2021
ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED APRIL 22, 2021
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Table of Contents

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, with a focus on student success and contributing to the betterment of society. A 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 not be defined by its contemporaries, and rather seeks to forge a new path that will help shape the future of higher education.

Following years of growth, the university will now focus on building the critical infrastructure that will support its pursuit of excellence. With a renewed focus on academic and research quality, UCF will build 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.

With a greater focus on enhancing research expenditures, scholarly activity, national academy members and post-doctoral appointments, UCF is committed to achieving the breadth and quality in 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's 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 percent.

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, 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 first-year retention (92.7 percent) and multiple student success measures, UCF achieved a Student Outcomes measure rank of #36 among national, public universities in 2021 *U.S. News & World Report* rankings. UCF will now focus on four-year graduation rates (47.7 percent) and two-year A.A. graduation rates (32.2 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 launched a planning process to outline 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 be added to our sustained growth in research funding, which again set another record for UCF this past year with $205 million.

In 2020-21, UCF's attention was appropriately directed toward meeting the challenge of COVID-19. But the pandemic also represented a long-term opportunity to rethink how classes are delivered, ascertain the appropriate mix of online and in-person instruction and identify services that can be provided in new modalities to increase access.

UCF also welcomed a new president, Alexander Cartwright, who has focused on building a strong leadership team to improve administrative infrastructure that will drive efficiency and effectiveness to ensure UCF can invest in academic excellence that will contribute to student success and research outcomes.

Three Key Initiatives & Investments

1. Student Success:
• Consolidate the student success and student affairs enterprise charged with increasing retention, progression, and graduation rates. Over the last five years, UCF's retention rate has improved by 3 percentage points, four-year graduation has improved by 4 percentage points, and excess hours have reduced by 12 percentage points.
• UCF will create a strategic enrollment management team, coupled with a strategic plan, that will focus on aligning enrollment to the university's strategic goals with input from colleges and faculty.
2. Faculty Size, Research and Graduate Excellence:
• Develop a new strategic plan that specifically addresses academic excellence with plans to reduce UCF's student-to-faculty ratio. Full-time faculty hires will be tied to strategic enrollment management, allowing 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.
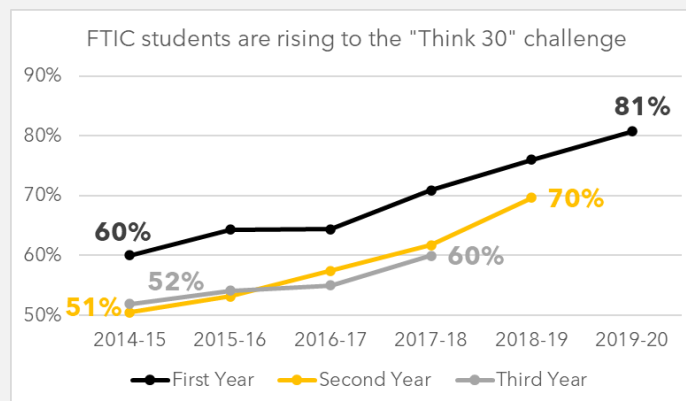
STRATEGY (cont.)
Graduation Rate Improvement Plan Update

UCF is focused and energized in the direction of improving four-year graduation rates. Over the past five years, UCF's graduation rate has achieved a 4.1 percentage point increase to 47.7%. The university invested in people (25 new advisors last year), technology (integrating "on-track" predictions with "at-risk" indicators), and improved the student advising experience through operational efficiencies (academic advising alignment). In Fall 2020 – amidst the height of COVID pandemic impacts – UCF achieved a record 92.1% retention of first year students. While not losing sight of the first-year goal, UCF is elevating initiatives concentrated on sophomore and junior progression.

Reducing Average Credit Hours to Degree: **7-hour reduction** in the average total credit hours for 120-hour programs since 2013-14 (from 131.0 down to 123.8)

Think 30 Campaign: 21 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 19 percentage points, while third year students increased 8 percentage points.

