2023
ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA

BOG Approved June 22, 2023

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INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

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 (USF) maintains the position of the nation's fastest-rising university over the past decade, based on the U.S. News & World Report rankings publicly announced over the past decade. This positioning reflects our unwavering pursuit of excellence for our students, research endeavors, and the communities we serve. As a research university situated in the heart of a growing metropolis and our three campuses in Tampa, St. Petersburg, and Sarasota-Manatee, and our intellectual assets, USF continues to strengthen the Tampa Bay region as a catalyst for regional economic and social growth while maintaining robust national and international impact.

In alignment with our current Strategic Plan, "In Pursuit of Excellence," and the Board of Governors' (BOG) 2025 Strategic Plan, USF is committed to serving our communities both on- and off-campus. Our plan includes goals around student success, faculty excellence, community partnerships and engagement, fostering an inclusive community for learning and discovery, and prioritizing a strong financial base.

These goals drive decision-making at USF and position the institution as a powerful engine of prosperity for the future that will drive our pursuit to become a Top-25 public research institution and reach 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 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 significant global problems and Florida's most pressing challenges. We are a destination of choice and a collaborative community of talented faculty, staff, and students – promoting access and growth in a dynamic workplace and learning environment while 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 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 continues to bring high-achieving and academically accomplished students; this fall's incoming class broke records for applications, GPA, test scores, and included 79 National Merit Scholars. 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, Academic Ranking of World Universities,* and *Top American Research Universities.* The fall semester marked the beginning of multiple leadership transitions within Academic Affairs and the search for a new provost. Still, through the leadership of President Law and the university Board of Trustees, USF maintains its strategic direction, changing the world through educating leaders 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, 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 rejecting all forms of indoctrination.

Three Key Initiatives & Investments

The University of South Florida continues our movement toward a bold and exciting future guided by our goals, vision, and an ambitious 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 to education, 2) supporting research productivity, and 3) aligning our curriculum with workforce development needs—preparing our students for today's jobs and how to address the needs of the future. Examples of investments to support these initiatives include the launch of the Bellini Center for Talent Development to support graduate job placement and provide Tampa Bay businesses with a talent pipeline, the expansion of the nursing program and housing of the Florida Center for Nursing, and the launch of the Global and National Security Institute. Together these investments prepare our students to fill high-paying, in-demand jobs across the state and address workforce needs across industries. Beyond the benefits to students and industry, the excellent faculty at USF are at the forefront of research, innovation, and relevant curriculum development working alongside healthcare, security, and national defense leaders, ensuring the state of Florida is a destination for these industries.

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 invested in continuous improvement efforts to address the long-term impacts of COVID and non-academic factors on timely graduation.

1) Predictive Analytics: The predictive analytics models developed internal continual to be a part of the strategies used to identify students early who may struggle to graduate on time. The Academic Advocates continue to use the first-year retention model, Grade Point Average (GPA) differential model and four-year grad success model to provide interventions to help students stay on track. This team has also incorporated the new transfer retention model and three-year graduation rate predictor for transfer students into the dashboards used to monitor student progress.

2) Care Management: Faculty and instructors are able to make referrals for students of concerns through an embedded process in the Canvas instructional tool. The Office of Academic Advocacy and the Office of Student Outreach & Support quickly intervene to identify solutions and necessary resources.

3) Course Scheduling: Enrollment planners and course schedulers in the Colleges meet regularly to discuss institutional barriers to timely registration. USF has rolled out improved holds management including institutional holds report and incorporated improved holds information into advising and student success reporting dashboards. Future work includes partnering with the Office of Information Technology to upgrade the degree audit technology as well as the Banner (student information system) student registration experience.

4) Finish in Four: USF continues to invest in completion grants to provide financial incentives to students to graduate in 4 years. In Spring 2023, Student Success partnered with Information Technology to develop a student-facing application for FTIC students to request summer aid to take and complete courses in the summer of their 4th year. As of the submission of this accountability plan, USF awarded aid to 80 students across all campuses, for a total of $103,795. This application will also be available for students who are currently projected as Spring graduates but experience a stumbling block during their final term requiring them to finish remaining requirements in the summer. Future plans will include using completion grants to incentivize transfer students with Associate of Arts (AA) degrees to complete in three years or less.

STRATEGY (cont.)

