2024

ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

BOG Approved June 28, 2024

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INTRODUCTION

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

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

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

STRATEGY

Mission Statement

UCF is a public research university invested in unleashing the potential within every individual, enriching the human experience through inclusion, discovery and innovation, and propelling broad-based prosperity for the many communities we serve.

Statement of Strategy

UCF is one of the most innovative universities in the country. Not defined by its contemporaries, UCF seeks to forge a new path that will help shape the future of higher education because the future demands individuals who are adaptable, skilled, and equipped to navigate the complexities of a rapidly evolving world. UCF's job as a metropolitan research university is to empower students with the knowledge and experiences that will make them valuable to the workforce of today, while also empowering faculty to drive innovations that enable the economy of the future.

UCF was founded in 1963 to provide talent and research insights in support of America's quest to put humans on the moon and explore the far reaches of the galaxy. Sixty years later, the university is leveraging its history of innovation and impact as **Florida's Premier Engineering and Technology University** — one where all disciplines leverage technology together to solve societal challenges and develop the next iterations of our region's business, health, hospitality, and entertainment sectors. UCF remains committed to not only embracing but developing advances in technology, artificial intelligence, and machine learning to infuse technology across all our disciplines, driving new disciplines and pedagogical approaches.

UCF is focused on providing the workforce and research infrastructure needed to fuel Florida's growing high-tech economy through a commitment to excellence in education and research, a commitment to meaningful interaction with industry, and increasing ability to educate more engineering and technology focused graduates. Our academic programs will continue to leverage our unique advantage for our students and to learn and research alongside business, industry, and government partners because of our location.

As stewards of taxpayer resources, UCF seeks to implement the university's strategy with a commitment to operational excellence, seeking to deliver services in new efficient and effective ways. UCF will also leverage technology across our operations to reduce administrative costs and improve overall efficiency.

UCF aligns with the Florida Board of Governors Statement of Free Expression, as endorsed by the UCF Board of Trustees with a clear expectation for open-minded and tolerant civil discourse throughout the campus community. 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.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The central pillar in UCF's 2023-2027 Strategic Plan is Student Success. As the plan is implemented, the university is deploying a coordinated care management approach to student success, utilizing high tech, high touch student success practices. UCF's division of Student Success and Well-Being coordinates the university-wide effort, driven by predictive analytics tools, an enhanced CRM platform, a new academic advising & coaching model, a new team of academic advocates, and the application of a course forecasting tool.

Predictive Analytics. Multiple dashboards consolidate predictive measures facilitating student-specific advising interventions. FTIC retention and 4-year graduation machine learning algorithms are 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 base on their course plan. Advisors utilize this information to optimize their outreach and interventions for student success.

Academic Advocates. UCF deployed a team of academic advocates to function as the proactive arm of the new ASC model. Charged with identifying students in distress, the team provides timely interventions and supports to help students overcome impediments to their timely completion.

Academic Success Coaching. In January 2024, UCF centralized academic advising and implemented a new academic advising and coaching model. Fusing the traditional separate roles of academic advisor or success coach into one new position called an Academic Success Coach (ASC). The goal of the new model is to provide more prescriptive, proactive, and holistic support for students. In addition, UCF invested significant new resources to raise the salaries of the ASCs to market levels and hire an additional 14 ASCs.

Coordinated care management. A network of student support personnel leverages the CRM to provide the right support, to the right student, at the right time.

Enhanced CRM platform. UCF is adding a student-facing app, an updated degree planning tool, and a prospective student tool to the existing CRM. The goal is to have all students and support personnel utilizing the same platform as it was designed to be used, i.e., for coordinated care management.

Course forecasting. UCF is moving toward a refreshed course scheduling approach, featuring centralized scheduled of classes based on student need. A new forecasting tool will help project student demand for specific courses, facilitating efforts to offer students the courses they need, when they need them.

Student Success Outcomes:

- FTIC Retention rate improved +1 point over last five years and remains well above the national average at 92%.
- 4-Year Graduation rate improved +8, from 46% to 54% over the last 5 years.
- 6-year graduation rate improved +3, from 72% to 75% over the last 5 years.

STRATEGY (cont.)

