2022

ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA

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Table of Contents

INTRODUCTION **3**

STRATEGY **4**

Mission Statement 4
Statement of Strategy 4
Strengths, Opportunities & Challenges 5
Three Key Initiatives & Investments 5
Graduation Rate Improvement Plan Update 6
Key Achievements for Last Year 7
Performance-Based Funding Goal Adjustments 8

PERFORMANCE-BASED FUNDING METRICS **9**

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS **10**

KEY PERFORMANCE INDICATORS **12**

Teaching & Learning 14
Scholarship, Research & Innovation Metrics 18
Institution Specific Goals 20

ENROLLMENT PLANNING **201**

ACADEMIC PROGRAM COORDINATION **223**

DEFINITIONS **23**

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, 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 (USF) has emerged as the nation's fastest-rising university over the past decade, a reflection of our unwavering pursuit of excellence for the betterment of our students, research, and the communities we serve. As a research university situated in the heart of a growing metropolis and propelled by the consolidation of our three campuses in Tampa, St. Petersburg, and Sarasota-Manatee, and our academic assets, USF is uniquely poised to strengthen the Tampa Bay region as a catalyst for regional economic and social growth while maintaining robust national and international impact.

USF's new Strategic Plan, In Pursuit of Excellence, aligns with the Board of Governors' (BOG) 2025 Strategic plan and positions USF as a powerful engine of prosperity for the future by maintaining Preeminence, meeting Performance-Based Funding metrics, becoming a Top-25 public research institution, and reaching eligibility for membership in the Association of American Universities.

In support of our continued commitment to student success, USF continues to prioritize access, success, and social mobility for our diverse and talented student body, fueling a pipeline of world-class talent for Florida's employers and beyond. Student success is further enhanced through our ongoing dedication to faculty excellence in research and innovation to address consequential global problems and Florida's most significant challenges. As a destination of choice and a collaborative community of talented faculty, staff, and students – USF is committed to access and growth in a dynamic workplace and learning environment, promoting lifelong learning and strengthening Florida's goal of being a Top-10 global economy.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

USF is dedicated to meeting the needs of our diverse student population through a high-quality and highly relevant curriculum maximizing core strengths in student, faculty, and research success. USF's focus on student success has resulted in the largest, most academically accomplished, and diverse FTIC cohort in USF history. USF maintains a steadfast spirit of service to local and global communities through the development of strategic partnerships and highly relevant applied research resulting in top 50 placements among public universities in the *U.S. News & World Report National University Rankings, Times Higher Education World University Rankings, and Academic Ranking of World Universities.* At USF, we are always mindful of our responsibility to educate our future workforce, support career progression throughout a lifetime, and leverage our unique proximity to strategic partners and industries. The fall semester marked the beginning of multiple leadership transitions for USF, but through the leadership of Interim President Law and the University Board of Trustees, USF maintains its strategic trajectory of success through educating leaders in a diverse, inclusive environment and developing knowledge and practice to address critical challenges including a free exchange of ideas through vigorous debate, civil discourse, and the necessity of both presenting and challenging opposing viewpoints in a thoughtful, respectful and tolerant manner, which serves as the very bedrock of a great university and a strong democracy. In alignment with the Board of Governors Statement of Free Expression and a commitment to civil discourse as endorsed by the USF Board of Trustees, USF is dedicated to presenting and encouraging a balanced diversity of opinions in classrooms and scholarly work while, at the same time, promoting critical thinking in preparing our students to succeed as thoughtful, civic-minded leaders.