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

Students

1. Andrea Coloma, a student at the USF St. Petersburg campus, illustrated an educational children's book for NASA's Space Communication and Navigation program (SCaN), thanks in part to a series of internships with NASA.
2. Through the newly formed Undergraduate Research Initiative, the Florida High Tech Corridor and USF Research & Innovation will deploy $110,000 to support more than 150 undergraduate student research opportunities across USF.
3. John Cotter, a USF mechanical engineering student, started to develop a cost-effective lumber alternative and is now funded by the National Science Foundation, to manufacture a recycled plastic building material that can replace structural lumber.

Faculty

1. A $2.5 million grant from the U.S. Army Corps of Engineers allows USF to work with researchers from the University of Florida and the South Florida Water Management District to address harmful algae blooms in Lake Okeechobee, St. Lucie River, and Caloosahatchee River watersheds.
2. USF has been awarded the Patents for Humanity award by the U.S. Patent and Trademark Office (USPTO) for its patent of the 3D-printed nasopharyngeal (NP) swab, created in the early part of the pandemic as a solution to the disrupted commercial production of standard flocked NP swabs critical in diagnostic testing for COVID-19.
3. Funded by a $300,000 NSF grant, Education and Physics faculty working with USF's Advanced Visualization Center will be developing simulations to improve students' understanding and education outcomes in general physics courses. Once completed, these simulations will be housed on a platform for other educators to use in a classroom, a museum or other learning environments for free.

Program

1. The University of South Florida's Muma College of Business and BRP Group, Inc., a Tampa-based independent insurance distribution firm delivering tailored insurance solutions, received a $5.2 million commitment from the company and the Baldwin family to the university's School of Risk Management and Insurance in the Muma College of Business to address the impending talent gap as a result of technological disruption and an aging workforce.
2. The USF supply chain management programs grow to meet soaring industry demand offering undergraduate and graduate programs that prepare graduates and upskill working professionals for careers demanding advanced critical thinking and problem-solving skills.
3. A $1.5 million investment by The Rapid7 Cybersecurity Foundation will fund a cyber threat intelligence laboratory that will support interdisciplinary research efforts by faculty experts and students from four colleges and myriad disciplines, providing hands-on learning opportunities to the next generation of cybersecurity professionals.

Institutional

1. In America's Best Employers by State, USF ranks No. 21 out of 100 public and private employers across a wide array of industries and No. 2 among higher education institutions.
2. USF Research Park brings together world-class researchers, inventors and entrepreneurs eager to collaborate with a highly-trained, high-tech workforce and has been named the 2022 Outstanding Research Park by the Association of University Research Parks.
3. According to a new report from U.S. Department of State, Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE), USF remains the No. 1 destination in the state of Florida for international student enrollment and is ranked among the top 20 universities nationally for students studying abroad.

STRATEGY (cont.)

Performance Based Funding Goal Adjustments

USF is not proposing any PBF goal adjustments.

PERFORMANCE-BASED FUNDING METRICS

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	63.7	67.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*68*	*68*	*70*	*71*	*72*

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,000	39,400	40,800	41,300	44,100	.	.	.	.	.
APPROVED GOALS	39,100	38,768	40,375	41,000	41,600	42,200	42,800	43,400	44,000	.
PROPOSED GOALS	.	.	.	.	.	*42,200*	*42,800*	*43,400*	*44,000*	*44,000*

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	7,130	4,330	1,810	-630	-5,980	.	.	.	.	.
APPROVED GOALS	12,900	7,110	7,110	1,800	2,000	2,500	2,500	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	*2,500*	*2,500*	*2,500*	*2,500*	*2,500*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7,130	4,330	2,500	720	730	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*2,500*	*2,500*	*2,500*	*2,500*	*2,500*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	58.6	59.4	60.9	62.5	64.8	.	.	.	.	.
APPROVED GOALS	57.6	59.2	61.8	61	63	63	64	65	66	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*65*	*66*	*66*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	86.6	87.7	89.9	86.4	86.8	.	.	.	.	.
APPROVED GOALS	87.4	89.0	90.3	88	90	91	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*91*	*92*	*92*	*92*	*92*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	61.5	62.8	63.5	68.1	68.4	.	.	.	.	.
APPROVED GOALS	61.7	62.2	63.5	65	65	66	66	66	66	.
PROPOSED GOALS	.	.	.	.	.	*66*	*66*	*66*	*66*	*66*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	41.7	40.0	38.0	35.4	35.4	.	.	.	.	.
APPROVED GOALS	40.5	42.2	42.2	40	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	73.3	72.2	71.4	70.4	70.2	.	.	.	.	.
APPROVED GOALS	75.2	73.6	73.8	73.8	74	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	*75*	*75*