Other Board-Approved Initiatives[1]	Impacts in 2020-21	Plans for 2021-22
Pegasus Path (degree planner)	42% utilization rate (available to all undergraduate students)	Full review of milestone courses for all programs
mySchedule Builder (schedule optimizer)	56,605 students across three semesters (available to all undergraduates). mySchedule Builder users registered for an additional 0.88 credit hours compared to non-users.	Increase student adoption
myKnight STAR (predictive analytics advising tool)	61,441 students (available for all undergraduates) 2020 Cohort Campaigns initial year resulted in 74% of all incoming FTIC engaging with advisors in their first semester.	Align student indicators across multiple platforms and scale advisor use of actionable insights
Knight's Completion Grant	124 awards totaling $177,126 support for students (only UCF funded awards)	Increase number of awards

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

6

STRATEGY (cont.)

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

Student Achievements

1. UCF student recognitions included 2 Astronaut Scholars, 2 Goldwater Scholars, 12 Fulbright Scholars, and 15 National Science Foundation Scholars.
2. UCF's Collegiate Cybersecurity Competition Team placed 2nd in Raytheon's National Collegiate Cyber Defense Competition, the world's largest of its kind.
3. Medical student David Gittess earned a U.S. Department of Human and Health Services Excellence in Public Health Service Award for his work with farmworkers and the homeless population.

Faculty Achievements

1. College of Optics and Photonics Professor Peter Delfyett was elected to the National Academy of Engineering and became the first faculty member to earn the honor while at UCF.
2. Twelve UCF faculty earned NSF CAREER awards, translating to over $4 million for research ranging from energy to cybersecurity. UCF ranked 1st in Florida and 6th in the nation for the number of award recipients.
3. College of Engineering and Computer Science Professor Mubarak Shah was named a top-cited AI 2000 Most Influential Scholar for his contribution to the field of Computer Vision.
4. College of Nursing Assistant Professor Jacqueline LaManna was one of six experts awarded fellow designation in the Association of Diabetes Care & Education Specialists for her for outstanding contributions to diabetes care and education.

Program Achievements

1. The College of Nursing's Simulation, Technology, Innovation & Modeling (STIM) Center earned accreditation from the Society for Simulation in Healthcare, the world's largest healthcare simulation accrediting body.
2. UCF's Center for Research in Computer Vision won the worldwide Activities in Extended Video Challenge sponsored by the U.S. Department of Commerce's National Institute of Standards and Technology. Top teams from around the world including IBM, MIT, Carnegie Mellon, and Purdue competed in the challenge.
3. Top 5 Program Rankings: Rosen College of Hospitality Management ranked 1st in the nation (2nd in the world) by ShanghaiRanking's Academic Ranking of World Universities (ARWU). Florida Interactive Entertainment Academy (FIEA) graduate program ranked 1st in the nation for Game Design according to The Princeton Review and PC Gamer magazine. U.S. News and World Report Best Graduate Schools 2021 ranked the Emergency Management graduate program 2nd in the nation and the Nonprofit Management graduate program ranked 5th. UCF ranked 5th in the nation for Transportation Science and Technology by ARWU.

Institutional Achievements

1. UCF set a research funding record of $205 million (up 40% since 2016) despite two federal government shutdowns, less federal research and development funding, and the COVID-19 pandemic.
2. UCF ranks 29th in securing patents among public universities and has been among the top 100 in the world for the past six years according to the annual rankings by the National Academy of Inventors and the Intellectual Property Owners Association.
3. UCF helped launch the Center for Innovation, Design and Digital Learning, the first nationwide 24/7 support center providing technology assistance to higher education faculty.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

Metric 1: Percent of Bachelor's Graduates Enrolled or Employed ($25,000+).
Students graduating in 2019-20 and 2020-21 have entered a job market significantly altered by COVID-19. Unemployment rates among those having attained a Bachelor's degree and higher was 2.0% in January of 2020, spiked to 8.4% in April 2020, and has been slowly reducing each month to 3.7% in March 2021[1]. The most recent unemployment rates are still nearly twice as high as figures seen prior to the pandemic. UCF submits reduced goals for the next two years, projects a return to prior levels in the third year, and indicates improvement in years four and five.

Metric 2: Median Wages of Bachelor's Graduates Employed Full-time
Like the 2007-08 recession, UCF anticipates that new graduates would have reduced starting offers and a slower return to pre-pandemic salaries. It is difficult to estimate the impact without 2020 Occupational Employment and Wages data (awaiting release). UCF submits reduced goals in response to COVID-19.

