



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEETING AGENDA

Monday, April 15, 2024
4:30 – 5:00 PM

*Miami Dade College
Room 2106
300 NE 2nd Ave, Wolfson Campus
Miami, FL 33132*

The agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. CALL TO ORDER AND WELCOME**
Mr. Peter Collins, Chair
- II. PUBLIC COMMENTS**
- III. NEW BUSINESS AND UPDATES**
 - A. Academic Affairs**
Dr. James Clark, Provost, and Executive Vice President for Academic Affairs

Action Item:
Request for Approval: FSU's 2024 Accountability Plan
- IV. OPEN FORUM FOR BOARD OF TRUSTEES**
Mr. Peter Collins, Chair
- V. ADJOURNMENT**



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President Richard McCullough

FROM: Provost James Clark

DATE: April 5, 2024

SUBJECT: 2024 Accountability Plan
Request for Approval

Board of Governor's Regulation 2.002, adopted November 2009, required each university to adopt an annual University Work Plan Report and an Annual Accountability Report. The regulation required these documents reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

The Board of Governors (BOG) revised Regulation 2.002 in November 2018 to require universities to submit an Accountability Plan, which combines the University Work Plan Report and Annual Accountability Report.

The annual Accountability Plan presents both the actual historical data and prospective goals for metrics in Performance-Based Funding, Preeminent Research University Funding, BOG Key Performance Indicators, and Enrollment Planning. The report includes narrative and statistical information on the university's financial expenditures, personnel, enrollment, undergraduate and graduate education, and research and economic development. The information is presented in a template mandated by the Board of Governors. The BOG requires the Board of Trustees to approve the annual Accountability Plan prior to submission on or before May 1.

The Board of Governors will use this information to assess university performance on quality and effectiveness indicators in the areas of instruction, research, and public service for accountability and performance funding purposes.

This request is to approve the 2024 Accountability Plan for Board of Governors' review at the April 15, 2024, meeting.

2024
ACCOUNTABILITY PLAN
FLORIDA STATE
UNIVERSITY

Pending BOT Approval on 4/15/2024





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INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



STRATEGY

Mission Statement

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

Statement of Strategy

With the passage of the 2023-2027 Strategic Plan, Florida State University has affirmed a bold vision that goes well beyond becoming a Top 10 public university and AAU member institution. We are reimagining how a top university can harness research, innovation, and entrepreneurial spirit to build a better future for the state, nation and world. Our strengths make Florida State University uniquely poised to continue our rise as one of the best universities in the nation—and our strategic plan outlines how we'll get there. We've set ambitious goals as noted below.

Central to the FSU Strategic Plan is to create a pathway to membership in the **Association of American Universities (AAU)**, an elite group of America's leading research universities. Florida has only one AAU institution, despite being the third largest state and #1 state in the nation for higher education. We believe that with strategic investments, FSU will match the credentials of many AAU institutions in the next few years. The largest of these investments is growing our research portfolio, especially in garnering grants from the National Institutes of Health (NIH).

The Florida Legislature's recent investment in **FSU Health** will give us a vehicle for not only growing that research portfolio, but also to build a clinical practice and health education that translates research into services for patients across the Big Bend and Panhandle – and eventually to the state and nation. FSU Health will transform how our community accesses world-class health care and will measurably improve health outcomes in the region.

FSU competes in national and international markets for faculty who define the frontiers of research and creativity. As an AAU-aspirant university, it is crucial to offer the full breadth of disciplinary excellence. Recruitment and retention of faculty are essential to maintain market competitiveness, and our strategy is to leverage our 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 2023-2027 Strategic Plan with these primary goals:

- I. Expanding Research and Academic Excellence
- II. Ensuring Student Success on Campus and Beyond
- III. Nurturing and Inspiring FSU's Entrepreneurial Spirit
- IV. Committing to Inclusive Excellence and Civil Discourse
- V. Enhancing our Brand to Reflect Institutional Excellence

Undergirding FSU's strategy is a shared commitment with the Florida Board of Governors to advancing open-minded and tolerant civil discourse. Thus, FSU endorses the principles set forth in the Board's Statement of Free Expression and works to cultivate a culture of civil discourse in campus interactions, including academic, administrative, extracurricular, and social dealings.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

