2024

ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA

BOG Approved June 28, 2024

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INTRODUCTION

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

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

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

STRATEGY

Mission Statement

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) reached a historic milestone by accepting an invitation to join the Association of American Universities (AAU), a prestigious group of the 71 leading research institutions in the United States and Canada. USF is the first public university in Florida to be invited to join the AAU in nearly 40 years and is now one of two institutions from the State University System of Florida to serve as an AAU member. This invitation 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, 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 a 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.

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. 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, civicminded leaders. 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.)

Graduation Rate Improvement Plan Update

USF continues to look for opportunities to optimize student outcomes. This year, we built upon our previous success with predictive analytics, care management, course scheduling and our "Finish in Four" initiative to enhance the student experience and empower our teams to better serve students.

Predictive Analytics
The university continued to utilize predictive analytics tools to provide targeted outreach and increase intervention efforts. These tools empowered academic advocates and academic advisors to identify students who may not be on track for degree completion. This year, we created a leading indicator model to provide earlier alerts in monitoring student degree progression. The new model allowed us to better understand the student journey for student populations whose time to degree may look different, such as student athletes, student veterans and first-generation students.

Care Management
The university continued to promote and invest in a care management approach to support students. Faculty and instructors can refer students for assistance and support through the Canvas learning management system. Multiple campus partners responded to referrals to assist students in removing barriers and identifying solutions. This year the Academic Success Center worked to embed online 24/7 tutoring support, TutorMe, into Canvas.

Course Scheduling
Enrollment planners, IT professionals, college curriculum planners and advising staff collaborated to produce important work in preparation for planned upgrades to our student self-service platform. These upgrades will integrate student self-service with our degree audit system, allowing for registration through students' degree plans. Pre-work for this upgrade includes a review of course requisite and restriction coding to eliminate extraneous barriers, as well as the addition of reserved seating and new waitlist standards to help ensure available seats in required courses for the students based on attributes, such as major and level.

Finish in Four
USF continued to invest in completion grants to provide financial incentives to students to graduate in 4 years.

In addition, the Associate Deans, Undergraduate Studies, and the Office of Decision Support engaged in a renewed effort to explore opportunities to bolster graduation rates and related metrics.

STRATEGY (cont.)

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

Students

1. Hannah Hunt spent two months on a global research ship in the Antarctic, gathering samples and field observations through a partnership between the College of Marine Science and GEOTRACES.
2. Suit-A-Bull, offered by the Center for Career & Professional Development, has transitioned from a rental system to providing students with professional clothing for free, allowing them to keep the clothing as they prepare to enter the workforce.
3. USF student interns get hands-on experience helping to stream athletics events on ESPN+.
4. Nearly 3,000 students at the USF Muma College of Business are getting an introduction to building high-demand marketable skills thanks to employer-led workshops and skill development modules offered through the Bellini Center for Talent Development. .

Faculty

1. Joseph Dituri, also known as Dr. Deep Sea, spent 100 days under water researching the effects of hyperbaric pressure on the human body.
2. USF wins AUTM's Better World Project Award for Professor Daniel Yeh's NEWgenerator, bringing safe sanitation to remote areas of South Africa.
3. USF faculty developed a statewide training to boost cyberattack preparedness and provide cybersecurity training for state and local government workers under the CyberSecureFlorida Training Initiative.
4. The National Science Foundation has awarded the University of South Florida the largest grant it has ever received for its cybersecurity program – helping prepare students for in-demand, high-paying jobs in the federal government and other public institutions.

Program

1. USF Health Morsani College of Medicine and Tampa General Hospital launched a new medical residency training program in anesthesiology to address a national shortage in this specialty.
2. USF has introduced four innovative programs to equip early- and mid-career professionals with the skills and knowledge required to excel in the fast-changing fields of semiconductor technology, artificial intelligence, and data sciences.
3. USF tackles environmental challenges through a new initiative with Tampa Bay Wave and the St. Petersburg Innovation District through the BlueTech|X Accelerator.
4. The Nelson Poynter Memorial Library on the USF St. Petersburg campus and the Florida Holocaust Museum were named as the permanent home of the papers and artifacts of Elie Wiesel, a Holocaust survivor who became an esteemed humanitarian, writer, and recipient of the Nobel Peace Prize.

