2021
ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA

USF BOT Approved, 8/24/2021

Table of Contents

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.

STRATEGY

Mission Statement

Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity, and basic and translational research and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally, and globally.

Statement of Strategy

The University of South Florida is driven by a commitment to excellence in teaching and learning, research and scholarly activity, community engagement, and equity in diversity and inclusion. As the only Preeminent university located in an urban, metropolitan region, USF is dedicated to meeting the needs of our diverse student population through a high-quality and highly relevant curriculum and a steadfast spirit of service to the surrounding community through the development of strategic partnerships and highly relevant applied research. In support of our continued commitment to faculty, research, and student excellence, USF continues to prioritize faculty success through professional development and the recruitment of world-class faculty; the timely graduation of students and movement into high-demand careers; strengthen USF's position as a social and economic engine; conducting high-impact research that improves lives; and addressing real-world local and global challenges. No less significant is USF's on-going commitment to visionary planning and sound fiscal management designed to ensure a strong and sustainable future for the university and the many stakeholders we serve. In support of our strategic path forward, President Currall launched a Strategic Renewal process in fall 2019. Strategic Renewal, distinct from a new strategic planning initiative, builds upon USF's strategic foundation to further refine the university's identity, competitive differentiators, and opportunities. The Strategic Renewal process is expected to be complete in June of 2021 and presented to the Board of Governors for review in the fall of 2021. The process will build upon existing strategic work through consolidation, current accountability plans, the Board of Governors' (BOG) 2025 Strategic Plan, the guidance of the USF Board of Trustees, and USF's Strategic Performance Management Framework, which details the work required to achieve USF's vision of maintaining Preeminence, meeting Performance-Based Funding metrics, pursuing our aspirations of becoming a U.S. News and World Report Top 25 public research university and becoming eligible for membership in the prestigious Association of American Universities (AAU).

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Maximizing core strengths in student, faculty, and research success USF is proud of its reputation as an institution where opportunity and excellence converge, Evidenced by our first-place achievements in Performance-Based Funding in 2020. Home to world-class faculty and researchers, USF is laser-focused on providing access to a high-quality education, experiential learning, and robust academic and wellness support to meet students' evolving needs and ensure they graduate on time, with minimal debt, and are able to move on to successful careers. USF continues to make gains in student success outcomes including FTIC retention rates, four-year and six-year graduation rates, and lowering the student-faculty ratio. As a global and national leader in research and student success, USF continues to achieve top 50 placements among public universities by *U.S. News and World Report*, *Times Higher Education*, and the *Academic Ranking of World Universities (ARWU).* When the world began to see a rise in COVID-19 cases, USF made a rapid transition to remote learning and converted over 5,000 classes across three campuses over the week of spring break. As the pandemic impacted "normal" operations, USF leveraged strengths in agility and adaptability to provide students with the support and tools needed to maintain academic progress. Students in need of technology had access to university laptops and sponsored internet services. Beyond educational resources, students continued to utilize mental health counseling and wellness resources virtually. USF launched the United Support Fund to respond to urgent student needs like food and rent assistance. Consistent with our commitment to transparency and fiscal responsibility, USF recently reviewed expenditures related to the HERD survey, resulting in a refinement of the university's reporting methodology. Under this new methodology, USF elected to exclude research expenditures from certain organizational units, funds, and projects that were included in prior years' HERD surveys. This multi-year improvement of our accounting methodology reflects our commitment to accountability best practices.