For over 25 years, FSU has had a data-driven, strategic initiative to elevate graduation rates and advance student success. We have developed a program based on six pillars that has allowed us to build a dynamic learning environment where every student can be challenged, engaged, and supported to grow to their full potential. FSU's graduation rates continue to be among the top in the nation among public universities. Throughout the past year, FSU has continued to innovate and adapt across the six pillars listed below:

A Success Team Behind Every Student: To guide and support students along their FSU journey, we continue to expand our student success teams, including through advisors, academic guides, peer mentors, and more. In 2023, we continued our hiring efforts, with new advisors and student success specialists reaching out to students proactively and providing tailored support for their journeys, including through targeted financial assistance. We also have continued our graduation completion campaign, in which our student success teams help students who left FSU without completing their degree to re-enroll and graduate. Since May 2017, about 3,200 students have been supported to reach degree completion through this initiative.

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

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

Experiential and Global Learning: We are increasing opportunities and financial support for students, especially for Pell and first-generation students, to engage in applied, hands-on learning, such as internships, study abroad, service-learning, and undergraduate research. We continue to achieve near-record enrollment in study abroad, continuing FSU's legacy as one of the nation's top universities for study abroad.

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

College to Career: We continue to expand the guidance, programming, and reflection students need to launch successfully after graduation, particularly through the growth of our Career Center programming, such as career planning and skill building, portfolio development, alumni mentorship, and fairs for employment and further education. We also are embedding career readiness activities early in students' journeys and within our Engage 100 student learning communities.



STRATEGY (cont.)

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

STUDENT ACHIEVEMENTS

1. FSU student Daniel Zuniga was named a Rhodes Scholarship finalist; Rodney Wells, FSU's student body vice president, was named a Truman Scholarship finalist; and Charlie Azzarito was awarded the Ernest F. Hollings Undergraduate Scholarship, among the top student awards from the National Oceanic and Atmospheric Administration.
2. Nine FSU students were selected for the U.S. Fulbright Program, continuing FSU's role as a top producer of international awards.
3. Sixteen FSU students won Gilman Scholarships from the U.S. State Department, a program designed to support study abroad experiences for students with high financial need.

FACULTY ACHIEVEMENTS

1. Professor and Florida Reading Research Center director Nicole Patton Terry was named a Fellow of the American Educational Research Association.
2. FAMU-FSU Chair of Chemical and Biomedical Engineering Bruce Locke and FSU Chemistry Professor Joseph Schlenoff were named to the National Academy of Inventors.
3. Psychology Professor Pamela Keel and Engineering Professor Theo Siegrist were named to the Academy of Science, Engineering, and Medicine of Florida.

PROGRAM ACHIEVEMENTS

1. The Triumph Gulf Coast Board awarded FSU \$98.4 million to support FSU's Institute for Strategic Partnerships, Innovation, Research, and Education (InSPIRE), which will develop aerospace and advanced manufacturing facilities in Bay County.
2. FSU was selected as one of 18 universities nationwide to receive a first-of-its-kind award from the National Science Foundation: The Accelerating Research Translation (ART) investment, which will boost translational research and help scientists scale their work into products and solutions that can ultimately move from the lab into the public sphere.
3. FSU College of Nursing was ranked No. 1 nationally among public schools of nursing in combined funding from the National Institutes of Health, Centers for Disease Control and Prevention, U.S. Food and Drug Administration and other agencies.

INSTITUTIONAL ACHIEVEMENTS

1. FSU remained in the U.S. News & World Report Top 25 public universities for the fifth consecutive year and received its highest-ever ranking among national universities at No. 53.
2. FSU's online graduate programs continue to be recognized among the best in the nation -- four among the Top 20 nationally, including two in the Top 10 -- according to the 2024 U.S. News & World Report rankings.
3. FSU received a record of nearly 80,000 applications for first-year student admissions, reflecting FSU's continued position as one of the most popular institutions in the nation for applicants.