Institutional

1. USF is the first public university in Florida to be invited to join the Association of American Universities (AAU) in nearly 40 years. It is now one of two institutions from the State University System of Florida to serve as an AAU member.
2. USF reached its highest overall position in U.S. News & World Report's annual ranking of the best colleges. It is also the fifth consecutive year USF reached the top 50 among public universities in America.
3. USF was honored with the 2023 Association of Public and Land-grant Universities (APLU) International Impact Award for Global Teaching and Learning award in recognition of the university's innovative and impactful global learning, research, and engagement efforts.
4. USF joined the international Age-Friendly University Global Network. The network encompasses more than 100 universities worldwide and promotes intergenerational learning, career development, and participation in educational and research programs.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

USF has not reduced any goals for PBF metrics.

STRATEGY (cont.)

Enrollment Management

Thanks to the contributions of many dedicated, talented and hardworking faculty, staff and students, USF has enjoyed an incredible trajectory of success over the past two decades. Part of our commitment to continued success is a recognition that the needs and expectations of our students, faculty, staff and other stakeholders continue to evolve.

To that end, in 2023, USF formed a Strategic Enrollment Planning Council and charged its members with developing a new Strategic Enrollment Plan (SEP), one aligned with the USF Strategic Plan and the university's financial strategy. The planning process was inclusive, involving dozens of institutional stakeholders from all campuses in developing enrollment goals and strategies, with a focus on supporting academic excellence and student success.

Completed in December 2023, the new SEP focuses on developing, implementing, and continuously refining strategies designed to ensure that USF continuously invests in enhancing the student journey, leading to stronger outcomes for all students, regardless of background. The benefits of these strategic investments include improved academic profile, academic progression, retention and graduation rates; higher levels of faculty, staff and alumni engagement; greater affinity for the USF brand; and a stronger institutional reputation.

The new SEP is focused on developing a strong foundation for sustainable success, one that empowers university employees in all roles and at all levels to develop thoughtful strategies and tactics designed to support students. This includes enhancing our ability to predict enrollment, project revenue, allocate resources, attract top talent, work efficiently, anticipate student needs, and meet student and employee expectations.

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	63.7	67.4	71.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	68.0	68.0	70.0	71.0	72.0	.
PROPOSED GOALS	.	.	.	.	.	*72.0*	*73.0*	*74.0*	*75.0*	*76.0*

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	39,400	40,800	41,300	44,100	49,000	.	.	.	.	.
APPROVED GOALS	38,768	40,375	41,000	41,600	42,200	42,800	43,400	44,000	44,000	.
PROPOSED GOALS	.	.	.	.	.	*50,000*	*51,000*	*51,000*	*52,000*	*52,000*

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

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4,330	1,810	-620	-5,980	-390	.	.	.	.	.
APPROVED GOALS	7,110	7,110	1,800	2,000	2,500	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]

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4,330	2,500	720	740	-390	.	.	.	.	.
APPROVED GOALS	.	.	.	.	2,500	2,500	2,500	2,500	2,500	.
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]

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	59.4	60.9	62.5	64.8	65.5	.	.	.	.	.
APPROVED GOALS	59.2	61.8	61.0	63.0	63.0	64.0	65.0	66.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	*65.0*	*65.0*	*66.0*	*66.0*	*67.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	87.7	89.9	86.4	86.8	89.1	.	.	.	.	.
APPROVED GOALS	89.0	90.3	88.0	90.0	91.0	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	*92.0*	*92.0*	*92.0*	*92.0*	*92.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	62.8	63.5	68.1	68.4	68.2	.	.	.	.	.
APPROVED GOALS	62.2	63.5	65.0	65.0	66.0	66.0	66.0	66.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	*68.0*	*45.0*	*45.0*	*45.0*	*45.0*

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

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	40.0	38.0	35.4	35.4	33.9	.	.	.	.	.
APPROVED GOALS	42.2	42.2	40.0	40.0	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	*40.0*	*40.0*	*40.0*	*40.0*	*40.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	72.2	71.4	70.4	70.2	73.1	.	.	.	.	.
APPROVED GOALS	73.6	73.8	73.8	74.0	75.0	75.0	75.0	75.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	*75.0*	*55.0*	*55.0*	*56.0*	*56.0*

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

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	61.2	63.3	65.8	63.7	63.9	.	.	.	.	.
APPROVED GOALS	.	61.0	62.0	66.0	66.0	66.0	66.0	66.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	*66.0*	*66.0*	*66.0*	*66.0*	*67.0*