Three Key Initiatives & Investments

USF is moving into a bold and exciting future guided by our goals and vision, and an ambitious new strategic plan. It will help us maximize our impact and position USF as a powerful engine of prosperity for the future and support the state of Florida's goal of becoming a Top 10 global economy by 2030 by 1) prioritizing lifelong learning and access for success, 2) supporting research productivity, and 3) the launch of a center of Excellence in Environmental and Oceanographic Sciences (EOS) at the USF St. Petersburg campus. Examples of investments to support the above initiatives include a new mentoring program to improve male student outcomes, the Advancing Latino Access and Success (ALAS) task force in collaboration with leaders from USF and the Tampa Bay area and expanding the dual enrollment program at the USF Sarasota-Manatee campus supporting increased achievement and educational affordability for students in the region. USF's 'culture of care' ensures students access academic and co-curricular programs leading to success in the classroom and beyond. USF students don't see problems, they see opportunities for growth and creative thinking and graduate ready to navigate the competitive job market. The implementation of a holistic Faculty Success Initiative supports faculty excellence and achievement across the areas of teaching, research, and general professional development. USF researchers will soon have access to a new building in the USF Research Park that will bring together world-class researchers, inventors, and entrepreneurs eager to collaborate with a highly trained, high-tech workforce. Working with university, community, and state stakeholders to help support EOS that will solidify the state of Florida as a leader of the blue-green economy and will be home to the Florida Flood Hub for Applied Research and Innovation

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 have utilized predictive analytics to promote student success, but the experience we have gained are leading us toward the development and application of new data tools. Academic Advocates, who regularly track student cohorts, have built a dashboard that pulls multiple signals of student behavior and performance to identify struggling students. In the next academic year, we will no longer engaged the services of an external platform to gather student signals. Instead, 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. We will continue to expand and enhance this approach by integrating other teams and personnel, possibly instructors, into what we now refer to as our “Care Management” system.

3) Course Scheduling: Enrollment planners and college schedulers continue to plan course schedules that optimize seats and facilitate timely degree completion. We have also extended our efforts to apply curricular analytics of degree programs so that we can identify class bottlenecks and simplify degree paths so that we might accelerate a students’ path to a degree.

4) Finish in Four: 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 653 students $1,229,423 for 2021-22.

STRATEGY (cont.)

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

Students

1. The class of 2025 features the largest, most academically accomplished, and diverse cohort in USF history, including 62 National Merit Scholars with five scholars calling the USF St. Petersburg campus their home.
2. As part of their biomedical engineering degree senior design project, USF students invented a medical device to address ventilator shortages; this project has won several prestigious national awards and is pending patent approval.
3. The new Student Consulting class at the Sarasota-Manatee campus connected students with local companies and nonprofits to assist on projects and offer in-depth analysis and recommendations providing hands-on experience for students and new opportunities with local employers.
4. The School of Hospitality and Tourism Management hosted at the Sarasota-Manatee campus had more than 5,700 worldwide participate in their certificate program to help hotels, restaurants, and other hospitality businesses navigate the COVID-19 pandemic.

Faculty

1. USF faculty are distinguished for their election as Fellows of the American Association for the Advancement of Science (AAAS), with 8 Fellows named in 2020 (placing USF among organizations worldwide with the highest numbers of Fellows elected annually), bringing USF's total AAAS Fellows to 82.
2. A USF team, in collaboration with local partners, was awarded an NSF grant for linking the Green Economy to the Blue Economy at the coast; in the Tampa Bay region, one in five jobs depends on a healthy bay.
3. J. Michael Francis, the Hough Family Endowed Chair of Florida Studies at USF's St. Petersburg campus, was honored by King Felipe VI of Spain for his work uncovering the early Spanish roots of Florida's history. Dr. Francis was presented with the Officer's Cross of the Order of Isabella the Catholic.

Program

1. The USF Health College of Nursing Accelerated Second Degree program at the Sarasota-Manatee campus has more than doubled its students to address the critical need for highly skilled nurses, locally and nationally.
2. The Muma College of Business and the Office of Supplier Diversity partnered with Skanska to develop a mentoring program for small and diverse businesses in the Tampa Bay area.
3. The School of Hospitality and Tourism Management, hosted on the Sarasota-Manatee campus, announced a new partnership with McKibbon Hospitality to create training labs within some of the world's largest hotel brands.
4. The USF St. Petersburg campus welcomed its first cohort of Call Me MiSTER students, a national program that recruits men of color to get their undergraduate degree and teacher certification or a Master of Arts degree in Teaching. The program is conducted in partnership with Pinellas County Schools.

