Institutional Award for Global Learning, Research, and Engagement.



PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	60.3	60.8	63.7	66.6	66.0	.	.	.	.
APPROVED GOALS	.	.	61	65	67	68	70	71	.
PROPOSED GOALS	.	.	.	.	.	68*	70*	71*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 Board meeting to match the previously approved goals from the 2018 Accountability Plans. These revisions to the proposed goals do not need to be re-approved by the university board.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	31,600	34,200	35,700	35,900	37,500	.	.	.	.
APPROVED GOALS	.	.	34,500	36,300	37,000	38,500	40,000	41,500	.
PROPOSED GOALS	.	.	.	.	.	38,500	40,000	41,500	43,000

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,140	14,980	15,040	13,690*	8,680	.	.	.	.
APPROVED GOALS	.	.	.	14,900	13,980	13,800	13,600	13,400	.
PROPOSED GOALS	.	.	.	.	.	8,650	8,600	8,500	8,400

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

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

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	60.8	62.6	65.8	68.4	71.5	.	.	.	.
APPROVED GOALS	.	.	62	66	69	70	70	71	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	90.5	91.0	90.4	91.8*	91.4	.	.	.	.
APPROVED GOALS	.	.	92	92	92	93	93	94	.
PROPOSED GOALS	.	.	.	.	.	92	93	93	94

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. 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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	37.5	39.1	42.8	43.4	44.4	.	.	.	.
APPROVED GOALS	.	.	41	43	44	45	47	48	.
PROPOSED GOALS	.	.	.	.	.	45	47	48	49

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	30.0	28.4	27.7	28.0	28.3	.	.	.	.
APPROVED GOALS	.	.	28	28	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	38.5	42.0	53.9*	56.9*	59.3	.	.	.	.
APPROVED GOALS	.	.	46	47	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	59	59	60	61

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	73.9	78.2	78.7	81.7	82.1	.	.	.	.
APPROVED GOALS	.	.	.	.	82	82	83	83	.
PROPOSED GOALS	.	.	.	.	.	82	83	83	84

10.1 Current BOT Choice: National Rank Higher than Financial Resources Ranking

	2015	2016	2017	2018	2019	.	.	.	.
ACTUAL	119	114	120	130	145	.	.	.	.
APPROVED GOALS	.	.	120	121	132	130	128	127	.

10.2 Future BOT Choice: Percent of Bachelor's Graduates Ever Enrolled in an Entrepreneurship Class

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.6	6.7	7.2	9.5	11.3	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	12.6	13.8	14.9	15.9

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. 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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.2	.	.	.	.
APPROVED GOALS	.	.	4.1	4.1	4.2	4.2	4.2	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.3	4.3

1b. Average SAT Score*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1239*	1241*	1232*	1290	1314	.	.	.	.
APPROVED GOALS	.	.	1244*	1247*	1298	1300	1303	1305	.
PROPOSED GOALS	.	.	.	.	.	1320	1325	1330	1335

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	7	8	8	7	.	.	.	.
APPROVED GOALS	.	.	7	8	8	8	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9

3. Freshman Retention Rate [Full-time students only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	92	93	93	94	93	.	.	.	.
BOARD OF GOVERNORS	93	93	92	93	92	.	.	.	.

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

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	61	63	66	68	72	.	.	.	.
APPROVED GOALS	.	.	62	66	69	70	70	71	.
PROPOSED GOALS	.	.	.	.	.	71	72	72	73

Note: Metrics are defined in appendix. For more information about the PBF model visit:

http://www.flbog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	6	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	7	7	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	9

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	231	237	243	247	267	.	.	.	.
APPROVED GOALS	.	.	206	247	249	251	253	255	.
PROPOSED GOALS	.	.	.	.	.	275	280	285	290

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	226	228	231	226	241	.	.	.	.
APPROVED GOALS	.	.	196	235	237	239	241	243	.
PROPOSED GOALS	.	.	.	.	.	245	250	255	260

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:
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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	109	101	101	105	115	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	551	558	526	533	557	.	.	.	.
APPROVED GOALS	.	.	510	534	540	550	540	565	.
PROPOSED GOALS	.	.	.	.	.	570	540	565	570

11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015 OFFICIAL	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	212	211	202	218	225	.	.	.	.
APPROVED GOALS	212	211	202	217	220	225	.	.	.
PROPOSED GOALS	.	.	.	.	.	235	235	240	240

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)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	625	605	585	639	681	.	.	.	.
APPROVED GOALS	.	.	575	625	650	675	700	725	.
PROPOSED GOALS	.	.	.	.	.	650	675	700	725