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

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	59.1	61.2	63.3	65.8	63.7	.	.	.	.	.
APPROVED GOALS	.	.	61	62	66	66	66	66	66	.
PROPOSED GOALS	.	.	.	.	.	*66*	*66*	*66*	*66*	*66*

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

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	70.0	70.7	71.5	72.0	73.0	.	.	.	.	.
APPROVED GOALS	.	.	.	73	74	75	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*77*	*78*	*78*

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	71.2	73.2	73.1	74.3	73.7	.	.	.	.	.
APPROVED GOALS	69.0	71.3	74.0	74.5	75	76	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*76*	*77*	*78*	*78*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

Note: Per Florida Statutes 1004.335, effective the 2023 Accountability plan, all Preeminent metrics will reflect USF (all campuses).

A. (1). Average GPA

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	4.1	4.1	4.2	4.2	4.2	.	.	.	.	.
APPROVED GOALS	.	.	.	4.2	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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	1,296	1,287	1,311	1,293	1,306	.	.	.	.	.
APPROVED GOALS	.	.	.	1,290	1,300	1,313	1,316	1,319	1,320	.
PROPOSED GOALS	.	.	.	.	.	*1,313*	*1,316*	*1,319*	*1,320*	*1,320*

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 [Top 50 rankings based on BOG's official list of publications]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	4	6	6	6	6	.	.	.	.	.
APPROVED GOALS	.	.	.	6	6	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	7	7	7	7	7

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	88	90	92	89.5	89.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	*92*	*93*	*93*	*93*	*93*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	59	59	60	63	65	.	.	.	.	.
APPROVED GOALS	.	.	.	.	63	63	64	65	66	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*65*	*66*	*66*

E. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	14	15	15	16	16	.	.	.	.	.
APPROVED GOALS	.	.	.	15	16	16	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*17*	*17*	*17*

F. Science & Engineering Research Expenditures ($M)

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	334	331	290	321	339	.	.	.	.	.
APPROVED GOALS	.	.	.	290	340	343	349	356	363	.
PROPOSED GOALS	.	.	.	.	.	*343*	*349*	*356*	*363*	*364*

Note: For 2019-20, 2020-21, and 2021-22, a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey.

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

	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	250	248	218	231	240	.	.	.	.	.
APPROVED GOALS	.	.	.	218	231	233	237	242	247	.
PROPOSED GOALS	.	.	.	.	.	*233*	*237*	*242*	*247*	*247*

Note: For 2019-20, a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7 of 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	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]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	335	338	348	345	313	.	.	.	.	.
APPROVED GOALS	.	.	.	352	354	354	355	356	356	.
PROPOSED GOALS	.	.	.	.	.	*300*	*300*	*300*	*300*	*300*

J. Doctoral Degrees Awarded Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	701	752	770	721	770	.	.	.	.	.
APPROVED GOALS	.	.	.	725	730	730	730	730	730	.
PROPOSED GOALS	.	.	.	.	.	*730*	*730*	*730*	*730*	*730*

K. Number of Post-Doctoral Appointees

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	276	307	297	292	281	.	.	.	.	.
APPROVED GOALS	.	.	.	292	288	290	292	294	294	.
PROPOSED GOALS	.	.	.	.	.	*290*	*292*	*294*	*294*	*294*

L. Endowment Size ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	480	514	532	693	605	.	.	.	.	.
APPROVED GOALS	.	.	.	560	670	685	700	715	730	.
PROPOSED GOALS	.	.	.	.	.	*685*	*700*	*715*	*730*	*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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	4	6	6	6	6	.	.	.	.	.
APPROVED GOALS	5	5	6	6	6	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*7*	*7*	*7*

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	32	33	32	30	29	.	.	.	.	.
APPROVED GOALS	34	34.5	35	36	37	38	39	39	39	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*39*	*39*	*39*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.0	4.0	4.0	3.9	3.8	.	.	.	.	.
APPROVED GOALS	4.2	4.0	4.0	4.0	3.9	3.9	3.9	3.9	3.9	.
PROPOSED GOALS	.	.	.	.	.	*3.9*	*3.9*	*3.9*	*3.9*	*3.9*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	81	85	86	87	89	.	.	.	.	.
APPROVED GOALS	79	81.6	85	86	87	87	87	88	88	.
PROPOSED GOALS	.	.	.	.	.	*87*	*87*	*88*	*88*	*88*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	71	73	73	74	74	.	.	.	.	.
APPROVED GOALS	69	71.3	74	74	75	76	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*76*	*77*	*78*	*78*