Three Key Initiatives & Investments

USF continues to provide opportunities for students, respond to community needs, support impactful and timely research conducted by world-class faculty while contributing to the local, regional, and state economy. Initiatives include: 1) Leveraging USF's unique position as a university located in an urban, metropolitan region to grow strategic partnerships that contribute to the local, regional, and national knowledge economy, 2) Facilitate SACSCOC accreditation requirements as a consolidated university while maximizing the unique value of multi-campus university for students, faculty, and surrounding communities, and 3) Grow student success graduation and career initiatives while strengthening our research profile to advance USF's eligibility to the AAU and pursuit of top 25 in USNWR. Examples of investments to support the above initiatives include; COVID-19 Rapid Response Research Grants providing more than $1M in funding for clinical trials, production of face shields, 3D-printed nasal swabs, and innovative solutions to stop community spread. The implementation of this program is one of many that aligns with our vision to enhance faculty success and research impact at the university and strengthens engagement between the university and the greater Tampa Bay area. USF and Tampa General Hospital signed an "Enhanced Affiliation Agreement" to integrate clinical programs to position the Tampa Bay region as a prominent destination for quality health care, medical research and education. Meanwhile, USF continues to address opportunities identified in the Tampa Bay Partnership's regional competitiveness report. Other key partners include Jabil, Moffitt Cancer Center, MacDill Air Force Base, and the Tampa Innovation District. During the pandemic, USF redoubled its efforts to provide student support services, including use of data analytics and early intervention initiatives to identify and effectively address student academic and well-being challenges, including the Excellence in Academic Advising and Finish in Four initiatives designed to propel student success, retention, persistence, and degree completion.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

The Graduation Rate Improvement plan implemented by the USF System in 2018 built on and enhanced comprehensive, systemwide initiatives then underway, including, but not limited to 1) predictive analytics, 2) care management (formerly called case management), 3) course scheduling, and 4) the Finish in Four program. USF has made substantial progress in each one of these areas.

1). Predictive Analytics: All three USF campuses utilize predictive analytics to promote student success. Signals from the Civitas Learning platform are incorporated into the Archivum Insights platform, which is used by the extended "Care Team" to monitor student performance. Academic Advocates, who regularly track student cohorts, can use the platform to identify struggling students. In addition, we have added to or enhanced predictive models built internally, including a First Year Retention model, a first semester GPA predictor, and a four-year graduation predictor. Most recently, we developed a predictive model for transfer student success, which will assist our efforts to support timely degree completion for transfer students.

2). Care Management: In January 2016 USF established a cross-functional Persistence Committees to elevate student performance, particularly on first year retention and four-year graduation rates. As this team pursued its university-wide mandate, the members developed a "case management" approach to student success, utilizing analytical insights to "triage" student cases and provide students with timely support. To facilitate this approach, Student Success partnered with Information Technology to develop a communications platform, Archivum Insights, to allow for appointment scheduling, referrals, and information sharing. In the fall of 2020 and early 2021 Student Success organized three workshops to reinforce the values, objectives, and practices of an enhanced case management approach that we now refer to as "Care Management." As a result of these workshops, additional support personnel were incorporated into the care management network.

3) Course Scheduling. Enrollment planners and college schedulers continue the Ad Astra platform to assist in developing course schedules that optimize seats and facilitate timely degree completion. Through training sessions and regular meetings, we promoted the concept and practice of scheduling courses that serve students' needs and demands first. We also launched curricular "audits" of all degree programs to identify bottlenecks and other obstacles built into the curriculum that delay a students' path to a degree.

4) Finish in Four. To encourage students to graduate in four years, the university awarded $245,098 to 140 students in the summer 2020 to allow them to enroll in and complete the credit hours required for them to graduate in four years. In 2017, USF developed the Green to Gold Grant program to offer additional financial incentives to Florida resident summer/fall FTIC admits who have a zero expected family contribution. This grant, in combination with the Federal Pell Grant, covers tuition, fees and books. To date, we have paid 726 students $1,381,083 for 2020-21.

6

STRATEGY (cont.)

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

Student
1. USF's fall 2020 Freshman academic profile posted an average SAT score of 1312 and a high school GPA of 4.18, which exceeds the Florida Board of Governors Preeminence benchmarks.
2. The USF Morsani College of Medicine MD program continues to grow in reputation and attract high achieving world class applicants making the 2023 class on of the most competitive in the college's history. With more than 5,500 applications for 200 slots and an average GPA of 3.76 and MCAT score of 515, placing Morsani in the 93rd percentile nationally.
3. Students at the USF St. Petersburg campus launched 'St. Pete Friends', a program to prevent loneliness among senior citizens experiencing isolation from COVID-19 during the early stages of the pandemic. Sarasota-Manatee campus student Jessica Pérez Maqueda delivered 1,000 medical masks to Manatee Memorial Hospital.