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

Student Achievements

- UCF was named a Top Producer of Fulbright U.S. Students, the only public institution in Florida to earn the designation. This is the second time UCF received this honor. Other UCF student recognitions included 15 Gilman Scholarships, 10 NSF Graduate Research Fellowships, 3 Department of Defense Fellowships, 3 Boren Scholarships, and 1 Udall Scholarship.
- Mechanical Engineering alum Raghu Kancherla received the Dilip R. Ballal Early Career Engineering Award by the ASME International Gas Turbine Institute for his developments in combustion technology. Only one award is given per year.
- Marley Albright was selected for NASA's Space Technology Graduate Research Opportunities award. She was one of 60 U.S. students selected for this highly competitive award.
- Cameron Whitehead showcased his cybersecurity abilities by winning the U.S. DoE's 2023 CyberForce Conquer the Hill – Reign Edition Competition.

Faculty Achievements

- Engineering professor Tuhin Das received a new $3.3M ARPA-E grant to continue leading research on floating offshore wind turbines.
- NSF awarded a $1M grant to Kismet Technologies, led by UCF alum Christina Drake to further development of a microbe-killing disinfectant. The multidisciplinary team includes UCF researchers Sudipta Seal, Griff Parks, and Melanie Coathup.
- NanoScience professor Debashis Chanda received Samsung's International Global Research Outreach Award in the Future Camera and Sensor category. UCF was one of 21 institutions including MIT, Stanford, Princeton, and Johns Hopkins that were selected for an award this year.

Program Achievements

- Rosen College was named as the best hospitality program in the U.S. (for the fourth consecutive year), and again ranked among the top five in the world by *ShanghaiRanking*.
- *The Princeton Review* ranked UCF's graduate game design program, FIEA 1st in the world and the undergraduate Games and Interactive Media program 6th in the world (its highest ranking to date).
- Dr. Phillips Charities, The Helene Fuld Health Trust, Advent Health, and Orlando Health collectively committed $25.5M towards the construction of new UCF's College of Nursing building which will also include a state-of-the-art simulation center in the new education and teaching facility at Lake Nona.

Institutional Achievements

- UCF was ranked 14th (the highest in Florida, and up six places from last year) for Most Innovative School by *U.S. News & World Report*. UCF also ranked 64th overall among public universities, and 124th among all national universities (up thirteen spots from last year).
- UCF is the lead higher education partner in the successful Central Florida Semiconductor Innovation Engine, one of only 10 such engines awarded by the U.S. National Science Foundation.
- UCF joined a $25M Department of Energy's National Nuclear Security Administration funded nuclear forensics consortium along with 15 other U.S. universities. This is the first NNSA consortium that UCF has joined.
- UCF joined the Big 12 Conference, and UCF Athletics received its largest pledged gift in history; more than $5M to support baseball and football.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

No changes requested.

STRATEGY (cont.)

Enrollment Management

UCF is actively working to become Florida's premier engineering and technology university focused on providing the workforce and research infrastructure needed to fuel Florida's growing high-tech economy. The university has started to implement plans to scale our engineering, computer science, and technology focused programs to educate more students in these important fields.

In the "Florida Workforce Needs Study" published by the Florida Chamber Foundation, four career areas were identified that display high-volume supply and demand gaps while also showing promise of advanced wages and long-term resiliency (Healthcare, Business/Finance, IT/Math, and Architecture/Engineering). Each of the career areas commands a wages premium of at least $20,000 above Florida average annual wage. UCF is uniquely positioned to begin closing the gaps in engineering and technology (IT/Math) by scaling our nationally recognized academic programs to more students.

Leveraging the strategic investments supported made by the state legislature, UCF's enrollment plan indicates growth from 68,646 in Fall 2023 to 71,500 in Fall 2028 (less than 1% growth per year). More than a third of the growth is planned at the graduate level, specifically among master's programs with a focus on disciplines that meet workforce needs for advanced training, with the remaining growth at the baccalaureate level.

To support the enrollment plan, UCF is investing in new faculty lines, student support initiatives proven to boost the retention and success of STEM students, and leveraging partnerships with stakeholders important to Florida's high-tech economy.

PERFORMANCE-BASED FUNDING METRICS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	61.1	65.9	70.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	66.0	67.0	67.0	68.0	68.0	.
PROPOSED GOALS	.	.	.	.	.	*70.0*	*70.0*	*71.0*	*71.0*	*72.0*

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	40,000	42,200	42,300	45,900	50,500	.	.	.	.	.
APPROVED GOALS	40,200	40,600	40,000	42,500	42,750	43,000	43,250	43,500	46,000	.
PROPOSED GOALS	.	.	.	.	.	*50,500*	*50,750*	*51,000*	*51,250*	*51,500*

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

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7,580	4,690	4,110	-370	3,230	.	.	.	.	.
APPROVED GOALS	12,000	7,580	4,690	4,500	4,500	4,500	4,500	4,500	4,500	.
PROPOSED GOALS	.	.	.	.	.	*4,500*	*4,500*	*4,500*	*4,500*	*4,500*