Note: Metrics are defined in appendix. For more information about the PBF model visit:
http://www.flbog.edu/about/budget/performance_funding.php



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]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	7	8	8	7	.	.	.	.
APPROVED GOALS	.	.	7	8	8	8	9	9	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	9

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	40	38	41	41	39	.	.	.	.
APPROVED GOALS	.	.	41	42	42	43	44	44	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	80	95	94	95	95	95	95	95	95
US Average	85	87	88	90	92	.	.	.	.
Law	82	80	78	81	83	84	84	84	84
Florida Average	74	69	66	69	66	.	.	.	.
Medicine (2Yr)	95	92	97	93	99	96	96	96	96
US Average	96	96	96	96	96	.	.	.	.
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	100	97	94	98	96	96	96	96	96
US Average	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	95	92	99	96	95	96	96	96	96
US Average	96	96	97	96	95	.	.	.	.

Exam Scores Relative to Benchmarks

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

Note: An asterisk (*) indicates the passing rate is preliminary.



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.1	4.0	4.0	4.0	4.0	.	.	.	.
APPROVED GOALS	.	.	4.0	3.9	3.9	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	4.0	3.9	3.9	3.8

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

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	79	79	80	80	83	.	.	.	.
APPROVED GOALS	.	.	80	80	81	82	82	82	.
PROPOSED GOALS	.	.	.	.	.	83	84	84	84

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,105	8,421	8,626	8,611	8,791	.	.	.	.
APPROVED GOALS	.	.	8,750	8,750	8,700	8,800	8,950	9,100	.
PROPOSED GOALS	.	.	.	.	.	8,800	8,900	9,000	9,000

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	2,927	3,019	2,833	2,880	2,924	.	.	.	.
APPROVED GOALS	.	.	2,930	2,980	2,950	3,000	3,100	3,200	.
PROPOSED GOALS	.	.	.	.	.	3,000	3,000	3,100	3,200

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	25	25	26	27	28	.	.	.	.
APPROVED GOALS	.	.	26	27	28	29	30	31	.
PROPOSED GOALS	.	.	.	.	.	29	30	31	31



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	6	6	5	5	5	.	.	.	.
APPROVED GOALS	.	.	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9	11	13	16	18	.	.	.	.
APPROVED GOALS	.	.	13	13	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	18	19	19	20

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	19	22	24	24	25	.	.	.	.
APPROVED GOALS	.	.	24	26	28	29	31	34	.
PROPOSED GOALS	.	.	.	.	.	27	28	29	30

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	33	35	37	41	43	.	.	.	.
APPROVED GOALS	.	.	29	30	42	43	44	45	.
PROPOSED GOALS	.	.	.	.	.	44	45	46	47

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	6	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	7	7	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	9

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	7	2	7	9	9	.	.	.	.
APPROVED GOALS	.	.	.	8	9	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	12



KEY PERFORMANCE INDICATORS *(CONTINUED)*

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	253	256	268	283	304	.	.	.	.
APPROVED GOALS	.	.	223	273	275	277	279	281	.
PROPOSED GOALS	.	.	.	.	.	310	315	320	325

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	66	60	55	55	55	.	.	.	.
APPROVED GOALS	.	.	58	55	55	56	56	58	.
PROPOSED GOALS	.	.	.	.	.	56	56	56	57

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	30	24	47	34	34	.	.	.	.
APPROVED GOALS	.	.	.	34	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	15	25	16	8	13	.	.	.	.
APPROVED GOALS	.	.	11	9	14	15	16	16	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	18

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	1	8	3	2	.	.	.	.
APPROVED GOALS	.	.	2	3	3	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	32,583	32,408	32,628	32,718	32,316	.	.	.	.
APPROVED GOALS	.	.	.	32,680	32,730	32,780	32,830	32,880	.
PROPOSED GOALS	.	.	.	.	.	32,500	32,580	32,590	32,620
GRADUATE									
ACTUAL	7,967	7,814	7,926	7,849	8,032	.	.	.	.
APPROVED GOALS	.	.	.	8,070	8,000	8,160	8,330	8,500	.
PROPOSED GOALS	.	.	.	.	.	8,290	8,560	8,830	9,110