Faculty
1. The Chronicle of Higher Education ranked USF #1 in the nation for Top Producer of Fulbright Scholars, with nine faculty scholars for the 2019-2020 academic year.
2. In response to the increased need for COVID-19 testing, USF faculty; Formlabs, a leading 3D printing company; Northwell Health, New York's largest health care provider; and Tampa General Hospital successfully designed, tested, and produced a 3D printed nasal swab to address shortages.
3. Faculty in the College of Education on the USF St. Petersburg campus received a $10 million grant from the Florida Department of Education to help school districts statewide address various issues, including substance use and abuse, suicide prevention, and mental health awareness.

Program
1. The Muma College of Business launched a free Post-Crisis Leadership certificate program that offered faculty and business leaders expert guidance on thriving in a post-COVID-19 economy.
2. The new USF Health College of Nursing Accelerated Second Bachelor of Science in Nursing (BSN) degree program launched on the Sarasota-Manatee campus with a cohort of 30 students. Students in the 16-month program will graduate in May 2021, fully prepared to help meet the region's healthcare needs.
3. The Princeton Review recognized the Kate Tiedemann School of Business and Finance for offering one of the top 25 online MBA programs for 2020. The degree was ranked 24th out of more than 110 that were reviewed nationally.

Institution
1. USF recognized as a national leader—No. 1 in Florida and No. 5 in the U.S.—for reducing inequalities, according to new rankings published by the Times Higher Education (THE).
2. USF College of Engineering's Institute of Applied Engineering was awarded an $85 million five-year contract with U.S. Special Operations Command (USSOCOM), headquartered at MacDill Air Force Base in Tampa.
3. Marking its highest placement in the ranking to date, USF's No. 30 position among public U.S. universities in *THE World University Ranking* places the university in the company of top U.S. universities. Of the 29 universities ranked higher than USF, 27 are public AAU institutions. The rise in rankings reflects the University of South Florida's lasting commitment to research and academic excellence.
4. DARE Dashboard: Building on USF's national success related to diversity and inclusion, the university has begun to leverage our momentum and data-driven approach to become a national model of institutional transformation utilizing Diversity, Anti-Racism & Equity (DARE) Dashboards to monitor progress and identify areas for action.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

As we continue to realize the far-reaching impacts of the global pandemic, and while the current trajectory of economic recovery is promising, the recent uncertainties in economic stability and student unpredictability are reasons the university has made strategic adjustments to select performance-based funding goals that we anticipate to be most impacted in the coming years. While we are proud that we have been able to navigate the uncertainties since the onset of the COVID-19 pandemic, our steadfast commitment to our student's academic continuity and success remains our core focus. With a demonstrated track record of student success and proven effective interventions and tools outlined in our graduation improvement plan the university remains responsive, adaptable, and nimble as we address current and future challenges.

USF Performance-Based Goal Adjustment rationale is as follows:

- One positive trend is the reduction in the average cost to the student. Eligibility for Pell Grant and Florida Bright Futures funds in the summer significantly increased the grant and scholarship dollars received by our students. Also, there has been a reduction in hours to degree, another factor in the calculation that decreases cost. Proposed goals remain conservative and may increase back to 2017-18 or 2018-19 rates if there are reductions in eligibility for state financial aid programs currently being considered by the Florida legislature (PBF Metric 3).

- USF experienced a loss of around 200 students in the 2020 cohort; thus, the goals for the Academic Progress Rate will remain conservative as we diligently work to close the gap between APR and Retention rates with enhanced student services and experiences (PBF Metric 5).

- As a result of the lower retention rates referenced above, USF expects the 4-year graduation rate for all cohorts to be impacted. While the 4-year graduation rate trajectory is likely to decrease in the immediate future, we anticipate that trends will stabilize in subsequent years (PBF Metric 4).

- Understanding that Pell eligibility is based on a family's income from two years prior, the university anticipates a declining rate in the percent of undergraduates with a Pell grant in the immediate future. However, in fall 2022 and 2023, the rates will likely increase as the financial impacts of COVID, and possible reductions and/or loss of family income are realized in calendar years 2020 and 2021. Presuming the economy improves in 2022, we may see a reduction starting in fall 2024. Given the instability of future performance on this metric, we propose holding the goals steady (PBF Metric 7).