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7,580	6,630	5,860	4,680	3,290	.	.	.	.	.
APPROVED GOALS	.	.	.	.	4,700	4,700	4,700	4,700	4,700	.
PROPOSED GOALS	.	.	.	.	.	*4,700*	*4,700*	*4,700*	*4,700*	*4,700*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	46.3	47.7	50.0	54.8	54.2	.	.	.	.	.
APPROVED GOALS	46.8	48.0	50.1	53.0	56.0	59.0	62.0	65.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	*59.0*	*62.0*	*65.0*	*65.0*	*67.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	90.1	91.4	90.5	91.5	91.1	.	.	.	.	.
APPROVED GOALS	88.9	90.3	90.5	91.0	91.0	91.5	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	*91.5*	*92.0*	*92.0*	*92.0*	*92.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	51.2	52.9	55.5	55.3	54.6	.	.	.	.	.
APPROVED GOALS	53.0	53.4	53.8	55.8	56.0	56.2	56.4	56.6	56.8	.
PROPOSED GOALS	.	.	.	.	.	*56.2*	*56.4*	*56.6*	*56.8*	*56.8*

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

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	39.2	37.6	35.9	35.7	34.7	.	.	.	.	.
APPROVED GOALS	41.0	41.8	36.0	36.0	36.0	36.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	*36.0*	*36.0*	*36.0*	*36.0*	*36.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	61.2	60.5	57.9	56.0	60.3	.	.	.	.	.
APPROVED GOALS	63.0	63.4	60.0	60.1	60.2	60.3	60.4	60.4	60.4	.
PROPOSED GOALS	.	.	.	.	.	*60.3*	*60.4*	*60.4*	*60.5*	*60.5*

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

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	52.8	54.0	53.9	54.1	50.9	.	.	.	.	.
APPROVED GOALS	.	53.0	54.0	56.0	58.0	60.0	62.0	65.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*62.0*	*65.0*	*70.0*	*72.0*

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	69.3	71.3	70.6	70.8	71.7	.	.	.	.	.
APPROVED GOALS	.	.	71.4	71.4	72.0	73.0	74.0	76.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	*73.0*	*74.0*	*76.0*	*76.0*	*77.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	37.9	39.0	39.6	41.2	40.6	.	.	.	.	.
APPROVED GOALS	37.0	39.0	40.0	40.0	41.0	41.0	41.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	*41.0*	*41.0*	*42.0*	*42.0*	*42.0*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4.2	4.2	4.3	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.1	4.1	4.2	4.3	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	*4.3*	*4.3*	*4.3*	*4.3*	*4.3*

A. (2). Average SAT Score

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	1,327	1,315	1,317	1,319	1,317	.	.	.	.	.
APPROVED GOALS	1,326	1,332	1,315	1,317	1,317	1,317	1,317	1,317	1,317	.
PROPOSED GOALS	.	.	.	.	.	*1,317*	*1,317*	*1,317*	*1,317*	*1,317*

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	2	2	3	4	3	.	.	.	.	.
APPROVED GOALS	3	3	2	3	3	3	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*	*4*

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

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

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

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	46	48	50	55	54	.	.	.	.	.
APPROVED GOALS	47	48	50	53	56	59	62	65	65	.
PROPOSED GOALS	.	.	.	.	.	*59*	*62*	*65*	*65*	*67*

E. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7	8	8	8	8	.	.	.	.	.
APPROVED GOALS	7	7	8	8	8	9	9	10	10	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*10*	*10*	*10*

F. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	225	214	219	221	247	.	.	.	.	.
APPROVED GOALS	269	290	247	258	255	270	290	320	350	.
PROPOSED GOALS	.	.	.	.	.	*270*	*290*	*320*	*350*	*370*

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	169	165	167	171	201	.	.	.	.	.
APPROVED GOALS	192	198	174	186	195	200	210	225	235	.
PROPOSED GOALS	.	.	.	.	.	*200*	*210*	*225*	*235*	*250*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	6 of 8	6 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	6 of 8	6 of 8	6 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	*6 of 8*	*6 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]

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	138	145	157	169	173	.	.	.	.	.
APPROVED GOALS	138	135	150	152	166	167	159	162	164	.
PROPOSED GOALS	.	.	.	.	.	*167*	*159*	*162*	*164*	*165*