Metric 7: University Access Rate
After multiple declining rates for this metric, UCF reviewed the proportion of students filing the Free Application for Federal Student Aid (FAFSA). The ratio of new students filing FAFSA forms continues to increase passing the 80% mark for 2020-21. However, the proportion that return as Pell-eligible has declined by more than two percentage points in the last two years. Nationally, the percent of students awarded Pell grants has also declined from a peak of 40.6% in 2011-12 to 34.0% in 2018-19[2]. UCF submits adjusted goals reflecting the national landscape and more in line with recent local results.

Metric 8: Percent of Graduate Degrees Awarded within Programs of Strategic Emphasis
Between 2016-17 and 2019-20 graduate degrees awarded within programs of strategic emphasis increased by 186 (12.2%). However, other degrees increased by 224 (19.9%). The growth in areas outside of strategic emphasis was fueled by the doubling of degrees in Hospitality Management (ranked #2 in the world[3]) and Public Administration (#25 among public universities, #38 overall[4]). The growth in hospitality management is reflective of the partnership between UCF, the economic engine of Central Florida, and the necessary talent pipeline for the metropolitan region. In the last three years, UCF has established nine new programs with six qualifying as programs of strategic emphasis. New STEM programs include Aerospace Engineering PhD, Systems Engineering MSSE, and Big Data Analytics PhD (30.9% employment growth[5]). UCF submits adjusted goals resetting the percentage for year one and reflecting gradual improvement over the next five years.

[1] Bureau of Labor Statistics, Employment Situation Summary, Table A-4 Employment status of the civilian population 25 years and over by educational attainment (Bachelor's degree and higher – seasonally adjusted). Employment Situation Archived New Releases - https://www.bls.gov/bls/news-release/empsit.htm
[2] National Center for Education Statistics. Financial Aid: What is the percent of undergraduate students awarded Pell grants? https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35
[3] Shanghai Ranking Consultancy, Academic Ranking of World Universities, Hospitality and Tourism Management 2020. http://www.shanghairanking.com/Shanghairanking-Subject-Rankings/hospitality-tourism-management.html
[4] U.S. News and World Report, Best Graduate Schools 2021, Public Affairs. https://www.usnews.com/best-graduate-schools/top-public-affairs-schools/public-affairs-rankings
[5] Bureau of Labor Statistics, Fastest Growing Occupations, Data scientists and mathematical science occupations, all other. https://www.bls.gov/emp/tables/fastest-growing-occupations.htm

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	66.2	67.9	67.4	69.1	69.1	.	.	.	.	.
APPROVED GOALS	65	67.2	68.5	69.1	69.5	69.9	70.1	70.3	70.5	.
PROPOSED GOALS	.	.	.	.	.	66.0	68.0	69.1	69.2	69.4

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	38,600	38,700	38,600	40,000	42,200	.	.	.	.	.
APPROVED GOALS	36,600	39,100	39,700	40,200	40,600	41,100	41,300	41,400	41,400	.
PROPOSED GOALS	.	.	.	.	.	40,000	40,100	40,200	40,300	40,400

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	15,380	15,400	12,070	7,580	4,690	.	.	.	.	.
APPROVED GOALS	.	15,120	15,968	12,000	7,580	7,530	7,480	7,430	7,380	.
PROPOSED GOALS	.	.	.	.	.	4,690	6,480	7,430	7,380	7,380

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	43.6	43.7	45.7	46.3	47.7	.	.	.	.	.
APPROVED GOALS	42	45	44.7	46.8	48	50.1	50.7	51.8	52.9	.
PROPOSED GOALS	.	.	.	.	.	50.1	50.7	51.8	52.9	53.0

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	86.5	87.6	88.7	90.1	91.4	.	.	.	.	.
APPROVED GOALS	88	87.4	87.9	88.9	90.3	90.5	90.6	90.7	90.8	.
PROPOSED GOALS	.	.	.	.	.	90.5	90.6	90.7	90.8	90.9

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	52	51.9	51.6	51.2	52.9	.	.	.	.	.
APPROVED GOALS	50	52.5	52.5	53	53.4	53.8	54	54	54	.
PROPOSED GOALS	.	.	.	.	.	53.8	54.0	54.0	54.0	54.0

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	39.7	39.4	40.6	39.2	37.6	.	.	.	.	.
APPROVED GOALS	40	40.2	40	41	41.8	42.4	42.8	42.8	42.8	.
PROPOSED GOALS	.	.	.	.	.	36.0	36.0	36.0	36.0	36.0

