2020
ACCOUNTABILITY PLAN

UNIVERSITY OF
CENTRAL FLORIDA

BOT Approved 4/23/2020
Revised by Board of Governors Staff 7/6/2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: academic program coordination, graduation rate improvement plan update, & the historical data reported for the performance-based funding metrics, key performance indicators, enrollment planning, & preeminent research university funding metrics.

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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.

STRATEGY

Mission Statement

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

Statement of Strategy

UCF will be the 21st-century model of a new kind of research university that's tightly coupled with urban growth, with entrepreneurship, and with partnerships to develop the talent that simultaneously attracts and drives the innovation and investment to move our region and state forward.

UCF will have a national and, in key areas, international reputation for excellence. Specifically, we will become a Top 50 public, national university in U.S. News & World Report's College rankings.

With a greater focus on enhancing research expenditures, scholarly activity, national academic members and post-doctoral appointments, UCF is committed to achieving the breadth and quality of programs of research and graduate education (as well as undergraduate education) consistent with consideration for membership in the Association of American Universities.

UCF will continue to reflect and celebrate the diversity that is our state and nation's future. We will empower students of all backgrounds to discover their full potential, with the goal of eliminating achievement gaps among student populations, while realizing an overall student success four-year graduation rate above 60%.

As a model 21st-century university, UCF will also strive to achieve operational excellence, delivering services in new efficient and effective ways, leveraging technology to reduce administrative cost and increase investments in our academic and research enterprises.

These are not only goals UCF will commit to, they will be the foundation upon which the next generation of UCF students and faculty will conquer our greatest challenges.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

UCF's immediate attention is appropriately on the challenge of COVID-19. But COVID also represents an opportunity to rethink how classes are delivered, ascertain the appropriate mix of online and in-person instruction, identify which services are best provided by the university and create a more efficient and strategic budget process

   With record highs for first-year retention (91.5 percent) and multiple student success measures placing UCF among the Top 50 national, public universities in certain 2020 U.S. News and World Report rankings, UCF will now focus on four-year graduation rates (46.5 percent) to ensure even more students benefit from shorter time-to-degree and even less debt.

   UCF is fortunate to have several key areas of distinction to build upon, such as optics and lasers, modeling and simulation, engineering and computer science, hospitality and game development.
In particular, UCF's growing Academic Health Science Center and upcoming UCF Lake Nona Medical Center will expand UCF's research and impact in health-related fields and the local economy. A key metric for the establishment of the Academic Health Science Center will be it's ability to enable substantial growth in university research funding. This expansion would be added to our sustained growth in research funding, which again set another record for UCF this past year with $192 million.

Three Key Initiatives & Investments

1. **Student Success:**
- Creation of the Student Learning and Academic Success unit charged with academic success and four-year graduation with a goal to increase retention, progression and graduation rates. Over the last five years, UCF's retention rate has improved by 3 percent, improved four-year graduation by 15 percent, and reduced excess hours by 14 percent.
- UCF will create a strategic enrollment management team, coupled with a strategic plan, that will focus on better aligning all enrollment to the university's strategic goals with input from colleges and faculty leadership.
2. **Faculty Size and Excellence:**
- Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members strengthens the undergraduate and graduate academic experience by ensuring course availability, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio.
- An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty members while boosting UCF's growing research promise and economic impact. Over the last five years, UCF has increased tenured and tenure-track faculty by 34 percent and reduced the student-to-faculty ratio to levels similar to 2007.
3. **Research and graduate activity:**
- Increase the volume and impact of UCF research while enhancing graduate degree quality.
- Increasing research and graduate activity ensures the university's long-held top Carnegie Classification as a "R1: Doctoral University: Highest Research Activity". Achieving $1.6 billion in external research grants received in the past decade, over the last five years, UCF's research grants have increased 32 percent.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Student Success Initiatives

Board-Approved Program / Initiative[1]	Impacts in 2019-20	Plans for 2020-21
Pegasus Path (degree planner)	27,548 – a 138% increase (available to all undergraduates)	Increase adoption by students and transform to tracking and early alerts
mySchedule Builder (schedule optimizer)	60,139 across three semesters (available to all undergraduates)	Increase adoption
myKnight STAR (predictive analytics advising tool)	59,485 (available for all undergraduates)	Cohort campaigns focused on retention and persistence
Think 30 (credit hour completion)	13,946 – a 10% increase (campaign to 28,256 FTIC students)	
Knight's Completion Grant	372 awards	Increase number of awards
Digital Learning Course Redesign	72,159 enrollments – 55 redesigned courses	Complete the 4th cycle of course redesigns
Integrative Learning (QEP)	29,912	QEP sunsets – initiatives institutionalized
General Education "Refresh"	18,162 students, 21% of GEP courses, 71 trained faculty	Increase to 60% of GEP courses

[1]As outlined in the BOG-approved accountability plans in June 2018

Timely Completion Initiatives

   UCF's "Think 30" campaign generated large increases in FTIC student completions of 30 or more hours in an academic year. Since 2014, first year students completing 30 hours increased 27 percent, and among second year students there was an increase of 22 percent. Think 30 is only one initiative UCF is leveraging to increase 4-year graduation rates.

   UCF also focused on building capacity in key courses. In one college, funding was provided to address the general education courses with the highest waitlist volume. Central funds and college funds were redirected to provide an additional 4,697 seats in 12 key courses. The waitlists for the courses were reduced by as much as 88 percent. By creating additional seats in key general education courses, student on-track progression will increase.

Eliminating Financial Barriers

   UCF invested $15 million in carry forward dollars to support a multi-year plan focused on undergraduate completion. The new programs assisted 3,045 students in meeting their financial burdens and expended $2.8 million through one semester (Fall 2019). The carry-forward dollars provided support for students taking 15 credit hours in the fall or spring, facilitated junior and senior on-track progression, and reduced student loan needs.

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

Student Achievements

1. College of Engineering and Computer Science Cyber Defense Team students won the Department of Education's CyberForce National Competition.

2. Florida Interactive Entertainment Academy students' game Tablecraft won game of the year at the Interservice/Industry Training, Simulation and Education Conference.

3. UCF student recognitions included 2 Astronaut Scholars, 1 Goldwater Scholar, 5 Fulbright Scholars, 1 Critical Language Scholar, 7 National Science Foundation Scholars, and 1 Gilman Scholar.

Faculty Achievements

1. College of Sciences Physics Assistant Professor Xiofeng Feng was named a Sloan Research Fellow and received $70,000 to further his research. Feng is the first faculty member earning this prestigious fellowship for UCF.

2. Rosen College of Hospitality Management Dean Youcheng Wang and Associate Dean Alan Fyall were awarded membership in the International Academy for the Study of Tourism based in Hong Kong. There are only 87 fellows worldwide.

3. Six UCF faculty earned NSF CAREER awards, a prestigious award in support of early-career faculty who have the potential to serve as academic role models in research and education.

4. Professor of Engineering Sudipta Seal was named a Materials Research Society Fellow. The prestigious international recognition is the first for UCF and the 10th in Florida.

Program Achievements

1. College of Community Innovation and Education in partnership with Nemours founded the PedsAcademy, the world's first pediatric school program providing education opportunities specific to a child's condition.

2. Top 5 World Program Rankings: Rosen College of Hospitality Management ranks 5th in the world by both the Academic Ranking of World Universities rankings list and *CEOWorld* magazine. Florida Interactive Entertainment Academy (FIEA) graduate program ranks 5th in the world for Game Design according to The Princeton Review and PC Gamer magazine.

3. Twenty-seven UCF programs were nationally ranked in the top 100 of their fields by *U.S. News & World Report* 2020 Best Graduate Schools.

Institutional Achievements

1. UCF completed the largest philanthropic campaign in the university's 51-year history. IGNITE: The Campaign for UCF raised $531.5 million in gifts and commitments.

2. UCF ranks 31st among public universities in the nation and has been among the top 100 in the world for the past five years according to the annual rankings by the National Academy of Inventors and the Intellectual Property Owners Association.

3. UCF received official federal designation as a Hispanic Serving Institution.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	65.1	66.2	67.9	67.4	69.1	.	.	.	.	.
APPROVED GOALS	.	65.0	67.2	68.5	69.1	69.5	69.9	70.1	.	.
PROPOSED GOALS	.	.	.	.	.	*69.5*	*69.9*	*70.1*	*70.3*	*70.5*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	37,000	38,600	38,700	38,600	40,000	.	.	.	.	.
APPROVED GOALS	.	36,600	39,100	39,700	40,200	40,600	41,100	41,300	.	.
PROPOSED GOALS	.	.	.	.	.	*40,600*	*41,100*	*41,300*	*41,400*	*41,400*

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

	2014-15	2015-16	2016-17	2017-18	2,018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	15,330	15,380	15,400	12,070	7,580	.	.	.	.	.
APPROVED GOALS	.	.	15,120	15,968	12,000	11,950	11,900	11,850	.	.
PROPOSED GOALS	.	.	.	.	.	*7,580*	*7,530*	*7,480*	*7,430*	*7,380*

4. FTIC Four-Year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	40.4	43.6	43.7	45.7	46.3	.	.	.	.	.
APPROVED GOALS	.	42.0	45.0	44.7	46.8	48.0	50.1	50.7	.	.
PROPOSED GOALS	.	.	.	.	.	*48.0*	*50.1*	*50.7*	*51.8*	*52.9*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	86.6	86.5	87.6	88.7	90.1	.	.	.	.	.
APPROVED GOALS	.	88.0	87.4	87.9	88.9	89.5	90.0	90.2	.	.
PROPOSED GOALS	.	.	.	.	.	*90.3*	*90.5*	*90.6*	*90.7*	*90.8*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	49.7	52.0	51.9	51.6	51.2	.	.	.	.	.
APPROVED GOALS	.	50.0	52.5	52.5	53.0	53.4	53.8	54.0	.	.
PROPOSED GOALS	.	.	.	.	.	53.4	53.8	54.0	54.0	54.0

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	39.4	39.7	39.4	40.6	39.2	.	.	.	.	.
APPROVED GOALS	.	40.0	40.2	40.0	41.0	41.8	42.4	42.8	.	.
PROPOSED GOALS	.	.	.	.	.	41.8	42.4	42.8	42.8	42.8

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	61.7	63.4	62.0	62.6	61.2	.	.	.	.	.
APPROVED GOALS	.	62.0	63.6	62.5	63.0	63.4	63.8	64.0	.	.
PROPOSED GOALS	.	.	.	.	.	63.4	63.8	64.0	64.0	64.0

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.2	66.3	76.4	77.8	79.0	.	.	.	.	.
APPROVED GOALS	.	69.0	68.0	76.8	78.1	78.7	79.1	79.4	.	.
PROPOSED GOALS	.	.	.	.	.	79.2	79.4	79.6	79.8	80.0

10. BOT Choice: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	31.5	33.2	35.0	35.5	37.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	37	38	38	39	.	.
PROPOSED GOALS	.	.	.	.	.	39	40	40	41	41

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	4.0	4.0	4.1	4.1	4.2	.	.	.	.	.
APPROVED GOALS	.	4	4	4.1	4.1	4.1	4.1	4.1	.	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

A. (2). Average SAT Score

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1261*	1262*	1316	1326	1332	.	.	.	.	.
APPROVED GOALS	.	1263*	1265*	1318	1326	1327	1328	1328	.	.
PROPOSED GOALS	.	.	.	.	.	*1332*	*1332*	*1332*	*1332*	*1332*

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	2	1	3	2	.	.	.	.	.
APPROVED GOALS	.	2	2	2	3	3	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*	*4*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	89	89	89.6	90	91	.	.	.	.	.
APPROVED GOALS	.	89	90	90	91	91.5	92.0	92.4	.	.
PROPOSED GOALS	.	.	.	.	.	*91.7*	*92.0*	*92.4*	*92.4*	*92.5*

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

	2011-15	2012-16	2013-17*	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	40.4	43.6	43.7	45.7	46.3	.	.	.	.	.
APPROVED GOALS	.	42	45	44.7	46.8	48.0	50.1	51.0	.	.
PROPOSED GOALS	.	.	.	.	.	*48.0*	*50.1*	*51.0*	*51.8*	*52.9*

Note*: The 2013-17 data will be reported to IPEDS in 2020 as part of their annual data collection cycle.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	6	6	6	7	.	.	.	.	.
APPROVED GOALS	.	2	7	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	7	8	8	8	8

F. Science & Engineering Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	170	166	169	176	186	.	.	.	.	.
APPROVED GOALS	.	174	194	194	201	206	210	210	.	.
PROPOSED GOALS	.	.	.	.	.	206	210	210	210	210

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	168	158	161	165	169	.	.	.	.	.
APPROVED GOALS	.	171	186	186	192	198	201	201	.	.
PROPOSED GOALS	.	.	.	.	.	198	201	201	201	201

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	7	7	7	7	6	.	.	.	.	.
APPROVED GOALS	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
ACTUAL	177	184	165	147	138	.	.	.	.	.
APPROVED GOALS	.	208	192	152	138	135	135	135	.	.
PROPOSED GOALS	.	.	.	.	.	*135*	*140*	*135*	*136*	*138*

J. Doctoral Degrees Awarded Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	423	440	429	438	415	.	.	.	.	.
APPROVED GOALS	.	445	455	440	455	470	480	490	.	.
PROPOSED GOALS	.	.	.	.	.	*470*	*480*	*490*	*490*	*490*

K. Number of Post-Doctoral Appointees

	FALL 2014	FALL 2015	FALL 2016*	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	47	51	67	94	146		.	.	.	.
APPROVED GOALS	64	68	72	96	112	117	123	129	.	.
PROPOSED GOALS	.	.	.	.	.	*160*	*170*	*180*	*190*	*200*

Note*: The Fall 2016 data will be reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report in 2020.

L. Endowment Size ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	150.7	146.4	157	163	165	.	.	.	.	.
APPROVED GOALS	.	169	153	165	175	182	190	190	.	.
PROPOSED GOALS	.	.	.	.	.	*182*	*190*	*190*	*191*	*200*

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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	2	1	3	2	.	.	.	.	.
APPROVED GOALS	.	2	2	2	3	3	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	4	4

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	33	33	31	34	36	.	.	.	.	.
APPROVED GOALS	.	34	35	31	35	36	37	38	.	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	38	39

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.4	4.4	4.4	4.3	4.3	.	.	.	.	.
APPROVED GOALS	.	4.3	4.2	4.3	4.3	4.2	4.2	4.2	.	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2	4.1

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	70	68	70	72	72	.	.	.	.	.
APPROVED GOALS	.	70	71	70	72	73	73	74	.	.
PROPOSED GOALS	.	.	.	.	.	73	73	74	74	74

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	53	54	54	51	53	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	53	54	54	54	55

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	36	40	41	43	43	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*44*	*45*	*46*	*47*	*48*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	12,629	12,832	13,070	13,341	13,959	.	.	.	.	.
APPROVED GOALS	.	12,850	13,190	13,330	13,600	13,870	14,150	14,400	.	.
PROPOSED GOALS	.	.	.	.	.	*14,100*	*14,250*	*14,400*	*14,550*	*14,700*

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2,673	2,681	2,647	2,752	2,884	.	.	.	.	.
APPROVED GOALS	.	2,770	2,700	2,670	2,793	2,833	2,868	2,996	.	.
PROPOSED GOALS	.	.	.	.	.	*2,900*	*2,950*	*3,000*	*3,050*	*3,100*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	32	33	35	36	38	.	.	.	.	.
APPROVED GOALS	.	32	33	36	37	38	38	39	.	.
PROPOSED GOALS	.	.	.	.	.	*39*	*40*	*40*	*41*	*41*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	20	20	19	18	18	.	.	.	.	.
APPROVED GOALS	.	21	21	20	20	21	21	21	.	.
PROPOSED GOALS	.	.	.	.	.	*21*	*21*	*21*	*21*	*21*

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	30	31	33	34	37	.	.	.	.	.
APPROVED GOALS	.	31	32	34	35	37	39	40	.	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*40*	*40*	*41*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	33	34	35	34	35	.	.	.	.	.
APPROVED GOALS	.	34	35	36	36	37	38	38	.	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*38*	*38*	*38*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	44	47	45	47	46	.	.	.	.	.
APPROVED GOALS	.	45	47	48	48	49	50	50	.	.
PROPOSED GOALS	.	.	.	.	.	*49*	*50*	*50*	*50*	*50*

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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	97	92	96	95	97	97	97	97	97	97
US Average	*87*	*88*	*90*	*92*	*91*	.	.	.	.	.
MEDICINE (2YR)	100	100	97	97	98	98	98	98	98	98
US Average	*96*	*96*	*96*	*96*	*97*	.	.	.	.	.

CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	99	100	98	99	98	98	98	98	98	98
US Average	*95*	*96*	*96*	*97*	*98*	.	.	.	.	.
MEDICINE (4Y-CS)	100	99	97	96	97	97	97	97	97	97
US Average	*96*	*97*	*96*	*95*	*95*	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	98	98	100	99	99	95	95	95	95	95
US Average	*91*	*92*	*92*	*92*	*92*	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	5	5	5	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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	6	6	6	7	.	.	.	.	.
APPROVED GOALS	.	2	7	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	7	8	8	8	8

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	6	7	7	8	7	.	.	.	.	.
APPROVED GOALS	.	12	8	8	10	11	12	12	.	.
PROPOSED GOALS	.	.	.	.	.	11	12	12	12	12

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	216	198	200	215	225	.	.	.	.	.
APPROVED GOALS	.	218	271	248	269	290	315	315	.	.
PROPOSED GOALS	.	.	.	.	.	290	315	315	315	315

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	107	118	114	119	127	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	133	140	140	140	140

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

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	58	59	48	40	50	.	.	.	.	.
APPROVED GOALS	.	.	65	45	45	45	45	45	.	.
PROPOSED GOALS	.	.	.	.	.	*45*	*45*	*45*	*46*	*47*

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	23	38	34	40	28	.	.	.	.	.
APPROVED GOALS	.	31	34	34	34	36	36	36	.	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	8	14	9	1	0	.	.	.	.	.
APPROVED GOALS	.	10	15	10	12	14	15	15	.	.
PROPOSED GOALS	.	.	.	.	.	*14*	*15*	*15*	*15*	*15*

Institution Specific Goals

UCF Lake Nona Medical Center

2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
HCA PARTNER-SHIP	BOG APPROVAL	SECURE PERMITS	BEGIN CONST-RUCTION	CONST-RUCTION CONTINUES	OPENING	ROTATIONS 4th YEAR	ROTATIONS 3rd YEAR	EXPANSION – SHELLED BEDS	APPRVL TO BUILD NURSING COLL. ON AHSC CAMPUS

18

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	54,075	55,253	56,424	58,402	58,962	.	.	.	.	.
APPROVED GOALS	.	.	56,000	57,595	58,410	58,400	58,400	58,400	.	.
PROPOSED GOALS	.	.	.	.	.	*59,230*	*59,365*	*59,410*	*59,384*	*59,313*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	8,012	8,170	8,840	9,319	9,722	.	.	.	.	.
APPROVED GOALS	.	.	8,590	9,148	9,500	10,000	10,400	10,710	.	.
PROPOSED GOALS	.	.	.	.	.	*10,257*	*10,696*	*11,072*	*11,393*	*11,675*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	6,535	6,403	6,879	7,230	7,321	*7,332*	*7,332*	*7,332*	*7,332*	*7,332*
FTIC: Returning	18,675	19,115	19,426	20,110	20,935	*21,618*	*22,136*	*22,521*	*22,808*	*23,023*
Transfer: FCS w/ AA	21,897	22,012	21,636	21,617	21,612	*21,475*	*21,164*	*20,889*	*20,640*	*20,408*
Transfer: Other	5,883	6,649	7,417	8,324	7,948	*7,655*	*7,578*	*7,507*	*7,437*	*7,377*
Post-Baccalaureates	1,085	1,074	1,066	1,121	1,146	*1,150*	*1,155*	*1,161*	*1,167*	*1,173*
Subtotal	**54,075**	**55,253**	**56,424**	**58,402**	**58,962**	*59,230*	*59,365*	*59,410*	*59,384*	*59,313*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	5,663	5,812	6,359	6,668	6,944	*7,410*	*7,776*	*8,081*	*8,336*	*8,552*
Research Doctoral	1,724	1,732	1,787	1,897	1,960	*2,010*	*2,060*	*2,110*	*2,160*	*2,210*
Professional Doctoral	625	626	694	754	818	*837*	*860*	*881*	*897*	*913*
Subtotal	**8,012**	**8,170**	**8,840**	**9,319**	**9,722**	*10,257*	*10,696*	*11,072*	*11,393*	*11,675*
TOTAL	**62,087**	**63,423**	**65,264**	**67,721**	**68,684**	*69,487*	*70,061*	*70,482*	*70,777*	*70,988*

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, 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]

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	11	11	12	13	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	14	15	16	17	.	.
PROPOSED GOALS	.	.	.	.	.	*15*	*16*	*17*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	16,024	16,797	17,299	17,882	18,737	19,064	19,117	19,177	19,222	19,243
UPPER	29,772	30,483	31,302	32,298	33,685	34,293	34,410	34,462	34,465	34,432
GRAD 1	4,087	4,152	4,285	4,674	4,844	4,976	5,184	5,439	5,627	5,781
GRAD 2	1,431	1,383	1,406	1,480	1,591	1,673	1,698	1,736	1,794	1,851
TOTAL	**51,313**	**52,815**	**54,292**	**56,334**	**58,858**	**60,006**	**60,409**	**60,814**	**61,108**	**61,307**

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	31	33	32	31	31	31	32	32	33
Primarily Dist. (80-99%)	.	0	0	2	6	8	8	8	8	8
Hybrid (50-79%)	.	9	10	10	11	11	11	12	12	12
Classroom (0-49%)	.	60	58	56	53	50	50	48	48	47
GRADUATE										
All Distance (100%)	.	29	31	36	38	34	35	37	37	38
Primarily Dist. (80-99%)	.	0	0	0	0	4	4	3	3	3
Hybrid (50-79%)	.	12	11	10	10	10	10	10	10	9
Classroom (0-49%)	.	60	58	54	52	52	51	50	50	50

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

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 2019 Accountability Plan list for programs under consideration for 2020-21.

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						
Neuroscience	26.1501	STEM	-	N	400	Feb-2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences	30.2501	STEM	-	N	50	Oct-2020
Cyber Security	11.1003	STEM	FAMU, FIU, FSU, USF, UWF	Y	60	Aug-2020
Event Leadership	52.0907	-	-	Y	60	Aug-2020
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Apr-2021
Themed Experiences	50.0401	GAP	UF	N	120	Jun-2020
DOCTORAL PROGRAMS						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	N	15	Dec-2020
Kinesiology	31.0505	STEM	FSU, UF	N	24	Jun-2020
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Apr-2021
Rehabilitation Sciences	51.2314	HLTH	FSU, UF	N	20	Feb-2021
Social Work	51.1503	HLTH	FAU	N	30	Feb-2021

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
DOCTORAL PROGRAMS						
Interdisciplinary Studies	30.0000	-	-	Y	12	Jun-2021
Neuroscience	26.1501	STEM	FSU	Y	50	Sep-2021

DEFINITIONS
Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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-baccs) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

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

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

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: New College of Florida as reported to the Common Data Set.

PBF-9. 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 (ie, 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. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).

DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures ($M): 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.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on 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+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

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

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

DEFINITIONS (cont.)

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab 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).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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

PRE-E: National Academy Memberships: National Academy Memberships held by faculty as reported by 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 annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) 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)".

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

DEFINITIONS (cont.)

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

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: 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-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: 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. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). 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 baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by 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.

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, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

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

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

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

Enrollment Planning (ENRL)

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

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.

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 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 institution educational plant surveys.

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 1009.24(17), F.S.).