Institutional

1. USF IT won the Gartner 2021 Eye on Innovation Award for Higher Education for innovation in covid-19 response technology.
2. USF generates $6.02 billion in economic impact contributing to the vitality and vibrancy of our region and state.
3. USF joins competitive military network to address cybersecurity risks
4. USF launched its Trafficking in Persons (TIP) Risk to Resilience Research Lab. It is one of the first research centers dedicated to studying the myriad impacts of sexual exploitation of children in Florida and housed on the USF St. Petersburg campus.

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 being 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 will continue to be monitored as eligibility for state financial aid programs are considered by the Florida legislature (PBF Metric 3).

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

- Understanding that Pell eligibility is based on a family's income from two years prior, the university is closely monitoring the rate in the percent of undergraduates with a Pell grant in the immediate future. It is anticipated that 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. Given the instability of future performance on this metric, we propose holding the goals steady (PBF Metric 7).

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	66.0	66.5	65.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	68	71	74	77	80

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	37,300	38,000	39,400	40,800	41,300	.	.	.	.	.
APPROVED GOALS	38,600	39,100	38,768	40,375	41,000	41,600	42,000	42,500	42,500	.
PROPOSED GOALS	.	.	.	.	.	41,600	42,200	42,800	43,400	44,000

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	12,040	7,130	4,330	1,810	-620	.	.	.	.	.
APPROVED GOALS	13,000	12,900	7,110	7,110	1,800	2,000	2,500	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	2,000	2,500	2,500	2,500	2,500

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	57.4	58.6	59.4	60.9	62.5	.	.	.	.	.
APPROVED GOALS	53.0	57.6	59.2	61.8	61.0	62	63	64	65	.
PROPOSED GOALS	.	.	.	.	.`	63	63	64	65	66

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	86.2	86.6	87.7	89.9	86.4	.	.	.	.	.
APPROVED GOALS	87.5	87.4	89.0	90.3	88.0	90	91	92	92	.
PROPOSED GOALS	.	.	.	.	.	90	91	92	92	92

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	61.4	61.5	62.8	63.5	68.1	.	.	.	.	.
APPROVED GOALS	59.2	61.7	62.2	63.5	65.0	65	66	66	66	.
PROPOSED GOALS	.	.	.	.	.	65	66	66	66	66

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	40.0	41.7	40.0	38.0	35.4	.	.	.	.	.
APPROVED GOALS	41.0	40.5	42.2	42.2	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	74.8	73.3	72.2	71.4	70.4	.	.	.	.	.
APPROVED GOALS	74.1	75.2	73.6	73.8	73.8	73.8	74.5	75	75	.
PROPOSED GOALS	.	.	.	.	.	74	75	75	75	75

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

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	40.6	42.8	41.4	47.7	51.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	43	44	45	47	50	.
PROPOSED GOALS	.	.	.	.	.	51	51	51	51	51

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	68.5	70.0	70.7	71.5	72.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	73.0	74	75	76	77	.
PROPOSED GOALS	.	.	.	.	.	74	75	76	77	78

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	68.8	71.2	73.2	73.1	74.3	.	.	.	.	.
APPROVED GOALS	70.0	69.0	71.3	74.0	74.5	75	75.5	76	77	.
PROPOSED GOALS	.	.	.	.	.	75	76	76	77	78

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 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	4.1	4.1	4.1	4.2	4.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	4.2	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2	4.2

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	1280	1296	1287	1311	1293	.	.	.	.	.
APPROVED GOALS	.	.	.	.	1290	1290	1313	1316	1319	.
PROPOSED GOALS	.	.	.	.	.	1300	1313	1316	1319	1320

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	4	4	6	6	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6	6	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	7	7

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	90	91	91	92	90	.	.	.	.	.
APPROVED GOALS	91	91	91	92	90	91	92	93	93	.
PROPOSED GOALS *	.	.	.	.	.	91	92	93	93	93

Note*: Proposed goals for this metric reflects change in reporting from USF Tampa campus to USF (all campuses), to be effective in the 2023 Accountability Plan (per Florida Statutes 1004.335).