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 7 (Access Rate): FSU is adjusting its Metric 7 proposed goals. We are lowering the Fall 2023 goal to 24% as we anticipate being at or near that level next year. We are also slightly reducing 2024 through 2027 with adjustments reflecting our ongoing efforts to increase Pell student recruitment. FSU continues to work diligently to increase access for Pell-eligible students. We recently implemented the Illuminate Scholars and Enrichment Program to promote student engagement, belonging and participation in experiential learning for Pell students. The program provides Pell students with additional scholarship funding as well as access to structured workshops and support from professional staff. Illuminate Scholars can expect to have access to a variety of college-related services to enrich their Florida State experience and set the stage for a positive post-graduation experience.



STRATEGY (cont.)

Enrollment Management

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

Growing Graduate Education

FSU aims to continue to grow its graduate enrollment, especially at the doctoral level. Producing more graduate and professional degrees will help FSU supply the state and nation with the talent and training needed for the 21st century economy and society. Growing graduate education will also enhance FSU's research expenditures and activity, which will drive innovation, wellbeing, and economic development. FSU's 2024 SACSCOC Quality Enhancement Plan, which is focused on enhancing graduate education, is a strategic investment to make FSU's graduate education enterprise among the strongest and most attractive in the nation. FSU expects to see growth in graduate enrollment in fields such as health and STEM, as it develops new initiatives and partnerships in Tallahassee, Northwest Florida, and elsewhere in the state. By growing graduate education without compromising undergraduate excellence, FSU will continue to be a leader in higher education and a catalyst for positive change in Florida and beyond.

Maintaining Undergraduate Excellence

As some of our atypically large, pandemic-era student cohorts graduate in the coming years—and our recent entering cohorts have stabilized at historical levels—we anticipate our undergraduate enrollment leveling. These levels align with FSU's institutional capacity and its ability to provide an ever-improving, world-class experience for every undergraduate. As one of the state's preeminent universities, FSU attracts, retains, and supports the state's most promising students, including transfer students from the state college system. FSU has invested in bolstering transfer pathways and services, with proactive advising, engagement, and support for students at state college system partners. FSU is committed to helping advance Florida by increasing its student graduation rates and degree production in high-demand fields, such as nursing. FSU is also exploring new opportunities for enrollment growth in Northwest Florida and at the FSU Panama City campus, as it expands its activity and partnerships in the region.

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

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	66.8	71.1	75.1	.	.	.	.	.
APPROVED GOALS	72.0	73.0	73.0	74.0	74.0	.
PROPOSED GOALS	75	76	76	77	77

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	39,000	41,300	40,300	44,100	48,500	.	.	.	.	.
APPROVED GOALS	38,500	40,000	41,500	43,000	45,000	45,000	46,000	46,000	47,000	.
PROPOSED GOALS	.	.	.	.	.	49,000	49,000	50,000	50,000	51,000

PBF Metric #3 Note: Beginning 2020-21, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2024.

3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3,340	760	-900	-4,250	-1,270	.	.	.	.	.
APPROVED GOALS	8,650	3,000	3,000	2,900	-750	600	600	500	500	.
PROPOSED GOALS	.	.	.	.	.	-1000	-1000	-1100	-1100	-1200

3.2. Average Cost to the Student [\[excludes federal emergency funds\]](#)

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3,340	1,440	620	490	-1,270	.	.	.	.	.
APPROVED GOALS	.	.	.	.	600	600	600	500	500	.
PROPOSED GOALS	.	.	.	.	.	-1000	-1000	-1100	-1100	-1200



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	69.5	73.8	72.7	74.0	74.9	.	.	.	.	.
APPROVED GOALS	71.0	72.0	72.0	73.0	74.0	74.0	74.0	75.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	75	75	76	76	77

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	91.6	93.6	92.9	92.9	95.1	.	.	.	.	.
APPROVED GOALS	92.0	93.0	93.0	94.0	94.0	94.0	94.0	94.0	94.0	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	43.1	43.2	50.3	52.1	55.8	.	.	.	.	.
APPROVED GOALS	45.0	47.0	44.0	51.0	52.0	52.0	52.0	52.0	53.0	.
PROPOSED GOALS	.	.	.	.	.	54	36	37	37	38