- As a result of COVID related budgetary constraints, limited funding, difficulty in obtaining an F1 visa, and shifting sentiments of ROI on pursuing graduate degrees in AY 2021-22, we expect to see a slight decline. Nor do we project significant increases in the subsequent years (PBF Metric 8).

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.6	70.0	70.4	71.6	71.8	.	.	.	.	.
APPROVED GOALS	66.8	70.5	70.5	71.4	72.8	73.1	74.0	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	73.1	74.0	74.5	75.0	75.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	38,000	37,300	38,000	39,400	40,800	.	.	.	.	.
APPROVED GOALS	36,300	38,600	39,100	38,768	40,375	40,980	41,544	42,000	42,500	.
PROPOSED GOALS	.	.	.	.	.	41,000	41,600	42,000	42,500	42,500

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	13,280	12,040	7,130	4,330	1,810	.	.	.	.	.
APPROVED GOALS	.	13,000	12,900	7,110	7,110	7,110	7,110	7,110	7,110	.
PROPOSED GOALS	.	.	.	.	.	1,800	2,000	2,500	2,500	2,500

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	52.0	57.4	58.6	59.4	60.9	.	.	.	.	.
APPROVED GOALS	50.4	53.0	57.6	59.2	61.8	64.1	64.5	65.0	65.5	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	64	65

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	86.1	86.2	86.6	87.7	89.9	.	.	.	.	.
APPROVED GOALS	85.6	87.5	87.4	89.0	90.3	90.8	91.4	91.5	91.6	.
PROPOSED GOALS	.	.	.	.	.	88	90	91	92	92

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	59.0	61.4	61.5	62.8	63.5	.	.	.	.	.
APPROVED GOALS	54.8	59.2	61.7	62.2	63.5	64.5	65.4	65.5	65.6	.
PROPOSED GOALS	.	.	.	.	.	65	65	66	66	66

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	41.2	40.0	41.7	40.0	38.0	.	.	.	.	.
APPROVED GOALS	40.0	41.0	40.5	42.2	42.2	42.2	42.2	42.2	42.2	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	74.6	74.8	73.3	72.2	71.4	.	.	.	.	.
APPROVED GOALS	74.0	74.1	75.2	73.6	73.8	73.8	73.8	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	73.8	73.8	74.5	75.0	75.0

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	39.8	40.6	42.8	41.4	47.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	43	44	45	47	50

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	66.5	68.5	70.0	70.7	71.5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	73	74	75	76	77

10. BOT Choice: Six-Year Graduation Rate [Full- & Part-time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	66.4	68.8	71.2	73.2	73.1	.	.	.	.	.
APPROVED GOALS	66.7	70.0	69.0	71.3	74.0	74.5	75.0	75.5	76.0	.
PROPOSED GOALS	.	.	.	.	.	74.5	75.0	75.5	76.0	77.0

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

Note: Per Florida Statutes 1004.335, reporting for Preeminent metrics A, B and E through L will reflect USF (all campuses). Preeminent metrics C and D are for Tampa campus only. Effective the 2023 Accountability Plan, all Preeminent metrics will reflect USF (all campuses).

A. (1). Average GPA [USF – all campuses]

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	4.0	4.1	4.1	4.1	4.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2	4.2

A. (2). Average SAT Score [USF – all campuses]

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	1226	1280	1296	1287	1311	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1290	1290	1313	1316	1319

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]
[USF – all campuses]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	4	4	4	6	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	7	7

C. Freshman Retention Rate [USF Tampa campus only, full-time FTIC students]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	90	90	91	91	92	.	.	.	.	.
APPROVED GOALS	90	91	91	91	92	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	90	91	92	93	93

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

Note: Per Florida Statutes 1004.335, reporting for Preeminent metrics A, B and E through L will reflect USF (all campuses). Preeminent metrics C and D are for Tampa campus only. Effective the 2023 Accountability Plan, all Preeminent metrics will reflect USF (all campuses).