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]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	60	61	62	63	65	.	.	.	.	.
APPROVED GOALS	56	60	62	64	61	62	63	64	65	.
PROPOSED GOALS *	.	.	.	.	.	63	63	64	65	66

Note*: Proposed goals for this metric reflects change in reporting from USF Tampa campus to USF (all campuses), to be effective in the 2023 Accountability Plan (per Florida Statutes 1004.335).

E. National Academy Memberships [USF – all campuses]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	13	14	15	15	16	.	.	.	.	.
APPROVED GOALS	.	.	.	.	15	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	17	17

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

	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	325	334	331	290	340	.	.	.	.	.
APPROVED GOALS	.	.	.	.	290	296	302	308	314	.
PROPOSED GOALS	.	.	.	.	.	340	343	349	356	363

*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]

	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	264	250	248	218	231	.	.	.	.	.
APPROVED GOALS	.	.	.	.	218	222	227	231	236	.
PROPOSED GOALS	.	.	.	.	.	231	233	237	242	247

*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, all Preeminent metrics will reflect USF (all campuses).

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

[USF – all campuses]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	7of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
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]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	324	335	338	348	345	.	.	.	.	.
APPROVED GOALS	.	.	.	.	352	354	354	355	356	.
PROPOSED GOALS	.	.	.	.	.	354	354	355	356	356

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	721	701	752	770	721	.	.	.	.	.
APPROVED GOALS	.	.	.	.	725	730	730	730	730	.
PROPOSED GOALS	.	.	.	.	.	730	730	730	730	730

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	267	276	307	297	292	.	.	.	.	.
APPROVED GOALS	.	.	.	.	292	288	290	292	294	.
PROPOSED GOALS	.	.	.	.	.	288	290	292	294	294

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	442	480	514	532	693	.	.	.	.	.
APPROVED GOALS	.	.	.	.	560	585	615	640	665	.
PROPOSED GOALS	.	.	.	.	.	670	685	700	715	730

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	4	4	6	6	6	.	.	.	.	.
APPROVED GOALS	5	5	5	6	6	6	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	7	7

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	34	32	33	32	30	.	.	.	.	.
APPROVED GOALS	33	34	34.5	35	36	37	38	39	39	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	39	39

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.2	4.0	4.0	4.0	3.9	.	.	.	.	.
APPROVED GOALS	4.3	4.2	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.9	3.9	3.9	3.9

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	78	81	85	86	87	.	.	.	.	.
APPROVED GOALS	77.5	79	81.6	85	86	86	86	87	88	.
PROPOSED GOALS	.	.	.	.	.	87	87	87	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]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	69	71	73	73	74	.	.	.	.	.
APPROVED GOALS	70	69	71.3	74	74	75	76	76	77	.
PROPOSED GOALS	.	.	.	.	.	75	76	76	77	78

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	59	59	61	63	66	.	.	.	.	.
APPROVED GOALS	.	.	.	61	62	62	63	63	64	.
PROPOSED GOALS	.	.	.	.	.	66	66	66	66	66

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	54	55	57	61	62	.	.	.	.	.
APPROVED GOALS	.	.	.	57.3	61	62	63	64	65	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	65	66

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	9,503	9,678	10,007	10,239	10,314	.	.	.	.	.
APPROVED GOALS	9,255	9,513	9,765	9,845	10,011	10,128	10,246	10,312	10,415	.
PROPOSED GOALS	.	.	.	.	.	10,315	10,487	10,550	10,610	10,664

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4,208	4,169	4,299	4,206	4,295	.	.	.	.	.
APPROVED GOALS	3,973	4,233	4,161	4,239	4,211	4,211	4,211	4,334	4,450	.
PROPOSED GOALS	.	.	.	.	.	4,297	4,360	4,375	4,450	4,455

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	32	30	33	33	33	.	.	.	.	.
APPROVED GOALS	31	32	32.4	33	34	34	35	35	36	.
PROPOSED GOALS	.	.	.	.	.	34	35	36	37	38