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

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	27.8	27.2	26.3	26.0	24.5	.	.	.	.	.
APPROVED GOALS	29.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	24	26	27	28	29



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	58.4	58.8	59.9	56.9	54.3	.	.	.	.	.
APPROVED GOALS	59.0	59.0	60.0	61.0	61.0	62.0	62.0	62.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	62	36	37	37	38

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

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	72.5	76.0	79.5	75.9	74.4	.	.	.	.	.
APPROVED GOALS	.	74.0	75.0	76.0	77.0	77.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	77	78	78	78	78

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	80.6	80.0	81.3	82.7	79.9	.	.	.	.	.
APPROVED GOALS	.	.	80.0	80.0	80.0	81.0	81.0	81.0	82.0	.
PROPOSED GOALS	.	.	.	.	.	81	81	81	82	83

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	1,069	1,165	1,169	1,298	1,513	.	.	.	.	.
APPROVED GOALS	.	.	.	1,190	1,300	1,360	1,375	1,400	1,400	.
PROPOSED GOALS	.	.	.	.	.	1,500	1,550	1,600	1,650	1,700



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4.2	4.3	4.3	4.4	4.3	.	.	.	.	.
APPROVED GOALS	4.2	4.2	4.3	4.3	4.4	4.4	4.4	4.4	4.4	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.4	4.4	4.4	4.4

A. (2). Average SAT Score

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	1,315	1,328	1,299	1,334	1,360	.	.	.	.	.
APPROVED GOALS	1,320	1,325	1,330	1,335	1,340	1,345	1,345	1,350	1,355	.
PROPOSED GOALS	.	.	.	.	.	1,365	1,365	1,370	1,370	1,375

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	9	8	8	7	8	.	.	.	.	.
APPROVED GOALS	8	9	9	9	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

Note: The Wall Street Journal/College Pulse “Best U.S. Colleges 2024 (public only)” ranking publication replaces the “Top Public Research University” ranking published by the Center for Measuring University Performance (discontinued).

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	93	94	94	94	96	.	.	.	.	.
APPROVED GOALS	.	93	93	93	94	94	94	94	95	.
PROPOSED GOALS	.	.	.	.	.	96	96	96	96	96



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	70	74	73	74	75	.	.	.	.	.
APPROVED GOALS	71	72	72	73	74	74	74	75	75	.
PROPOSED GOALS	.	.	.	.	.	75	75	76	76	77

E. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	8	7	7	7	7	.	.	.	.	.
APPROVED GOALS	8	8	8	8	9	9	10	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	10	11	11

F. Total Research Expenditures (\$M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	329	350	329	356	414	.	.	.	.	.
APPROVED GOALS	310	315	320	325	340	360	380	400	420	.
PROPOSED GOALS	.	.	.	.	.	425	435	450	475	500

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	225	233	215	233	266	.	.	.	.	.
APPROVED GOALS	245	240	245	250	250	255	265	270	275	.
PROPOSED GOALS	.	.	.	.	.	275	285	295	310	325

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	127	128	140	114	116	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

J. Doctoral Degrees Awarded Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	560	554	529	562	626	.	.	.	.	.
APPROVED GOALS	570	540	565	530	605	615	630	610	610	.
PROPOSED GOALS	.	.	.	.	.	615	630	610	610	620

K. Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	242	254	233	229	259	.	.	.	.	.
APPROVED GOALS	235	245	245	225	230	245	260	270	280	.
PROPOSED GOALS	.	.	.	.	.	265	270	280	290	300

L. Endowment Size (\$M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	704	700	898	898	947	.	.	.	.	.
APPROVED GOALS	650	615	725	750	890	915	940	965	990	.
PROPOSED GOALS	.	.	.	.	.	975	1,000	1,025	1,050	1,075

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	258	270	251	273	311	.	.	.	.	.
APPROVED GOALS	245	240	245	250	250	255	265	270	275	.
PROPOSED GOALS	.	.	.	.	.	320	330	340	355	375

Note: This metric has been added to align with changes in section 1001.7065, Florida Statutes from the 2023 legislative session.