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

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	43	41	48	51	49	.	.	.	.	.
APPROVED GOALS	.	.	.	43	51	51	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	*51*	*51*	*51*	*51*	*51*

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	55	57	61	62	65	.	.	.	.	.
APPROVED GOALS	.	.	57.3	61	63	63	64	65	66	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*65*	*66*	*66*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	9,678	10,007	10,239	10,314	10,020	.	.	.	.	.
APPROVED GOALS	9,513	9,765	9,845	10,011	10,315	10,487	10,550	10,610	10,664	.
PROPOSED GOALS	.	.	.	.	.	*10,487*	*10,550*	*10,610*	*10,664*	*10,742*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4,169	4,299	4,206	4,295	3,978	.	.	.	.	.
APPROVED GOALS	4,233	4,161	4,239	4,211	4,297	4,360	4,375	4,450	4,455	.
PROPOSED GOALS	.	.	.	.	.	*4,360*	*4,375*	*4,450*	*4,455*	*4,500*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	30	33	33	33	35	.	.	.	.	.
APPROVED GOALS	32	32.4	33	34	34	35	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	*35*	*36*	*37*	*38*	*38*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	20	19	17	15	13	.	.	.	.	.
APPROVED GOALS	20	20.5	19	17	17	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*17*	*17*	*17*	*17*	*17*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	45	46	46	47	48	.	.	.	.	.
APPROVED GOALS	44	46	48.7	48	49	49	50	50	51	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*50*	*51*	*51*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	60	61	60	58	58	.	.	.	.	.
APPROVED GOALS	63	61	62	60	60	60	61	62	63	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*62*	*63*	*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	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	94	94	96	91	85	*96*	*96*	*96*	*96*	*96*
US Average	92	91	90	86	82	.	.	.	.	.
MEDICINE (2YR)	98	99	99	99	97	*99*	*99*	*99*	*99*	*99*
US Average	96	97	97	96	93	.	.	.	.	.
PHARMACY	83	90	88	87	88	*91*	*91*	*91*	*91*	*91*
US Average	89	88	88	84	80	.	.	.	.	.

CROSS-YEAR	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
MEDICINE (4Y-CK)	98	96	99	99	99	*99*	*99*	*99*	*99*	*99*
US Average	97	98	98	99	99	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	94	93	90	89	91	*93*	*93*	*93*	*93*	*93*
US Average	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	4	4	4	4	5	*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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	14	15	15	16	16	.	.	.	.	.
APPROVED GOALS	13	14	15	15	16	16	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*17*	*17*	*17*

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	13	10	15	14	N/A	.	.	.	.	.
APPROVED GOALS	9	12	12	12	10	10	13	13	14	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	15	16	17	.	.	.	.	.
APPROVED GOALS	.	.	.	.	17	19	21	23	25	.
PROPOSED GOALS	.	.	.	.	.	*19*	*21*	*23*	*25*	*25*

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	396	405	354	386	405	.	.	.	.	.
APPROVED GOALS	.	.	407	354	405	408	416	424	433	.
PROPOSED GOALS	.	.	.	.	.	*408*	*416*	*424*	*433*	*435*

* Note: For 2019-20, 2020-21, and 2021-22, a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey. In 2021-22, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled $539M.

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	221	220	198	220	234	.	.	.	.	.
APPROVED GOALS	.	.	221	198	220	222	226	231	235	.
PROPOSED GOALS	.	.	.	.	.	*222*	*226*	*231*	*235*	*235*

* Note: For 2019-20, a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	101	117	130	98	85	.	.	.	.	.
APPROVED GOALS	121	102	119	120	121	122	123	124	124	.
PROPOSED GOALS	.	.	.	.	.	*117*	*98*	*85*	*117*	*98*

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	122	127	98	102	98	.	.	.	.	.
APPROVED GOALS	121	123	91	102	98	98	99	100	101	.
PROPOSED GOALS	.	.	.	.	.	*98*	*100*	*104*	*108*	*112*

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	10	10	6	11	11	.	.	.	.	.
APPROVED GOALS	9	10	6	11	11	11	12	12	13	.
PROPOSED GOALS	.	.	.	.	.	*11*	*12*	*12*	*13*	*13*

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. Normalized Citation Impact

	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	2019/23-2021/25
ACTUAL	1.61	1.59	1.51	1.53	1.42	.	.	.	.	.
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	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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
ACTUAL	44	43	59	42	42	.	.	.	.	.
APPROVED GOALS	.	.	44	46	48	50	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	50	52	52	52	52