D. Four-year Graduation Rate [USF Tampa campus only, full-time FTIC students]

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	55	60	61	62	63	.	.	.	.	.
APPROVED GOALS	50	56	60	62	64	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	64	65

E. National Academy Memberships [USF – all campuses]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	11	13	14	15	15	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	15	16	16	16	16

F. Science & Engineering Research Expenditures ($M) [USF – all campuses]

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	305	325	334	331	290	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	290	296	302	308	314

*An asterisk is shown where a methodological adjustment has been made to ensure conformity with the National Science Foundation's HERD survey.

G. Non-Medical Science & Engineering Research Expenditures ($M) [USF – all campuses]

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	207	264	250	248	218	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	218	222	227	231	236

*An asterisk is shown where a methodological adjustment has been made to ensure conformity with the National Science Foundation's HERD survey.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

Note: Per Florida Statutes 1004.335, reporting for Preeminent metrics A, B and E through L will reflect USF (all campuses). Preeminent metrics C and D are for Tampa campus only. Effective the 2023 Accountability Plan, <u>all</u> Preeminent metrics will reflect USF (all campuses).

H. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [USF – all campuses]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8

I. Utility Patents Awarded [over three calendar years] [USF – all campuses]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	314	324	335	338	348	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	352	354	354	355	356

J. Doctoral Degrees Awarded Annually [USF – all campuses]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	704	721	701	752	772	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	725	730	730	730	730

K. Number of Post-Doctoral Appointees [USF – all campuses]

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	277	267	276	307	297	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	292	288	290	292	294

L. Endowment Size ($M) [USF – all campuses]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	395	442	480	514	532	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	560	585	615	640	665

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	4	4	4	6	6	.	.	.	.	.
APPROVED GOALS	5	5	5	5	6	6	6	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	7	7

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	33	34	32	33	32	.	.	.	.	.
APPROVED GOALS	30	33	34	34.5	35	36	37	38	39	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	39	39

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.3	4.2	4.0	4.0	4.0	.	.	.	.	.
APPROVED GOALS	4.5	4.3	4.2	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	76	78	81	85	86	.	.	.	.	.
APPROVED GOALS	68	78	79	82	85	85	85	86	86	.
PROPOSED GOALS	.	.	.	.	.	86	86	86	87	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]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	66	69	71	73	73	.	.	.	.	.
APPROVED GOALS	66.7	70	69	71.3	74	74.5	75	75.5	76	.
PROPOSED GOALS	.	.	.	.	.	74	75	76	76	77

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	56	59	59	61	63	.	.	.	.	.
APPROVED GOALS	.	.	.	.	61	61.2	61.7	62.2	62.7	.
PROPOSED GOALS	.	.	.	.	.	62	62	63	63	64

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	50	54	55	57	61	.	.	.	.	.
APPROVED GOALS	.	.	.	.	57.3	59.6	60	60.5	61	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	64	65

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	9,222	9,503	9,678	10,007	10,239	.	.	.	.	.
APPROVED GOALS	9,081	9,255	9,513	9,765	9,845	10,011	10,128	10,246	10,312	.
PROPOSED GOALS	.	.	.	.	.	10,011	10,128	10,246	10,312	10,415

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	3,918	4,208	4,169	4,299	4,211	.	.	.	.	.
APPROVED GOALS	3,877	3,973	4,233	4,161	4,239	4,267	4,286	4,315	4,334	.
PROPOSED GOALS	.	.	.	.	.	4,211	4,211	4,211	4,334	4,450

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	31	32	30	33	33	.	.	.	.	.
APPROVED GOALS	30	31	32	32.4	33	33.5	34	34.5	35	.
PROPOSED GOALS	.	.	.	.	.	34	34	35	35	36

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	22	22	20	19	17	.	.	.	.	.
APPROVED GOALS	23	22	20	20.5	19	19	19	19	19	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	28	29	32	32	34	.	.	.	.	.
APPROVED GOALS	28	28	30	32.6	34	35	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	87	38	38	38	38

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	42	44	45	46	46	.	.	.	.	.
APPROVED GOALS	41	42	44	46	48.7	49.8	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	49	50	50

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	60	62	60	61	60	.	.	.	.	.
APPROVED GOALS	60	61	63	61	62	63	63	63	63	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	61	62

KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	94	93	94	94	96	95	95	95	95	96
US Average	*88*	*90*	*92*	*91*	*90*	.	.	.	.	.
MEDICINE (2YR)	94	92	98	99	99	99	99	99	99	99
US Average	*96*	*96*	*96*	*97*	*97*	.	.	.	.	.
PHARMACY	91	86	83	90	88	90	90	91	91	91
US Average	*86*	*88*	*89*	*88*	*88*	.	.	.	.	.

CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	99	95	98	96	99	98	98	98	98	98
US Average	*96*	*96*	*97*	*98*	*98*	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
PHYSICAL THERAPY	94	95	94	93	90	93	93	93	93	93
US Average	*92*	*92*	*92*	*92*	*91*	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	4	2	4	4	4	5	5	5	5	5
TOTAL	5	5	5	5	5	5	5	5	5	5

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

16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	11	13	14	15	15	.	.	.	.	.
APPROVED GOALS	9	10	13	14	15	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	15	16	16	16	16

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	8	13	13	10	15	.	.	.	.	.
APPROVED GOALS	7	8	9	12	12	12	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	12	10	10	13	13

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	365	384	396	405	354	.	.	.	.	.
APPROVED GOALS	.	.	.	.	407	409	411	413	415	.
PROPOSED GOALS	.	.	.	.	.	354	361	368	376	383

*An asterisk is shown where a methodological adjustment has been made to ensure conformity with the National Science Foundation's HERD survey. This new methodology excludes approximately $44M in expenditures that were previously included.

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	200	218	221	220	198	.	.	.	.	.
APPROVED GOALS	.	.	.	.	221	222	223	224	226	.
PROPOSED GOALS	.	.	.	.	.	198	202	206	210	214

*An asterisk is shown where a methodological adjustment has been made to ensure conformity with the National Science Foundation's HERD survey.

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

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	114	120	101	117	130	.	.	.	.	.
APPROVED GOALS	.	69	121	102	119	120	121	122	123	.
PROPOSED GOALS	.	.	.	.	.	120	121	122	123	124

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	119	133	122	127	98	.	.	.	.	.
APPROVED GOALS	.	120	121	123	91	92	93	94	95	.
PROPOSED GOALS	.	.	.	.	.	102	95	96	97	98

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	11	9	10	10	6	.	.	.	.	.
APPROVED GOALS	.	8	9	10	6	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	11	11	11	12	12

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

1. Maintain the Normalized Citation Impact above 1.5

	2009/13-2011/15	2010/14-2012/16	2011/15-2013/17	2012/16-2014/18	2013/17-2015/19	2014/18-2016/20	2015/19-2017/21	2016/20-2018/22	2017/21-2019/23	2017/21-2019/23
ACTUAL	1.58	1.6	1.61	1.59	1.51	.	.	.	.	.
APPROVED GOALS	.	.	.	.	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5	.
PROPOSED GOALS	.	.	.	.	.	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5	Maintain above 1.5

2. Percentage of undergraduate classes with fewer than 20 students.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
ACTUAL	31	30	44	43	59	.	.	.	.	.
APPROVED GOALS	.	.	.	.	44	46	48	50	52	.
PROPOSED GOALS	.	.	.	.	.	46	48	50	52	52

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	36,373	36,955	37,235	37,284	37,010	.	.	.	.	.
APPROVED GOALS	.	36,992	36,850	37,323	37,289	37,289	37,286	37,285	37,284	.
PROPOSED GOALS	.	.	.	.	.	37,293	38,071	38,431	38,693	38,798

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	10,983	11,569	11,438	11,389	11,428	.	.	.	.	.
APPROVED GOALS	.	11,094	11,657	11,497	11,411	11,495	11,584	11,638	11,669	.
PROPOSED GOALS	.	.	.	.	.	11,531	11,714	11,894	12,073	12,251