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	63.4	62	62.6	61.2	60.5	.	.	.	.	.
APPROVED GOALS	62	63.6	62.5	63	63.4	63.8	64	64	64	.
PROPOSED GOALS	.	.	.	.	.	60.0	60.1	60.2	60.3	60.4

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

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	30.5	31.8	32.4	33	32.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	32.3	32.6	32.9	33.1	33.3

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full-Time and Part-Time]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	65.9	66.5	70	69.3	71.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	71.4	71.4	71.5	71.5	71.6

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33.2	35	35.5	37.9	39	.	.	.	.	.
APPROVED GOALS	.	.	.	37	39	40	40	41	41	.
PROPOSED GOALS	.	.	.	.	.	40	40	41	41	41

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	4.0	4.1	4.1	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.0	4.0	4.1	4.1	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.2*	*4.2*	*4.2*	*4.2*	*4.2*

A. (2). Average SAT Score

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	1262	1316	1326	1332	1315	.	.	.	.	.
APPROVED GOALS	1263	1265	1318	1326	1332	1332	1332	1332	1332	.
PROPOSED GOALS	.	.	.	.	.	*1315*	*1315*	*1315*	*1315*	*1315*

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	2	1	3	2	2	.	.	.	.	.
APPROVED GOALS	2	2	2	3	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*3*	*3*	*3*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	89	89.6	90	91	92	.	.	.	.	.
APPROVED GOALS	89	90	90	91	91.7	92	92.4	92.4	92.5	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	43.6	43.7	45.7	46.3	48	.	.	.	.	.
APPROVED GOALS	42	45	44.7	46.8	48	50.1	51	51.8	52.9	.
PROPOSED GOALS	.	.	.	.	.	*50.1*	*50.7*	*51.8*	*52.9*	*53.0*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	6	6	6	7	8	.	.	.	.	.
APPROVED GOALS	2	7	6	7	7	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

F. Science & Engineering Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	166	169	176	186	188	.	.	.	.	.
APPROVED GOALS	174	194	194	201	206	210	210	210	210	.
PROPOSED GOALS	.	.	.	.	.	195	201	207	213	219

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	158	161	165	169	170	.	.	.	.	.
APPROVED GOALS	171	186	186	192	198	201	201	201	201	.
PROPOSED GOALS	.	.	.	.	.	174	177	180	183	187

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	7 of 8	7 of 8	7 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

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	184	165	147	138	145	.	.	.	.	.
APPROVED GOALS	208	192	152	138	135	140	135	136	138	.
PROPOSED GOALS	.	.	.	.	.	150	145	136	138	141

J. Doctoral Degrees Awarded Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	440	429	438	415	466	.	.	.	.	.
APPROVED GOALS	445	455	440	455	470	480	490	490	490	.
PROPOSED GOALS	.	.	.	.	.	480	490	490	490	500

K. Number of Post-Doctoral Appointees

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	51	67	94	146	171	.	.	.	.	.
APPROVED GOALS	68	72	96	112	160	170	180	190	200	.
PROPOSED GOALS	.	.	.	.	.	170	180	190	200	200

L. Endowment Size ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	146.4	157	163	165	163	.	.	.	.	.
APPROVED GOALS	169	153	165	175	182	190	190	191	200	.
PROPOSED GOALS	.	.	.	.	.	190	190	191	200	210

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	2	1	3	2	2	.	.	.	.	.
APPROVED GOALS	2	2	2	3	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	33	31	34	36	35	.	.	.	.	.
APPROVED GOALS	34	35	31	35	36	37	38	38	39	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39	39

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4.4	4.4	4.3	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.3	4.2	4.3	4.3	4.2	4.2	4.2	4.2	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.1	4.1

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	66	76	78	79	78	.	.	.	.	.
APPROVED GOALS	69	68	76.8	78.1	79.2	79.4	79.6	79.8	80	.
PROPOSED GOALS	.	.	.	.	.	79.4	79.6	79.8	80	80

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	68	70	72	72	73	.	.	.	.	.
APPROVED GOALS	70	71	70	72	73	73	74	74	74	.
PROPOSED GOALS	.	.	.	.	.	73	74	74	74	74

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	54	54	51	53	54	.	.	.	.	.
APPROVED GOALS	.	.	.	.	53	54	54	54	55	.
PROPOSED GOALS	.	.	.	.	.	54	54	54	55	55