KEY PERFORMANCE INDICATORS

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	8	8	8	7	8	.	.	.	.	.
APPROVED GOALS	8	9	9	9	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

Note: The Wall Street Journal/College Pulse “Best U.S. Colleges 2024 (public only)” ranking publication replaces the “Top Public Research University” ranking published by the Center for Measuring University Performance (discontinued).

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	47	46	47	65	72	.	.	.	.	.
APPROVED GOALS	41	48	48	49	72	73	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	73	74	75	76	77

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3.9	3.9	3.8	3.8	3.8	.	.	.	.	.
APPROVED GOALS	4.0	3.9	3.9	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	86	87	85	87	89	.	.	.	.	.
APPROVED GOALS	82	86	86	87	87	88	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	88	88	88	88	88



KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	83	84	83	85	83	.	.	.	.	.
APPROVED GOALS	83	84	84	84	85	85	85	85	86	.
PROPOSED GOALS	.	.	.	.	.	85	85	86	86	87

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	56	56	54	57	59	.	.	.	.	.
APPROVED GOALS	.	.	56	56	57	57	58	58	59	.
PROPOSED GOALS	.	.	.	.	.	58	58	58	59	59

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	66	71	69	70	71	.	.	.	.	.
APPROVED GOALS	.	67	67	68	70	70	70	71	71	.
PROPOSED GOALS	.	.	.	.	.	70	70	71	71	72

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8,640	8,866	8,827	8,730	9,140	.	.	.	.	.
APPROVED GOALS	8,800	8,900	9,000	9,000	9,000	8,500	9,200	8,500	8,300	.
PROPOSED GOALS	.	.	.	.	.	8,500	9,200	8,500	8,300	8,300

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	2,736	3,121	3,207	3,897	4,422	.	.	.	.	.
APPROVED GOALS	3,000	3,000	3,100	3,500	3,600	3,400	3,500	3,600	3,700	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,100	4,200	4,400	4,500



KEY PERFORMANCE INDICATORS (cont.)

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	29	30	30	32	32	.	.	.	.	.
APPROVED GOALS	29	30	31	31	32	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	32	33	33	33	33

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4	5	4	3	3	.	.	.	.	.
APPROVED GOALS	6	6	6	6	6	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	25	26	27	29	32	.	.	.	.	.
APPROVED GOALS	27	26	26	28	29	30	30	31	31	.
PROPOSED GOALS	.	.	.	.	.	32	32	33	33	34

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	43	42	43	41	42	.	.	.	.	.
APPROVED GOALS	44	44	45	46	43	44	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	44	45	46	47	48



KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	95	90	92	87	95	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	95	95	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

LAW

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	85	82	74	75	82	.	.	.	.	.
BENCHMARK	74	71	71	65	70	.	.	.	.	.
APPROVED GOALS	84	84	84	84	84	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	84	84	84	84	84

MEDICINE (2YR)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	95	97	95	94	95	.	.	.	.	.
BENCHMARK	97	97	96	93	92	.	.	.	.	.
APPROVED GOALS	96	96	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97

MEDICINE (4Y-CK)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	97	97	99	99	99	.	.	.	.	.
BENCHMARK	98	98	99	99	98	.	.	.	.	.
APPROVED GOALS	96	96	98	98	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	98	98	98	98	98

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	2	3	3	4	4	4	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	8	7	7	7	7	.	.	.	.	.
APPROVED GOALS	8	8	8	8	9	9	10	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	10	11	11

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	27	22	22	26	.	.	.	.	.
APPROVED GOALS	.	.	.	22	23	25	27	28	29	.
PROPOSED GOALS	26	27	28	29	29

17. Total Research Expenditures (\$M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	329	350	329	356	414	.	.	.	.	.
APPROVED GOALS	310	315	320	325	340	360	380	400	420	.
PROPOSED GOALS	.	.	.	.	.	425	435	450	475	500

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	168	181	164	180	211	.	.	.	.	.
APPROVED GOALS	.	170	170	175	180	185	190	195	200	.
PROPOSED GOALS	.	.	.	.	.	215	220	225	235	250