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	22	20	19	17	15	.	.	.	.	.
APPROVED GOALS	22	20	20.5	19	17	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	44	45	46	46	47	.	.	.	.	.
APPROVED GOALS	42	44	46	48.7	48	49	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	49	50	50	51

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	62	60	61	60	58	.	.	.	.	.
APPROVED GOALS	61	63	61	62	60	60	60	61	62	.
PROPOSED GOALS	.	.	.	.	.	60	60	61	62	63

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

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	93	94	94	96	91	95	96	96	96	96
US Average	*90*	*92*	*91*	*90*	*86*	.	.	.	.	.
MEDICINE (2YR)	92	98	99	99	99	99	99	99	99	99
US Average	*96*	*96*	*97*	*97*	*96*	.	.	.	.	.
PHARMACY	86	83	90	88	87	90	91	91	91	91
US Average	*88*	*89*	*88*	*88*	*84*	.	.	.	.	.

CROSS-YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
MEDICINE (4Y-CK)	95	98	96	99	99	99	99	99	99	99
US Average	*96*	*97*	*98*	*98*	*99*	.	.	.	.	.

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	95	94	93	90	89	93	93	93	93	93
US Average	*92*	*92*	*92*	*91*	*90*	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	2	4	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

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	13	14	15	15	16	.	.	.	.	.
APPROVED GOALS	10	13	14	15	15	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	17	17

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	13	13	10	15	14	.	.	.	.	.
APPROVED GOALS	8	9	12	12	12	10	10	13	13	.
PROPOSED GOALS	.	.	.	.	.	10	10	13	13	14

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	15	16	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	17	19	21	23	25

18. Total Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	384	396	405	354	405	.	.	.	.	.
APPROVED GOALS	.	.	.	407	354	361	368	376	383	.
PROPOSED GOALS	.	.	.	.	.	405	408	416	424	433

*An asterisk is shown where a methodological adjustment has been made to ensure conformity with the National Science Foundation's (NSF) HERD survey. Note†: In 2020-21, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled $529M.

19. Research Expenditures from External Sources ($M)

	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	218	221	220	198	220	.	.	.	.	.
APPROVED GOALS	.	.	.	221	198	202	206	210	214	.
PROPOSED GOALS	.	.	.	.	.	220	222	226	231	235

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

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	120	101	117	130	98	.	.	.	.	.
APPROVED GOALS	69	121	102	119	120	121	122	123	124	.
PROPOSED GOALS	.	.	.	.	.	121	122	123	124	124

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	133	122	127	98	102	.	.	.	.	.
APPROVED GOALS	120	121	123	91	102	95	96	97	98	.
PROPOSED GOALS	.	.	.	.	.	98	98	99	100	101

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	9	10	10	6	11	.	.	.	.	.
APPROVED GOALS	8	9	10	6	11	11	11	12	12	.
PROPOSED GOALS	.	.	.	.	.	11	11	12	12	13

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

1. Maintain the Normalized Citation Impact above 1.5

	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	2018/22-2020/24
ACTUAL	1.6	1.61	1.59	1.51	1.53	.	.	.	.	
APPROVED GOALS	.	.	.	Maintain above 1.5	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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
ACTUAL	30	44	43	59	42	.	.	.	.	
APPROVED GOALS	.	.	.	44	46	48	50	52	52	
PROPOSED GOALS	.	.	.	.	.	48	50	52	52	52

ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	36,955	37,235	37,284	37,010	36,693	.	.	.	.	.
APPROVED GOALS	36,992	36,850	37,323	37,289	37,293	38,071	38,431	38,693	38,798	.
PROPOSED GOALS	.	.	.	.	.	37,244	37,663	38,101	38,541	38,978

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	11,569	11,438	11,389	11,428	11,174	.	.	.	.	.
APPROVED GOALS	11,094	11,657	11,497	11,411	11,531	11,714	11,894	12,073	12,251	.
PROPOSED GOALS	.	.	.	.	.	11,017	11,026	11,089	11,170	11,263