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	40	41	43	43	43	.	.	.	.	.
APPROVED GOALS	.	.	.	.	44	45	46	47	48	.
PROPOSED GOALS	.	.	.	.	.	45	46	47	48	48

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	12,832	13,070	13,341	13,959	14,304	.	.	.	.	.
APPROVED GOALS	12,850	13,190	13,330	13,600	14,100	14,250	14,400	14,550	14,700	.
PROPOSED GOALS	.	.	.	.	.	14,350	14,400	14,550	14,550	14,400

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2,681	2,647	2,752	2,884	3,059	.	.	.	.	.
APPROVED GOALS	2,770	2,700	2,670	2,793	2,900	2,950	3,000	3,050	3,100	.
PROPOSED GOALS	.	.	.	.	.	3,050	3,100	3,150	3,200	3,250

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	33	35	36	38	39	.	.	.	.	.
APPROVED GOALS	32	33	36	37	39	40	40	41	41	.
PROPOSED GOALS	.	.	.	.	.	40	40	41	41	42

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	20	19	18	18	17	.	.	.	.	.
APPROVED GOALS	21	21	20	20	21	21	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	17	17	16	16	15

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	31	33	34	37	39	.	.	.	.	.
APPROVED GOALS	31	32	34	35	38	39	40	40	41	.
PROPOSED GOALS	.	.	.	.	.	39	40	40	41	41

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	34	35	34	35	38	.	.	.	.	.
APPROVED GOALS	34	35	36	36	37	38	38	38	38	.
PROPOSED GOALS	.	.	.	.	.	38	38	38	38	39

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	47	45	47	46	47	.	.	.	.	.
APPROVED GOALS	45	47	48	48	49	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	47	47	48	48	48

16

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	92	96	95	97	96	97	97	97	97	97
US Average	88	90	92	91	90	.	.	.	.	.
MEDICINE (2YR)	100	97	97	98	98	98	98	98	98	98
US Average	96	96	96	97	97	.	.	.	.	.

CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	100	98	99	98	98	98	98	98	98	98
US Average	96	96	97	98	98	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
PHYSICAL THERAPY	98	100	99	99	99	95	95	95	95	95
US Average	92	92	92	92	91	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
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

16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	6	6	6	7	8	.	.	.	.	.
APPROVED GOALS	2	7	6	7	7	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	7	7	8	7	5	.	.	.	.	.
APPROVED GOALS	12	8	8	10	11	12	12	12	12	.
PROPOSED GOALS	.	.	.	.	.	*12*	*12*	*12*	*12*	*12*

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	198	200	215	225	239	.	.	.	.	.
APPROVED GOALS	218	271	248	269	290	315	315	315	315	.
PROPOSED GOALS	.	.	.	.	.	*247*	*258*	*268*	*279*	*290*

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	118	114	119	127	139	.	.	.	.	.
APPROVED GOALS	.	.	.	.	133	140	140	140	140	.
PROPOSED GOALS	.	.	.	.	.	*142*	*145*	*151*	*156*	*162*

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

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	59	48	40	50	55	.	.	.	.	.
APPROVED GOALS	.	65	45	45	45	45	45	46	47	.
PROPOSED GOALS	.	.	.	.	.	45	45	46	47	47

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	38	34	40	28	28	.	.	.	.	.
APPROVED GOALS	31	34	34	34	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	14	9	1	0	5	.	.	.	.	.
APPROVED GOALS	10	15	10	12	14	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

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)

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	BOG APPROVAL	SECURE PERMITS	BEGIN CONST	CONST CONT	LNMC OPEN, AHSC PLANNING	.	.	.	.	.
APPROVED GOALS	.	.	.	.	LNMC Opened March 2021	ROT 4th YR	ROT 3rd YR	EXPANSION – SHELLED BEDS	APPRV BUILD NUR COLL ON AHSC CAMPUS	.
PROPOSED GOALS	.	.	.	.	.	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 to enhance research across AHSC	Initiative development of COM Strategic Plan IV; increase grant proposal submissions and extramural funding by 25% over 2023

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	55,253	56,424	58,402	58,962	61,115	.	.	.	.	.
APPROVED GOALS	.	56,000	57,595	58,410	59,230	59,365	59,410	59,384	59,313	.
PROPOSED GOALS	.	.	.	.	.	61,200	60,900	60,600	60,300	60,000