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	37,235	37,284	37,010	36,693	36,759	.	.	.	.	.
APPROVED GOALS	36,850	37,323	37,289	37,293	37,244	37,663	38,101	38,541	38,978	.
PROPOSED GOALS	.	.	.	.	.	*37,226*	*38,112*	*38,820*	*39,425*	*39,858*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	11,438	11,389	11,428	11,174	11,137	.	.	.	.	.
APPROVED GOALS	11,657	11,497	11,411	11,531	11,017	11,026	11,089	11,170	11,263	.
PROPOSED GOALS	.	.	.	.	.	*11,122*	*11,038*	*11,116*	*11,212*	*11,282*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	5,111	5,539	5,737	6,283	6,797	*5,929*	*6,092*	*6,153*	*6,214*	*6,214*
FTIC: Returning	13,464	13,634	14,270	14,570	15,408	*17,048*	*17,431*	*17,831*	*18,178*	*18,481*
Transfer: FCS w/ AA	9,501	9,271	9,015	8,303	7,562	*7,073*	*7,079*	*7,057*	*7,071*	*7,087*
Other Undergraduates	8,258	7,864	7,060	6,684	6,224	*6,435*	*6,738*	*6,972*	*7,136*	*7,238*
Post-Baccalaureates	901	976	928	853	768	*741*	*772*	*806*	*825*	*837*
Subtotal	**37,235**	**37,284**	**37,010**	**36,693**	**36,759**	***37,226***	***38,112***	***38,820***	***39,425***	***39,858***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	7,489	7,463	7,513	7,289	7,335	*7,360*	*7,269*	*7,288*	*7,331*	*7,361*
Research Doctoral	2,461	2,417	2,282	2,228	2,195	*2,184*	*2,163*	*2,185*	*2,207*	*2,225*
Professional Doctoral	1,488	1,509	1,633	1,657	1,607	*1,578*	*1,606*	*1,642*	*1,674*	*1,696*
Subtotal	**11,438**	**11,389**	**11,428**	**11,174**	**11,137**	***11,122***	***11,038***	***11,116***	***11,212***	***11,282***
TOTAL	**48,673**	**48,673**	**48,438**	**47,867**	**47,896**	***48,348***	***49,150***	***49,936***	***50,637***	***51,140***

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	20	20	21	19	21	.	.	.	.	.
APPROVED GOALS	.	20	21	22	24	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*25*	*25*	*25*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	14,041	13,971	13,831	13,893	13,500	*13,732*	*13,760*	*13,791*	*13,824*	*13,860*	*13,934*
UPPER	20,796	21,021	21,475	21,703	21,421	*21,495*	*21,503*	*21,560*	*21,631*	*21,713*	*21,896*
GRAD 1	6,534	6,404	6,298	6,398	6,203	*6,301*	*6,338*	*6,367*	*6,392*	*6,413*	*6,450*
GRAD 2	2,385	2,452	2,449	2,450	2,428	*2,551*	*2,616*	*2,670*	*2,721*	*2,772*	*2,873*
TOTAL	**43,756**	**43,849**	**44,053**	**44,444**	**43,552**	***44,079***	***44,218***	***44,387***	***44,568***	***44,758***	***45,153***

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	30	31	32	78	45	*42*	*39*	*35*	*35*	*35*
Primarily Dist. (80-99%)	2	2	2	4	1	*1*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	1	12	4	*2*	*2*	*2*	*2*	*2*
Classroom (0-49%)	67	67	66	6	50	*55*	*58*	*62*	*62*	*62*
GRADUATE										
All Distance (100%)	27	28	28	57	37	*35*	*33*	*33*	*33*	*33*
Primarily Dist. (80-99%)	2	3	4	3	4	*3*	*3*	*3*	*3*	*3*
Flex	0	0	0	0	2	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	2	2	2	14	5	*4*	*4*	*4*	*4*	*4*
Classroom (0-49%)	68	67	66	26	52	*58*	*60*	*60*	*60*	*60*

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 2023-24

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 2022 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	No	60	Spring 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
School Psychology	42.2805	Education	FIU, UCF, UF	No	25	Spring 2024
DOCTORAL PROGRAMS						
N/A						

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

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						
N/A						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
FinTech	30.7104	STEM	UCF	Yes	100	Spring 2025
DOCTORAL PROGRAMS						
N/A						

DEFINITIONS

Performance Based Funding (PBF)

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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 on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the 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 degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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

PRE-F: Total 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 eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

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

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

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

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and 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 degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better 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, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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.

DEFINITIONS (cont.)

KPI-16: 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-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. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

KPI-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). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA