2022
ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

BOG Approved June 30, 2022

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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 aspires to be one of the nation's leading metropolitan research universities, focusing on student success and contributing to the betterment of society. A research university that's tightly coupled with urban growth, entrepreneurship, and partnerships to develop the talent that simultaneously attracts and drives the innovation and investment to move our region and state forward. Not be defined by its contemporaries, UCF seeks to forge a new path that will help shape the future of higher education.

Following years of growth, the university will build the critical infrastructure to supports its pursuit of excellence. With a renewed focus on academic and research quality, UCF will create a national and, in key areas, international reputation. Specifically, we will become a Top 50 public, national university in U.S. News & World Report's College rankings.

UCF will enhance research expenditures, scholarly activity, national academy members and post-doctoral appointments. UCF is committed to achieving the breadth and quality in 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's and nation's future with a focus on a culture of innovation, inclusion, and collaboration with a clear expectation for open-minded and tolerant civil discourse throughout the campus community – consistent with the Florida Board of Governors' State University System of Florida *Statement of Free Expression*. UCF will empower students of all backgrounds to discover their full potential by eliminating achievement gaps among student populations while realizing an overall student success four-year graduation rate of 65 percent.

As a model 21st-century university, UCF will 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, but they will also be the foundation upon which the next generation of UCF students and faculty will conquer our greatest challenges.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

With record highs for four-year graduation (50.0 percent) and multiple student success measures, UCF achieved a Consolidated Student Outcomes measure rank of #25 among national, public universities in 2022 U.S. News & World Report rankings. UCF will continue to accelerate four-year graduation rates and two-year A.A. graduation rates (32.1 percent) to ensure more students achieve their goals more efficiently and benefit from shorter time-to-degree, reducing the total cost of education.

UCF is fortunate to have several key areas of distinction to build upon, such as optics and photonics, modeling and simulation, engineering and computer science, hospitality management and game development. In particular, UCF's growing Academic Health Science Center and its newly opened UCF Lake Nona Medical Center will expand UCF's research and impact in health-related fields and the local economy. UCF has finalized a strategic roadmap for our emerging Academic Health Science Center to enable its ability to grow research expenditures, regional partnerships and expand regional impact. This expansion would add to the sustained growth in research awards, which again set another record for UCF this past year with $213 million.

UCF also received its largest gift in the university's history when MacKenzie Scott and Dan Jewett gave $40 million to recognize the university's focus on student success and economic mobility. UCF has used the gift to create a challenge program to incentivize additional philanthropic investments in UCF's mission. The challenge program has already generated approximately $10 million in gifts.

Three Key Initiatives & Investments

1. Student Success:

• Consolidate the student success, enrollment management, and student affairs enterprise charged with increasing retention, progression, and graduation rates. Over the last five years, UCF's retention rate has improved by 2.2 percentage points, four-year graduation has improved by 6.3 percentage points, and time to degree has reduced from 4.4 to 4.2 years.

2. Faculty Size, Research and Graduate Excellence:

• Approve and begin implementation of new strategic plan that specifically addresses academic excellence with plans to reduce UCF's student-to-faculty ratio. The university has redirected funds through efficiencies toward strategic faculty hires and research in the areas of artificial intelligence, digital twin, infectious disease and travel health, next-generation computing hardware, space education and industrialization, and zero-carbon energy. We will continue to invest in full-time faculty to allow greater research productivity, strengthening the undergraduate and graduate academic experience, and increasing student engagement.

3. Operational Efficiency:

• Ensure organizational alignment, process improvements, and efficiency and effectiveness efforts result in savings that can be reallocated to support instruction and support the academic mission of the university.

• Implement a new financial and human resources ERP system to transform the way UCF works through transparent, efficient, and compliant best practices to drive stronger enterprise decision-making while also improving business processes to support excellence in education and research.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The Graduation Rate Improvement plan implemented by UCF in 2018 emphasized high tech, high touch student success practices. Predictive analytics tools, coordinated care student campaigns, advisor capacity, and financial aid packaging were all part of the foundational investments needed to improve UCF's student success outcomes.

Predictive Analytics: myKnightSTAR (powered by EAB) identifies predicts the likelihoods of students completing in four years. This tool is coupled with Pegasus Path, a degree-mapping tool. Students and advisors work to map out degree requirements allowing UCF to identify students that are ahead, on-time, or behind on a track toward four-year graduation. Once a student has their courses mapped, mySchedule Builder allows them to optimize their course registration each term from the variety of possible options.

Coordinated Care Campaigns and Advising Capacity: UCF has invested in 39 new advisors to tackle a 1200 to 1 advising ratio. While still far from an ideal ratio, the enhanced capacity allows students and advisors to engage more frequently and on more meaningful topics.

Financial Aid: Various programs include Knight's Completion Grant designed to support students in their final terms that need a boost for completion, Charge On 15 that supports students by closing the gap in gift aid between 12 and 15 credit hours, and Graduation Incentive Award provided microgrants for student successfully progressing toward completion.

The actions listed above have contributed to improved outcomes, but to catapult these successes into even greater heights, UCF is hiring an inaugural Senior Vice President for Student Success charged with accelerating retention and graduation rates and consolidating student success with student life and enrollment management. Additional initiatives in each of the core areas, including financial aid packaging optimization, are all part of the short-term plans.

Student Success Outcomes:

- FTIC Retention and Graduation (5-Year Shift): 1st year improved +2.2 points (92%); 2nd year improved +2.5 points (86%); 3rd year improved +3.3 points (84%); and, 4-year graduation improved +6.3 points (50%).
- Think 30 Campaign: 18 percentage point increase in the number of new freshmen completing 30 hours in their first year at UCF (since 2014-15). Second year FTIC students taking 30 hours increased 12 percentage points, while third year students increased 5 percentage points.
- Average Credit Hours to Degree: 8-hour reduction in the average total credit hours for 120-hour programs since 2013-14 (from 131.0 down to 122.95)
- Time to Degree: Reduced time to degree to 4.2 (from 4.4 five years ago)

STRATEGY (cont.)

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

Student Achievements

1. Medical student Lily Chen earned a U.S. Department of Human and Health Services Excellence in Public Health Service Award for creating makeshift ventilators for COVID-19 patients.
2. Aerospace Engineering students' remote-controlled aircraft took 2nd pace in the world (1st in the U.S.) at the American Institute of Aeronautics and Astronautics 2021 Design Build Fly competition.
3. UCF's Collegiate Cybersecurity Competition Team placed 1st (for the 4th time) in Raytheon's National Collegiate Cyber Defense Competition, the world's largest competition of its kind.
4. UCF student recognitions included 16 National Science Foundation Graduate Research Fellowships (top 30 in the nation, 1st in FL), 12 Fulbright Scholars (top 50 overall, 1st in FL), 10 NASA Florida Space Grant Consortium Fellowships, 4 Goldwater Scholars (tied for 4th in the nation, 1st in FL), 2 Astronaut Scholars.

Faculty Achievements

1. College of Optics and Photonics Professor Peter Delfyett was inducted into the prestigious National Academy of Engineering. Delfyett is the first to be inducted while currently a faculty member at UCF.
2. Clarivate named four UCF faculty members (Demetrios N. Christodoulides, Mohamed Abdel-Aty, Madhab Neupane, Fevzi Okumus) as highly cited researchers for demonstrating significant influence in Physics and Social Sciences.
3. College of Engineering and Computer Science Assistant Professor Dazhong Wu was named one of the 20 Most Influential Academics in smart manufacturing by the Society of Manufacturing Engineers. He was the only academic from Florida on the list.

Program Achievements

1. The Florida Interactive Entertainment Academy (FIEA) graduate program ranked 1st in the world (for the 3rd time in the past six years) for Game Design according to The Princeton Review and PC Gamer magazine.
2. Rosen College of Hospitality Management Hospitality and Tourism programs ranked 1st in the nation (2nd in the world) by ShanghaiRanking.
3. The College of Optics and Photonics was ranked 20th in the world by U.S. News and World Reports, 2022 U.S. News and World Report 2022 Best Global Universities: Subject Rankings (#7 among U.S. institutions, #3 among public, U.S. institutions).
4. The School of Visual Arts and Design's Animation program ranked 2nd in the nation among public schools by the Animation Career Review. The Illustration and Graphic Design programs were also ranked in the top 20.

Institutional Achievements

1. UCF received its largest gift to date, a $40 million gift from philanthropist MacKenzie Scott to help foster social mobility and develop skilled talent needed to advance industry across FL and beyond.
2. UCF achieved a Top 25 ranking for Consolidated Student Outcomes among public, national universities from U.S. News and World Report's 2022 Best Colleges.
3. The new UCF Lake Nona Medical Center teaching hospital opened next to the UCF College of Medicine. It provides full-service medical care to the community and serves as a training center.
4. UCF ranks 25th among public universities 60th in the world for producing patents according to the annual rankings by the National Academy of Inventors and the Intellectual Property Owners Association.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

N/A

PERFORMANCE-BASED FUNDING METRICS

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	63.0	63.6	63.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*64*	*65*	*67*	*69*	*70*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	38,700	38,600	40,000	42,200	42,300	.	.	.	.	.
APPROVED GOALS	39,100	39,700	40,200	40,600	40,000	40,100	40,200	40,300	40,400	.
PROPOSED GOALS	.	.	.	.	.	*42,500*	*42,750*	*43,000*	*43,250*	*43,500*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	15,400	12,070	7,580	4,690	4,110	.	.	.	.	.
APPROVED GOALS	15,120	15,968	12,000	7,580	4,690	6,480	7,430	7,380	7,380	.
PROPOSED GOALS	.	.	.	.	.	*4,500*	*4,500*	*4,500*	*4,500*	*4,500*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	43.7	45.7	46.3	47.7	50.0	.	.	.	.	.
APPROVED GOALS	45	44.7	46.8	48	50.1	50.7	51.8	52.9	53	.
PROPOSED GOALS	.	.	.	.	.	*53*	*56*	*59*	*62*	*65*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	87.6	88.7	90.1	91.4	90.5	.	.	.	.	.
APPROVED GOALS	87.4	87.9	88.9	90.3	90.5	90.6	90.7	90.8	90.9	.
PROPOSED GOALS	.	.	.	.	.	*91*	*91*	*91*	*92*	*92*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	51.9	51.6	51.2	52.9	55.5	.	.	.	.	.
APPROVED GOALS	52.5	52.5	53	53.4	53.8	54	54	54	54	.
PROPOSED GOALS	.	.	.	.	.	*55.8*	*56.0*	*56.2*	*56.4*	*56.6*

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	39.4	40.6	39.2	37.6	35.9	.	.	.	.	.
APPROVED GOALS	40.2	40	41	41.8	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	62.0	62.6	61.2	60.5	57.9	.	.	.	.	.
APPROVED GOALS	63.6	62.5	63	63.4	60	60.1	60.2	60.3	60.4	.
PROPOSED GOALS	.	.	.	.	.	*60.1*	*60.2*	*60.3*	*60.4*	*60.4*

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

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	31.8	32.4	33	32.2	32.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	32.3	32.6	32.9	33.1	33.3	.
PROPOSED GOALS	.	.	.	.	.	*34*	*37*	*40*	*45*	*50*

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	66.5	70.0	69.3	71.3	70.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	71.4	71.4	71.5	71.5	71.6	.
PROPOSED GOALS	.	.	.	.	.	*71.4*	*72*	*73*	*74*	76

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35.0	35.5	37.9	39.0	39.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40	40	41	41	41	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*41*	*41*	*42*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	4.1	4.1	4.2	4.2	4.3	.	.	.	.	.
APPROVED GOALS	4	4.1	4.1	4.1	4.2	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	*4.3*	*4.3*	*4.3*	*4.3*	*4.3*

A. (2). Average SAT Score

	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	1316	1326	1332	1315	1317	.	.	.	.	.
APPROVED GOALS	1265	1318	1326	1332	1315	1315	1315	1315	1315	.
PROPOSED GOALS	.	.	.	.	.	*1317*	*1317*	*1317*	*1317*	*1317*

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1	3	2	2	3	.	.	.	.	.
APPROVED GOALS	2	2	3	3	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*4*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	89.6	90	91	92	92	.	.	.	.	.
APPROVED GOALS	90	90	91	92	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*93*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	43.7	45.7	46.3	48	50	.	.	.	.	.
APPROVED GOALS	45	44.7	46.8	48	50.1	50.7	51.8	52.9	53	.
PROPOSED GOALS	.	.	.	.	.	*53*	*56*	*59*	*62*	*65*

E. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	6	6	7	8	8	.	.	.	.	.
APPROVED GOALS	7	6	7	7	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	9	9	10

F. Science & Engineering Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	169	176	186	188	182	.	.	.	.	.
APPROVED GOALS	194	194	201	206	195	201	207	213	219	.
PROPOSED GOALS	.	.	.	.	.	*201*	*210*	*220*	*235*	*265*

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	161	165	169	170	167	.	.	.	.	.
APPROVED GOALS	186	186	192	198	174	177	180	183	187	.
PROPOSED GOALS	.	.	.	.	.	*186*	*195*	*200*	*210*	225

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

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	7 of 8	7 of 8	6 of 8	6 of 8	6 of 8	.	.	.	.	.
APPROVED GOALS	7 of 8	7 of 8	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*

I. Utility Patents Awarded [over three calendar years]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	165	147	138	145	157	.	.	.	.	.
APPROVED GOALS	192	152	138	135	150	145	136	138	141	.
PROPOSED GOALS	.	.	.	.	.	*152*	*143*	*138*	*140*	*141*

J. Doctoral Degrees Awarded Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	429	438	415	466	510	.	.	.	.	.
APPROVED GOALS	455	440	455	470	480	490	490	490	500	.
PROPOSED GOALS	.	.	.	.	.	*520*	*525*	*530*	*535*	*540*

K. Number of Post-Doctoral Appointees

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	67	94	146	171	142	.	.	.	.	.
APPROVED GOALS	72	96	112	160	170	180	190	200	200	.
PROPOSED GOALS	.	.	.	.	.	*180*	*190*	*200*	*210*	*210*

L. Endowment Size ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	157	163	165	163	201	.	.	.	.	.
APPROVED GOALS	153	165	175	182	190	190	191	200	210	.
PROPOSED GOALS	.	.	.	.	.	*248*	*257*	*266*	*277*	*290*

KEY PERFORMANCE INDICATORS

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

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1	3	2	2	3	.	.	.	.	.
APPROVED GOALS	2	2	3	3	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*4*

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	31	34	36	35	35	.	.	.	.	.
APPROVED GOALS	35	31	35	36	37	38	38	39	39	.
PROPOSED GOALS	.	.	.	.	.	*38*	*38*	*39*	*39*	*40*

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.4	4.3	4.3	4.3	4.2	.	.	.	.	.
APPROVED GOALS	4.2	4.3	4.3	4.2	4.2	4.2	4.2	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.2*	*4.2*	*4.1*	*4.1*	*4.1*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	76	78	79	78	77	.	.	.	.	.
APPROVED GOALS	68	77	78	79	79	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*80*	*80*	*80*	*80*	*80*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	70	72	72	73	74	.	.	.	.	.
APPROVED GOALS	71	70	72	73	73	74	74	74	74	.
PROPOSED GOALS	.	.	.	.	.	*74*	*75*	*76*	*77*	*78*

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

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	54	51	53	54	54	.	.	.	.	.
APPROVED GOALS	.	.	.	53	54	54	54	55	55	.
PROPOSED GOALS	.	.	.	.	.	*56*	*58*	*60*	*62*	*65*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	41	43	43	43	47	.	.	.	.	.
APPROVED GOALS	.	.	.	44	45	46	47	48	48	.
PROPOSED GOALS	.	.	.	.	.	*50*	*54*	*57*	*60*	*64*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	13,070	13,341	13,959	14,304	15,097	.	.	.	.	.
APPROVED GOALS	13,190	13,330	13,600	14,100	14,350	14,400	14,550	14,550	14,400	.
PROPOSED GOALS	.	.	.	.	.	*14,900*	*14,500*	*14,500*	*14,400*	*14,200*

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	2,647	2,752	2,884	3,059	3,214	.	.	.	.	.
APPROVED GOALS	2,700	2,670	2,793	2,900	3,050	3,100	3,150	3,200	3,250	.
PROPOSED GOALS	.	.	.	.	.	*3,225*	*3,250*	*3,275*	*3,300*	*3,300*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35	36	38	39	40	.	.	.	.	.
APPROVED GOALS	33	36	37	39	40	40	41	41	42	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*41*	*42*	*42*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	19	18	18	17	16	.	.	.	.	.
APPROVED GOALS	21	20	20	21	17	17	16	16	15	.
PROPOSED GOALS	.	.	.	.	.	*17*	*16*	*16*	*15*	*15*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35	34	35	38	39	.	.	.	.	.
APPROVED GOALS	35	36	36	37	38	38	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	*39*	*39*	40	*40*	*41*

13. Percent of Graduate Degrees in STEM & Health

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

KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	96	95	97	96	92	97	97	97	97	97
US Average	90	92	91	90	86	.	.	.	.	.
MEDICINE (2YR)	97	97	98	98	98	98	98	98	98	98
US Average	96	96	97	97	96	.	.	.	.	.

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

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	100	99	99	99	100	95	95	95	95	95
US Average	92	92	92	91	90	.	.	.	.	.

Exam Scores Relative to Benchmarks

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

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	6	6	7	8	8	.	.	.	.	.
APPROVED GOALS	7	6	7	7	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*9*	*9*	*10*

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	7	8	7	5	11	.	.	.	.	.
APPROVED GOALS	8	8	10	11	12	12	12	12	12	.
PROPOSED GOALS	.	.	.	.	.	*12*	*13*	*14*	*14*	*15*

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	10	11	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*11*	*12*	*12*	*13*	*13*

18. Total Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	200	215	225	239	219	.	.	.	.	.
APPROVED GOALS	271	248	269	290	247	258	268	279	290	.
PROPOSED GOALS	.	.	.	.	.	*258*	*272*	*292*	*317*	*350*

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

19. Research Expenditures from External Sources ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	114	119	127	139	131	.	.	.	.	.
APPROVED GOALS	.	.	.	133	142	145	151	156	162	.
PROPOSED GOALS	.	.	.	.	.	*145*	*160*	*172*	*187*	*205*

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

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	48	40	50	55	52	.	.	.	.	.
APPROVED GOALS	65	45	45	45	45	45	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	*45*	*46*	*47*	*47*	*47*

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	34	40	28	28	28	.	.	.	.	.
APPROVED GOALS	34	34	34	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	9	1	0	5	2	.	.	.	.	.
APPROVED GOALS	15	10	12	14	15	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	2	2	*4*	*4*	*6*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

UCF Lake Nona Medical Center (LNMC) & Academic Health Sciences Center (AHSC)

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	SECURE PERMITS	BEGIN CONST	CONST CONT	LNMC OPEN, AHSC PLANNING	AHSC strategic plan developed	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	LNMC Opened March 2021	Develop AHSC strategic plan	Expand 4th year clinical rotations; submit NIH T32 training grant proposal; increase number of human subject grants/contracts by 10% per year through 2025	Expand 3rd year clinical rotations; expand PhD training and biostatistics capacity for human subjects' research	Provide infrastructure support for clinical research; evaluate mechanisms for enhancing research across the AHSC	Initiative development of COM Strategic Plan IV; increase grant proposal submissions and extramural funding by 25% over 2023	.
PROPOSED GOALS	.	.	.	.	.	*Expand 4th year clinical rotations; increase number of human subject grants/contracts by 10% per year through 2025*	*Expand health sciences clinical rotations; expand biostatistics capacity and for training PhD students in human subjects' research*	*Provide infrastructure support for Clinical Research; evaluate mechanisms for enhancing research across the AHSC*	*Start COM Strategic Plan IV; increase grant proposal submissions and overall extramural funding by 25% from 2023 through 2026*	*Hire new faculty for AHSC: Initiate development of 2nd AHSC strategic plan*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	56,424	58,402	58,962	61,115	59,708	.	.	.	.	.
APPROVED GOALS	56,000	57,595	58,410	59,230	61,200	60,900	60,600	60,300	60,000	.
PROPOSED GOALS	.	.	.	.	.	*59,600*	*59,500*	*59,350*	*59,200*	*59,050*

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	8,840	9,319	9,722	10,195	10,092	.	.	.	.	.
APPROVED GOALS	8,590	9,148	9,500	10,257	10,580	11,000	11,400	11,700	11,900	.
PROPOSED GOALS	.	.	.	.	.	*10,050*	*10,150*	*10,300*	*10,450*	*10,600*

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	6,879	7,230	7,321	8,038	7,089	7,480	7,500	7,550	7,550	7,550
FTIC: Returning	19,426	20,110	20,935	21,861	22,763	22,620	22,850	22,890	22,920	22,950
Transfer: FCS w/ AA	21,636	21,617	21,612	21,545	20,444	20,150	19,820	19,600	19,420	19,300
Other Undergraduates	7,417	8,324	7,948	8,472	8,283	8,250	8,210	8,210	8,190	8,150
Post-Baccalaureates	1,066	1,121	1,146	1,199	1,129	1,100	1,120	1,100	1,120	1,100
Subtotal	**56,424**	**58,402**	**58,962**	**61,115**	**59,708**	**59,600**	**59,500**	**59,350**	**59,200**	**59,050**
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	6,359	6,668	6,944	7,427	7,328	7,280	7,310	7,410	7,520	7,630
Research Doctoral	1,787	1,897	1,960	1,926	1,927	1,910	1,960	1,990	2,020	2,050
Professional Doctoral	694	754	818	842	837	860	880	900	910	920
Subtotal	**8,840**	**9,319**	**9,722**	**10,195**	**10,092**	**10,050**	**10,150**	**10,300**	**10,450**	**10,600**
TOTAL	**65,264**	**67,721**	**68,684**	**71,310**	**69,800**	**69,650**	**69,650**	**69,650**	**69,650**	**69,650**

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

ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	12	13	12	14	12	.	.	.	.	.
APPROVED GOALS	.	.	14	15	16	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*13*	*15*	*16*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	17,299	17,882	18,737	19,062	19,760	18,733	18,980	20,070	20,170	20,260	20,210
UPPER	31,302	32,298	33,685	34,288	36,160	34,979	34,800	33,760	33,640	33,520	33,500
GRAD 1	4,285	4,674	4,844	4,974	5,325	5,194	5,180	5,190	5,260	5,330	5,440
GRAD 2	1,406	1,480	1,591	1,671	1,654	1,638	1,640	1,680	1,710	1,730	1,750
TOTAL	**54,292**	**56,334**	**58,858**	**59,995**	**62,898**	**60,544**	**60,600**	**60,700**	**60,780**	**60,840**	**60,900**

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	33	32	31	32	90	34	34	35	35	35
Primarily Dist. (80-99%)	0	2	6	6	0	6	6	6	6	6
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	10	10	11	11	3	11	11	11	11	11
Classroom (0-49%)	58	56	53	51	7	49	49	48	48	48
GRADUATE										
All Distance (100%)	31	36	38	39	62	39	39	40	40	40
Primarily Dist. (80-99%)	0	0	0	0	3	2	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	11	10	10	10	8	10	10	10	10	10
Classroom (0-49%)	58	54	52	50	28	49	50	49	49	49

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. *An error with courses taken data affecting 2020-21 FTE counts was identified following UCF's BOT approval. The revision was made in collaboration with UCF's Data Administrator and the Board's ODA staff. The change did not affect UCF's proposed goals.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
N/A						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	30.7102	STEM		N	24	Fall 2022
Planetary Science and Space Exploration	40.0203	STEM		N	40	Spring 2023
DOCTORAL PROGRAMS						
Planetary Science and Space Exploration	40.0203	STEM		N	40	Spring 2023

New Programs for Consideration by Institution in AY 2023-24

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
N/A						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
N/A						
DOCTORAL PROGRAMS						
N/A						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $30,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*
Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-or part-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 took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of degrees is based on the number of baccalaureate degrees awarded to 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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher 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, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

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

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

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

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

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

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

DEFINITIONS (cont.)

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

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

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

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

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

DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

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

STATE UNIVERSITY SYSTEM OF FLORIDA