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	8,170	8,840	9,319	9,722	10,195	.	.	.	.	.
APPROVED GOALS	.	8,590	9,148	9,500	10,257	10,696	11,072	11,393	11,675	.
PROPOSED GOALS	.	.	.	.	.	10,580	11,000	11,400	11,700	11,900

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	6,403	6,879	7,230	7,321	8,038	7,300	7,300	7,300	7,300	7,300
FTIC: Returning	19,115	19,426	20,110	20,935	21,861	23,200	23,300	23,300	23,200	23,100
Transfer: FCS w/ AA	22,012	21,636	21,617	21,612	21,545	21,100	20,800	20,600	20,500	20,200
Transfer: Other	6,649	7,417	8,324	7,948	8,472	8,400	8,400	8,400	8,300	8,300
Post-Baccalaureates	1,074	1,066	1,121	1,146	1,199	1,200	1,100	1,000	1,000	1,000
Subtotal	**55,253**	**56,424**	**58,402**	**58,962**	**61,115**	**61,200**	**60,900**	**60,600**	**60,300**	**60,000**

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	5,812	6,359	6,668	6,944	7,427	7,750	8,100	8,400	8,650	8,810
Research Doctoral	1,732	1,787	1,897	1,960	1,926	1,970	2,010	2,090	2,120	2,150
Professional Doctoral	626	694	754	818	842	860	890	910	930	940
Subtotal	**8,170**	**8,840**	**9,319**	**9,722**	**10,195**	**10,580**	**11,000**	**11,400**	**11,700**	**11,900**
TOTAL	**63,423**	**65,264**	**67,721**	**68,684**	**71,310**	**71,780**	**71,900**	**72,000**	**72,000**	**71,900**

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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	11	12	13	12	14	.	.	.	.	.
APPROVED GOALS	.	.	.	14	15	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*17*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	16,797	17,299	17,882	18,737	19,062	19,800	19,500	19,500	19,500	19,500
UPPER	30,483	31,302	32,298	33,685	34,288	36,100	37,200	37,300	37,200	37,100
GRAD 1	4,152	4,285	4,674	4,844	4,974	5,300	5,600	5,900	6,100	6,200
GRAD 2	1,383	1,406	1,480	1,591	1,671	1,650	1,700	1,750	1,800	1,850
TOTAL	**52,815**	**54,292**	**56,334**	**58,858**	**59,995**	**62,850**	**64,000**	**64,450**	**64,600**	**64,650**

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	31	33	32	31	32	82	34	34	35	35
Primarily Dist. (80-99%)	0	0	2	6	6	2	6	6	6	6
Hybrid (50-79%)	9	10	10	11	11	4	11	11	11	11
Classroom (0-49%)	60	58	56	53	51	12	49	49	48	48
GRADUATE										
All Distance (100%)	29	31	36	38	39	62	39	39	40	40
Primarily Dist. (80-99%)	0	0	0	0	0	3	2	1	1	1
Hybrid (50-79%)	12	11	10	10	10	7	10	10	10	10
Classroom (0-49%)	60	58	54	52	50	28	49	50	49	49

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

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 2020 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
UNDERGRADUATE						
N/A						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	30.7102	STEM	-	N	24	Fall 2021
FinTech	30.7104	STEM	-	N	60	Fall 2021
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Spring 2022
DOCTORAL PROGRAMS						
Biomedical Engineering	14.0501	STEM	FAMU, FIU	N	15	Fall 2021
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Spring 2022

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 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						
Health Sciences	51.2208	HLTH	UF, UNF	N	200	Spring 2023
DOCTORAL PROGRAMS						
Social Work	44.0701	-	FIU, FSU, USF	N	30	Spring 2023

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 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. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Full-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).

PBF-9b: Pell Recipient Six-Year Graduation Rate [full- & 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-time or part-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 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. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

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

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

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

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

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

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

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

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

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

KPI-12: Percent of 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: 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-15: 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 U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-16: 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-17: 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-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.

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).

DEFINITIONS (cont.)

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

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

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UNIVERSITY

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NORTH FLORIDA.

UCF

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FLORIDA

FLORIDA POLY

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SOUTH FLORIDA
A PREEMINENT RESEARCH UNIVERSITY

New College
THE HONORS COLLEGE of Florida

FAU
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UNIVERSITY

FLORIDA
GULF COAST
UNIVERSITY

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