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	70.7	71.5	72.0	73.0	72.9	.	.	.	.	.
APPROVED GOALS	.	.	73.0	74.0	*75.0*	76.0	77.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	*76.0*	*77.0*	*78.0*	*78.0*	*78.0*

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	73.2	73.1	74.3	73.7	74.2	.	.	.	.	.
APPROVED GOALS	71.3	74.0	74.5	75.0	*76.0*	76.0	77.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	*76.0*	*77.0*	*78.0*	*78.0*	*78.0*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4.1	4.2	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 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	1,287	1,311	1,293	1,306	1,301	.	.	.	.	.
APPROVED GOALS	.	.	1,290	1,300	1,313	1,316	1,319	1,320	1,320	.
PROPOSED GOALS	.	.	.	.	.	*1,316*	*1,319*	*1,320*	*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 [Top50 rankings based on BOG's official list of publications]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	6	6	6	6	4	.	.	.	.	.
APPROVED GOALS	.	.	6	6	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*7*	*7*	*7*

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	90	92	89.5	89.6	91	.	.	.	.	.
APPROVED GOALS	91	92	90	91	92	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*93*	*93*	*93*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	59	60	63	65	66	.	.	.	.	.
APPROVED GOALS	62	64	61	63	63	64	65	66	66	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*66*	*66*	*67*

E. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	15	15	16	16	14	.	.	.	.	.
APPROVED GOALS	.	.	15	16	16	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*17*	*17*	*17*

F. Total Research Expenditures ($M)

	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	405	354	386	405	461	.	.	.	.	.
APPROVED GOALS	.	407	354	405	408	416	424	433	435	.
PROPOSED GOALS	.	.	.	.	.	*465*	*472*	*480*	*490*	*500*

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes. For 2019-20, 2020-21, 2021-22, and 2022-23 a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey. In 2022-23, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled $613M.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	248	218	231	240	275	.	.	.	.	.
APPROVED GOALS	.	.	218	231	233	237	242	247	247	.
PROPOSED GOALS	.	.	.	.	.	*275*	*276*	*280*	*283*	*290*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	338	348	345	313	271	.	.	.	.	.
APPROVED GOALS	.	.	352	354	300	300	300	300	300	.
PROPOSED GOALS	.	.	.	.	.	*271*	*271*	*275*	*275*	*275*

J. Doctoral Degrees Awarded Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	752	770	721	770	762	.	.	.	.	.
APPROVED GOALS	.	.	725	730	730	730	730	730	730	.
PROPOSED GOALS	.	.	.	.	.	*760*	*765*	*770*	*775*	*780*

K. Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	307	297	292	281	253	.	.	.	.	.
APPROVED GOALS	.	.	292	288	290	292	294	294	294	.
PROPOSED GOALS	.	.	.	.	.	*270*	*270*	*275*	*275*	*280*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

L. Endowment Size ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	514	532	693	605	638	.	.	.	.	.
APPROVED GOALS	.	.	560	670	685	700	715	730	730	.
PROPOSED GOALS	.	.	.	.	.	*700*	*715*	*730*	*730*	*730*

M. Science & Engineering Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	331	290	321	339	394	.	.	.	.	.
APPROVED GOALS	.	.	290	340	343	349	356	363	364	.
PROPOSED GOALS	.	.	.	.	.	*394*	*398*	*404*	*413*	*422*

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

KEY PERFORMANCE INDICATORS

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	6	6	6	6	4	.	.	.	.	.
APPROVED GOALS	5	6	6	6	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*7*	*7*	*7*

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

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	33	32	30	29	41	.	.	.	.	.
APPROVED GOALS	34.5	35	36	37	38	39	39	39	39	.
PROPOSED GOALS	.	.	.	.	.	*39*	*39*	*39*	*39*	*39*

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4.0	4.0	3.9	3.8	3.7	.	.	.	.	.
APPROVED GOALS	4.0	4.0	4.0	3.9	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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	85	86	87	89	91	.	.	.	.	.
APPROVED GOALS	81.6	85	86	87	87	87	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	*87*	*88*	*88*	*88*	*88*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	73	73	74	74	74	.	.	.	.	.
APPROVED GOALS	71.3	74	74	75	76	76	77	78	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*77*	*78*	*78*	*78*