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	4,943	5,111	5,539	5,737	6,283	6,400	6,464	6,529	6,594	6,660
FTIC: Returning	13,246	13,464	13,634	14,270	14,570	15,257	15,742	16,138	16,471	16,758
Transfer: FCS w/ AA	9,416	9,501	9,271	9,015	8,303	7,810	7,574	7,455	7,409	7,407
Other Undergraduates	8,364	8,258	7,864	7,060	6,684	6,936	7,035	7,123	7,204	7,281
Post-Baccalaureates	986	901	976	928	853	841	848	855	863	871
Subtotal	**36,955**	**37,235**	**37,284**	**37,010**	**36,693**	**37,244**	**37,663**	**38,101**	**38,541**	**38,978**

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	7,690	7,489	7,463	7,513	7,289	7,172	7,166	7,209	7,266	7,330
Research Doctoral	2,443	2,461	2,417	2,282	2,228	2,240	2,240	2,245	2,254	2,266
Professional Doctoral	1,436	1,488	1,509	1,633	1,657	1,604	1,619	1,635	1,651	1,667
Subtotal	**11,569**	**11,438**	**11,389**	**11,428**	**11,174**	**11,017**	**11,026**	**11,089**	**11,170**	**11,263**
TOTAL	**48,524**	**48,673**	**48,673**	**48,438**	**47,867**	**48,261**	**48,689**	**49,190**	**49,711**	**50,241**

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. Starting summer 2020, a change was made to the classification of the Doctorate of Audiology program (51.0202) resulting in fewer students being counted in the research doctoral student type.

ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	21	20	20	21	19	.	.	.	.	.
APPROVED GOALS			20	21	22	24	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	24	25	25

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	14,057	14,041	13,971	13,831	13,893	14,314	14,236	14,280	14,337	14,411	14,488
UPPER	20,158	20,796	21,021	21,475	21,703	21,420	20,881	21,019	21,513	21,989	21,989
GRAD 1	6,482	6,534	6,404	6,298	6,398	6,388	6,494	6,537	6,569	6,593	6,611
GRAD 2	2,236	2,385	2,452	2,449	2,450	2,505	2,608	2,668	2,729	2,789	2,850
TOTAL	**42,932**	**43,756**	**43,849**	**44,053**	**44,444**	**44,626**	**44,219**	**44,503**	**45,147**	**45,783**	**45,938**

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	27	30	31	32	78	45	35	35	35	35
Primarily Dist. (80-99%)	2	2	2	2	4	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	1	1	12	4	4	4	4	4
Classroom (0-49%)	70	67	67	66	6	50	60	60	60	60
GRADUATE										
All Distance (100%)	26	27	28	28	57	37	34	33	33	34
Primarily Dist. (80-99%)	1	2	3	4	3	4	4	3	3	3
Flex	0	0	0	0	0	2	0	2	1	0
Hybrid (50-79%)	1	2	2	2	14	5	4	3	2	2
Classroom (0-49%)	72	68	67	66	26	52	59	60	61	61

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.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review theseprograms as part of their on-going coordination efforts. The programs listed below are based on the 2021 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						
Business Analytics and Information Systems	52.1301	STEM	FIU, UF	50%	850	Fall 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

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	50.0401	GAP Analysis	None	20%	70	Spring 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
School Psychology	42.2805	Education	FIU, UCF, UF	0%	75	Fall 2023
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) 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 $30,000) 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 ofGovernors 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 thefall 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 top10% 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 institutionby the summer term of their second academic year. Full-time students are used in the calculation. Students who wereflagged 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- and Part-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-or part-timein 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 mostcommon 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).

DEFINITIONS (cont.)

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.

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).

DEFINITIONS (cont.)

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).

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, 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).

DEFINITIONS (cont.)

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).

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.

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 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, 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.

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).

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 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 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 conveys 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 (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.

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: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Welcome 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-17: 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. Source: Student survey data reported to the Florida Board of Governors.

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.

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). Source: State University Database System (SUDS). 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 results in all students in the section having the same percentages of remote work is not a FLEX section and is 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

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