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	23,471	23,438	23,611	23,888	23,945	24,000	24,020	24,000	24,000
FCS AA Transfers	5,713	5,476	5,424	5,166	4,770	4,800	4,800	4,800	4,800
Other AA Transfers	395	391	432	429	498	500	500	500	500
Post-Baccalaureates	50	243	335	337	299	300	310	320	330
Other Undergraduates	2,954	2,860	2,826	2,898	2,804	2,900	2,950	2,970	2,990
Subtotal	32,583	32,408	32,628	32,718	32,316	32,500	32,580	32,590	32,620
GRADUATE									
Master's	4,117	4,012	4,132	4,115	4,296	4,470	4,650	4,840	5,040
Research Doctoral	2,660	2,648	2,668	2,640	2,612	2,680	2,750	2,820	2,890
Professional Doctoral	1,190	1,154	1,126	1,094	1,124	1,140	1,160	1,170	1,180
Subtotal	7,967	7,814	7,926	7,849	8,032	8,290	8,560	8,830	9,110
TOTAL	40,550	40,222	40,554	40,567	40,348	40,790	41,140	41,420	41,730

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. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Completed 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	16	16	20	24	25	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	29

**ENROLLMENT PLANNING** *continued***Actual & Planned FTE Enrollment by Residency & Student Level**

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	12,943	12,841	13,035	13,059	12,989	12,770	12,880	12,900	12,920	12,930
UPPER	16,202	16,138	15,641	15,815	15,904	15,940	16,030	16,050	16,080	16,100
GRAD I	2,840	2,800	2,793	2,849	2,870	3,130	3,250	3,380	3,520	3,660
GRAD II	2,661	2,603	2,588	2,552	2,431	2,420	2,480	2,540	2,600	2,670
TOTAL	34,647	34,382	34,057	34,274	34,193	34,250	34,640	34,870	35,110	35,360
NON-RESIDENT										
LOWER	1,226	1,513	1,739	1,889	1,878	1,870	1,860	1,870	1,870	1,870
UPPER	1,076	1,066	1,196	1,434	1,638	1,710	1,730	1,750	1,760	1,780
GRAD I	973	941	935	970	911	880	920	950	990	1,030
GRAD II	980	993	1,000	1,024	1,029	1,070	1,100	1,130	1,160	1,180
TOTAL	4,254	4,513	4,870	5,316	5,456	5,540	5,610	5,690	5,780	5,870
TOTAL										
LOWER	14,169	14,353	14,774	14,947	14,867	14,640	14,740	14,760	14,780	14,810
UPPER	17,279	17,204	16,838	17,248	17,541	17,650	17,760	17,800	17,840	17,880
GRAD I	3,813	3,741	3,728	3,819	3,781	4,010	4,170	4,330	4,510	4,690
GRAD II	3,641	3,596	3,588	3,576	3,461	3,490	3,580	3,670	3,760	3,850
TOTAL	38,901	38,895	38,928	39,590	39,649	39,790	40,250	40,560	40,890	41,230

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 degree-seeking 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.

Percent of FTE Enrollment by Method of Instruction *(all degree-seeking students at all campuses)*

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	9%	11%	13%	16%	18%	19%	20%	20%	21%	21%
Hybrid (50-79%)	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Classroom (0-50%)	90%	89%	87%	84%	82%	81%	80%	80%	79%	79%
GRADUATE										
Distance (80-100%)	11%	12%	14%	16%	18%	19%	19%	20%	21%	21%
Hybrid (50-79%)	3%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Classroom (0-50%)	86%	86%	85%	84%	82%	81%	81%	80%	79%	79%

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 degree-seeking 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 (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

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 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Financial Planning and Services	52.0804	_____	_____	No	80	Fall 2019
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Summer 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Entrepreneurship	52.0701	_____	UF, USF-T	No	30	Spring 2020
Aerospace Engineering	14.0201	STEM	UCF, UF	Yes	30	Spring 2020
DOCTORAL PROGRAMS						
Nurse Anesthesia Practice	51.3804	HEALTH	UNF	No	66	Fall 2019

New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	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
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Yes	30	Spring 2021
Physical Environmental Sciences	40.9999	STEM	_____	No	15	Fall 2020
DOCTORAL PROGRAMS						
Linguistics	16.0102	GLOBAL	UF, USF	No	10	Spring 2021
Nursing	51.3808	HEALTH	FAU, FIU, UCF, UF, USF	Yes	9	Spring 2020
Aerospace Engineering	14.0201	STEM	UF, UCF	No	8	Spring 2023
Computer Engineering	14.0901	STEM	FAU, -UCF, UF, USF-T	No	8	Spring 2024

2019 Accountability Plan

GLOSSARY

3/22/2019



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 Opportunity (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 Opportunity (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 specific alternative is finalized), 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, waivers and third-party payments) 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 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 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) 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.
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 <u>not</u> 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 criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
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 <u>same</u> 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: Unclassified 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 convey 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 – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.