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	41	48	51	49	56	.	.	.	.	.
APPROVED GOALS	.	.	43	51	51	51	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	*51*	*51*	*51*	*51*	*51*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	57	61	62	65	65	.	.	.	.	.
APPROVED GOALS	.	57.3	61	63	63	64	65	66	66	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*66*	*66*	*66*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	10,007	10,239	10,314	10,020	9,949	.	.	.	.	.
APPROVED GOALS	9,765	9,845	10,011	10,315	10,487	10,550	10,610	10,664	10,742	.
PROPOSED GOALS	.	.	.	.	.	*10,550*	*10,610*	*10,664*	*10,742*	*10,742*

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4,299	4,206	4,295	3,977	4,103	.	.	.	.	.
APPROVED GOALS	4,161	4,239	4,211	4,297	4,360	4,375	4,450	4,455	4,500	.
PROPOSED GOALS	.	.	.	.	.	*4,375*	*4,450*	*4,455*	*4,500*	*4,550*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	33	33	33	35	34	.	.	.	.	.
APPROVED GOALS	32.4	33	34	34	35	36	37	38	38	.
PROPOSED GOALS	.	.	.	.	.	*36*	*37*	*38*	*38*	*38*

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	19	17	15	13	12	.	.	.	.	.
APPROVED GOALS	20.5	19	17	17	17	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*13*	*13*	*13*	*13*	*13*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	46	46	47	48	49	.	.	.	.	.
APPROVED GOALS	46	48.7	48	49	49	50	50	51	51	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*51*	*51*	*51*

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	61	60	58	58	63	.	.	.	.	.
APPROVED GOALS	61	62	60	60	60	60	61	62	63	.
PROPOSED GOALS	.	.	.	.	.	*61*	*62*	*63*	*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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	94	96	91	85	95	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	93	94	95	95	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	*96*	*96*	*96*	*96*	*96*

PHYSICAL THERAPY

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	93	90	89	91	92	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	93	93	93	93	93	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*93*	*93*	*93*

MEDICINE (2YR)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	99	99	99	97	97	.	.	.	.	.
BENCHMARK	97	97	96	93	92	.	.	.	.	.
APPROVED GOALS	98	98	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	*99*	*99*	*99*	*99*	*99*

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

MEDICINE (4YR-CK)

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

PHARMACY

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	90	88	87	88	81	.	.	.	.	.
BENCHMARK	88	88	84	80	79	.	.	.	.	.
APPROVED GOALS	90	90	90	90	91	91	91	91	91	.
PROPOSED GOALS	.	.	.	.	.	*91*	*91*	*91*	*91*	*91*

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	4	4	4	5	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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	15	15	16	16	14	.	.	.	.	.
APPROVED GOALS	14	15	15	16	16	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*17*	*17*	*17*

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	15	16	17	17	.	.	.	.	.
APPROVED GOALS	.	.	.	17	19	21	23	25	25	.
PROPOSED GOALS	.	.	.	.	.	*21*	*23*	*25*	*25*	*25*

17. Total Research Expenditures ($M)

	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	405	354	386	405	461	.	.	.	.	.
APPROVED GOALS	.	407	354	405	408	416	424	433	435	.
PROPOSED GOALS	.	.	.	.	.	*465*	*472*	*480*	*490*	*500*

* Note: For 2019-20, 2020-21, 2021-22, and 2022-23 a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey. In 2022-23, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled $613M.

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	220	198	220	234	275	.	.	.	.	.
APPROVED GOALS	.	221	198	220	222	226	231	235	235	.
PROPOSED GOALS	.	.	.	.	.	*276*	*277*	*279*	*282*	*285*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	117	130	98	85	88	.	.	.	.	.
APPROVED GOALS	102	119	120	121	117	98	85	117	98	.
PROPOSED GOALS	.	.	.	.	.	*98*	*85*	*92*	*98*	*85*

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	127	98	102	98	99	.	.	.	.	.
APPROVED GOALS	123	91	102	98	98	100	104	108	112	.
PROPOSED GOALS	.	.	.	.	.	*100*	*104*	*108*	*112*	*115*