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	59	35	46	33	37	.	.	.	.	.
APPROVED GOALS	34	34	34	34	34	34	34	34	34	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34	34

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	16	18	23	23	19	.	.	.	.	.
APPROVED GOALS	16	17	17	20	23	25	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	25	27	29	33	37

21. Number of Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3	2	3	2	3	.	.	.	.	.
APPROVED GOALS	4	3	3	3	3	4	4	5	6	.
PROPOSED GOALS	.	.	.	.	.	2	4	5	6	4



ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	32,909	32,463	33,425	32,739	31,885	.	.	.	.	.
APPROVED GOALS	32,500	32,580	32,590	33,320	32,480	32,390	31,800	31,510	31,100	.
PROPOSED GOALS	.	.	.	.	.	32,440	30,950	30,930	30,920	30,820
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	8,705	10,590	11,129	10,870	10,579	.	.	.	.	.
APPROVED GOALS	8,290	9,100	10,600	11,520	11,660	11,790	11,900	12,020	12,200	.
PROPOSED GOALS	.	.	.	.	.	43,200	41,780	41,830	41,890	41,860

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	7,067	5,999	7,608	6,028	5,880	6,100	6,100	6,000	6,000	6,000
FTIC: Returning	17,483	18,188	17,619	18,654	17,987	18,050	16,650	16,720	16,920	16,820
Transfer: FCS w/ AA	4,537	4,522	4,350	4,081	4,148	4,400	4,300	4,300	4,100	4,100
Other Undergraduates	3,514	3,470	3,587	3,740	3,627	3,610	3,620	3,630	3,630	3,630
Post-Baccalaureates	278	284	261	236	243	280	280	280	270	270
Subtotal	32,909	32,463	33,425	32,739	31,885	32,440	30,950	30,930	30,920	30,820
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	4,876	6,627	7,164	7,014	6,769	6,800	6,820	6,840	6,860	6,880
Research Doctoral	2,673	2,775	2,767	2,688	2,621	2,700	2,750	2,800	2,850	2,900
Professional Doctoral	1,156	1,188	1,198	1,168	1,189	1,260	1,260	1,260	1,260	1,260
Subtotal	8,705	10,590	11,129	10,870	10,579	10,760	10,830	10,900	10,970	11,040
TOTAL	41,614	43,053	44,554	43,609	42,464	43,200	41,780	41,830	41,890	41,860

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

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	9	9	11	12	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13	13



ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	27	28	26	27	30	.	.	.	.	.
APPROVED GOALS	26	27	28	29	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	31	31	32	32	32

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	14,630	15,356	14,736	15,455	14,810	14,448	14,760	14,080	14,070	14,070	14,020
UPPER	17,627	17,577	17,847	17,785	17,940	18,244	17,680	16,870	16,860	16,850	16,800
GRAD 1	4,005	4,498	5,561	6,193	5,917	5,769	5,850	5,870	5,880	5,900	5,920
GRAD 2	3,488	3,574	3,572	3,572	3,465	3,404	3,560	3,610	3,650	3,700	3,740
TOTAL	39,750	41,004	41,716	43,006	42,131	41,865	41,850	40,430	40,460	40,520	40,480

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	19	21	91	35	30	33	33	34	34	34	34
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	1	5	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	1	0	0	0	0	0	0	0	0
Classroom (0-49%)	80	78	7	60	69	67	67	66	66	66	66
GRADUATE											
All Distance (100%)	19	23	75	38	36	38	36	35	34	33	30
Primarily Dist. (80-99%)	0	1	0	1	0	1	1	1	1	1	1
Flex	0	0	4	3	1	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	80	76	20	58	62	61	63	64	65	66	69

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours: This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

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



DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



DEFINITIONS (cont.)

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

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

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

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

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

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



DEFINITIONS (cont.)

Key Performance Indicators (KPI)

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

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

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

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

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

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



DEFINITIONS (cont.)

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

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

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

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

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

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



DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

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

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

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

KPI-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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



DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

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

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



STATE UNIVERSITY SYSTEM OF FLORIDA