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	4,802	4,943	5,111	5,539	5,737	6,300	6,300	6,300	6,300	6,300
FTIC: Returning	13,221	13,246	13,464	13,634	14,270	14,250	14,885	15,179	15,391	15,458
Transfer: FCS w/ AA	9,245	9,416	9,501	9,271	9,015	8,898	9,021	9,067	9,097	9,115
Transfer: Other	8,107	8,364	8,258	7,864	7,060	6,910	6,920	6,930	6,940	6,950
Post-Baccalaureates	998	986	901	976	928	935	945	955	965	975
Subtotal	**36,373**	**36,955**	**37,235**	**37,284**	**37,010**	**37,293**	**38,071**	**38,431**	**38,693**	**38,798**

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	7,302	7,690	7,489	7,463	7,513	7,550	7,675	7,800	7,925	8,050
Research Doctoral	2,333	2,443	2,461	2,417	2,335	2,400	2,450	2,500	2,550	2,600
Professional Doctoral	1,348	1,436	1,488	1,509	1,580	1,581	1,589	1,594	1,598	1,601
Subtotal	**10,983**	**11,569**	**11,438**	**11,389**	**11,428**	**11,531**	**11,714**	**11,894**	**12,073**	**12,251**
TOTAL	**47,356**	**48,524**	**48,673**	**48,673**	**48,438**	**48,824**	**49,785**	**50,325**	**50,766**	**51,049**

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.

ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	21	21	20	20	21	.	.	.	.	.
APPROVED GOALS	.	.	.	20	21	22	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	22	24	24	24	25

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	13,795	14,057	14,041	13,971	13,831	13,398	13,796	14,068	14,220	14,345
UPPER	20,423	20,158	20,796	21,021	21,475	21,707	21,420	21,842	22,079	22,272
GRAD 1	6,553	6,482	6,534	6,404	6,298	6,360	6,282	6,406	6,475	6,532
GRAD 2	2,134	2,236	2,385	2,452	2,449	2,449	2,443	2,491	2,518	2,540
TOTAL	**42,905**	**42,932**	**43,756**	**43,849**	**44,053**	**43,914**	**43,942**	**44,807**	**45,293**	**45,689**

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	26	27	30	31	32	83	35	32	32	32
Primarily Dist. (80-99%)	2	2	2	2	2	4	3	2	2	2
Hybrid (50-79%)	1	1	1	1	1	7	9	5	5	5
Classroom (0-49%)	72	70	67	67	66	6	53	61	61	61
GRADUATE										
All Distance (100%)	23	26	27	28	28	57	30	32	33	33
Primarily Dist. (80-99%)	2	1	2	3	4	4	4	3	3	3
Hybrid (50-79%)	1	1	2	2	2	14	4	3	2	2
Classroom (0-49%)	75	72	68	67	66	26	62	62	62	62

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

The SUS Council of Academic Vice Presidents 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 2020 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
None						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Design	50.0499	None	None	20%	70	Fall 2022
Management Science	52.1301	STEM	FIU, UF	100%	50	Spring 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Personal Financial Planning	52.0804	GAP	None	20%	0	Spring 2023
DOCTORAL PROGRAMS						
Pharmacy (Ph.D.)	51.2099	Health	FAMU	0%	20	TBD

DEFINITIONS
Performance Based Funding (PBF)

PBF-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 all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. 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. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*
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.

PBF-9a: 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. Full-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 were not excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]: This metric is based on the percentage of 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 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. 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. 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: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey 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: 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).

PBF-10.UF: 6-Year Graduation Rates (full-time only): 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. Only full-time students are included in this calculation. FTIC also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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 a degree-seeking student 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) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher 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).

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, 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 the Center for Measuring University Performance.

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 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).

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 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.

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 8 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)". 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. 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.

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 most recent rankings. Sources: 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.

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.

DEFINITIONS (cont.)

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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-& 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).

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 a degree-seeking student 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. 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 excluded. 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).

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 HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: 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 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: Licensure & Certification Exam 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. 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.

KPI-16: 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.

DEFINITIONS (cont.)

KPI-17: 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, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-18: 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-19: Research 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: 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: 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-22: 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.

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).

DEFINITIONS (cont.)

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). Source: State University Database System (SUDS).