21. Number of Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	10	6	11	11	11	.	.	.	.	.
APPROVED GOALS	10	6	11	11	11	12	12	13	13	.
PROPOSED GOALS	.	.	.	.	.	*12*	*12*	*13*	*13*	*14*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	37,284	37,010	36,693	36,759	36,293	.	.	.	.	.
APPROVED GOALS	37,323	37,289	37,293	37,244	37,226	38,112	38,820	39,425	39,858	.
PROPOSED GOALS	.	.	.	.	.	*36,884*	*37,510*	*37,938*	*38,252*	*38,456*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	11,389	11,428	11,174	11,137	10,915	.	.	.	.	.
APPROVED GOALS	11,497	11,411	11,531	11,017	11,122	11,038	11,116	11,212	11,282	.
PROPOSED GOALS	.	.	.	.	.	*11,148*	*11,116*	*11,221*	*11,340*	*11,424*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	5,539	5,737	6,283	6,797	5,802	*6,032*	*6,032*	*6,032*	*6,032*	*6,032*
FTIC: Returning	13,634	14,270	14,570	15,408	16,784	*16,877*	*16,989*	*17,068*	*17,123*	*17,160*
Transfer: FCS w/ AA	9,271	9,015	8,303	7,562	6,749	*6,821*	*6,966*	*7,027*	*7,090*	*7,136*
Other Undergraduates	7,864	7,060	6,684	6,224	6,266	*6,375*	*6,713*	*6,967*	*7,142*	*7,252*
Post-Baccalaureates	976	928	853	768	692	*779*	*810*	*844*	*865*	*876*
Subtotal	**37,284**	**37,010**	**36,693**	**36,759**	**36,293**	***36,884***	***37,510***	***37,938***	***38,252***	***38,456***
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	7,463	7,513	7,289	7,335	7,170	*7,376*	*7,321*	*7,356*	*7,411*	*7,446*
Research Doctoral	2,417	2,282	2,228	2,195	2,160	*2,183*	*2,172*	*2,202*	*2,232*	*2,256*
Professional Doctoral	1,509	1,633	1,657	1,607	1,585	*1,589*	*1,623*	*1,663*	*1,697*	*1,722*
Subtotal	**11,389**	**11,428**	**11,174**	**11,137**	**10,915**	***11,148***	***11,116***	***11,221***	***11,340***	***11,424***
TOTAL	**48,673**	**48,438**	**47,867**	**47,896**	**47,208**	***48,032***	***48,626***	***49,159***	***49,592***	***49,880***

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

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	10	10	12	15	16	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*15*	*15*	*15*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	20	21	19	21	23	.	.	.	.	.
APPROVED GOALS	20	21	22	24	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*25*	*25*	*25*	*25*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	13,971	13,831	13,893	13,500	14,317	*14,213*	*14,278*	*14,333*	*14,387*	*14,442*	*14,550*
UPPER	21,021	21,475	21,703	21,421	21,357	*21,500*	*21,500*	*21,500*	*21,555*	*21,621*	*21,700*
GRAD 1	6,404	6,298	6,398	6,203	6,183	*6,186*	*6,186*	*6,187*	*6,187*	*6,187*	*6,188*
GRAD 2	2,452	2,449	2,450	2,428	2,394	*2,413*	*2,487*	*2,487*	*2,487*	*2,478*	*2,495*
TOTAL	**43,849**	**44,053**	**44,444**	**43,552**	**44,251**	***44,312***	***44,451***	***44,506***	***44,617***	***44,728***	***44,933***

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.

ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	31	32	78	45	42	*39*	*37*	*36*	*36*	*36*	*36*
Primarily Dist. (80-99%)	2	2	4	1	1	*1*	*1*	*1*	*1*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	12	4	2	*2*	*2*	*2*	*2*	*2*	*2*
Classroom (0-49%)	67	66	6	50	55	*58*	*60*	*61*	*61*	*61*	*61*
GRADUATE											
All Distance (100%)	28	28	57	37	35	*33*	*35*	*36*	*36*	*36*	*36*
Primarily Dist. (80-99%)	3	4	3	4	3	*3*	*3*	*3*	*3*	*3*	*3*
Flex	0	0	0	2	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	2	2	14	5	4	*4*	*4*	*4*	*4*	*4*	*4*
Classroom (0-49%)	67	66	26	52	57	*60*	*58*	*57*	*57*	*57*	*57*

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

DEFINITIONS

Performance Based Funding (PBF)

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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 Wall Street Journal/College Pulse.

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

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

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

STATE UNIVERSITY SYSTEM OF FLORIDA