J. Doctoral Degrees Awarded Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	415	466	510	603	553	.	.	.	.	.
APPROVED GOALS	455	470	480	520	525	530	535	540	540	.
PROPOSED GOALS	.	.	.	.	.	*530*	*535*	*540*	*540*	*540*

K. Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	146	171	142	162	149	.	.	.	.	.
APPROVED GOALS	112	160	170	180	190	200	210	210	220	.
PROPOSED GOALS	.	.	.	.	.	*218*	*230*	*245*	*260*	*275*

L. Endowment Size ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	165	163	201	215	229	.	.	.	.	.
APPROVED GOALS	175	182	190	248	257	266	277	290	350	.
PROPOSED GOALS	.	.	.	.	.	*240*	*265*	*290*	*310*	*325*

M. Science & Engineering Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	186	188	182	186	218	.	.	.	.	.
APPROVED GOALS	201	206	195	201	210	220	235	265	290	.
PROPOSED GOALS	.	.	.	.	.	*220*	*240*	*265*	*290*	*305*

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

KEY PERFORMANCE INDICATORS

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	2	2	3	4	3	.	.	.	.	.
APPROVED GOALS	3	3	2	3	3	3	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	*3*	*4*	*4*	*4*	*4*

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

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	36	35	35	35	36	.	.	.	.	.
APPROVED GOALS	35	36	37	38	35	35	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	36	*36*

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4.3	4.3	4.2	4.2	4.1	.	.	.	.	.
APPROVED GOALS	4.3	4.2	4.2	4.2	4.2	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	79	78	77	78	80	.	.	.	.	.
APPROVED GOALS	78	79	79	80	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*80*	*80*	*80*	*81*	*81*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	72	73	74	75	75	.	.	.	.	.
APPROVED GOALS	72	73	73	74	75	76	77	78	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*77*	*78*	*78*	*79*

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	33	32	32	30	30	.	.	.	.	.
APPROVED GOALS	.	.	32	34	37	40	45	50	50	.
PROPOSED GOALS	.	.	.	.	.	*40*	*45*	*50*	*50*	*52*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	43	43	47	54	51	.	.	.	.	.
APPROVED GOALS	.	44	45	50	54	57	60	64	64	.
PROPOSED GOALS	.	.	.	.	.	*57*	*60*	*64*	*64*	*65*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	13,959	14,304	15,097	14,985	14,771	.	.	.	.	.
APPROVED GOALS	13,600	14,100	14,350	14,900	14,500	14,500	14,400	14,200	14,000	.
PROPOSED GOALS	.	.	.	.	.	*14,500*	*14,400*	*14,200*	*14,000*	*14,000*

9. Graduate Degrees Awarded [First Majors Only]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	2,884	3,059	3,214	3,489	3,441	.	.	.	.	.
APPROVED GOALS	2,793	2,900	3,050	3,225	3,250	3,275	3,000	3,000	3,000	.
PROPOSED GOALS	.	.	.	.	.	*3,275*	*3,000*	*3,000*	*3,000*	*3,000*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	38	39	40	41	41	.	.	.	.	.
APPROVED GOALS	37	39	40	40	41	41	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	*41*	*42*	*42*	*42*	*42*

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	18	17	16	15	15	.	.	.	.	.
APPROVED GOALS	20	21	17	17	16	16	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	*16*	*15*	*15*	*15*	*15*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	35	38	39	41	42	.	.	.	.	.
APPROVED GOALS	36	37	38	39	39	40	40	41	41	.
PROPOSED GOALS	.	.	.	.	.	*42*	*42*	*43*	*43*	*43*

13. Percent of Graduate Degrees in STEM & Health

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

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	97	96	92	89	97	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	96	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	*97*	*97*	*97*	*97*	*97*

PHYSICAL THERAPY

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	99	99	100	99	98	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	0	0	0	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	*95*	*95*	*95*	*95*	*95*

MEDICINE (2YR)

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

MEDICINE (4YR-CK)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	98	98	99	99	100	.	.	.	.	.
BENCHMARK	98	98	99	99	98	.	.	.	.	.
APPROVED GOALS	99	98	98	98	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	*98*	*98*	*98*	*98*	*98*

Exam Scores Relative to Benchmarks

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7	8	8	8	8	.	.	.	.	.
APPROVED GOALS	7	7	8	8	8	9	9	10	10	.
PROPOSED GOALS	.	.	.	.	.	*9*	*9*	*10*	*10*	*10*

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	10	26	25	26	.	.	.	.	.
APPROVED GOALS	.	.	.	11	12	12	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	*26*	*26*	*27*	*27*	*28*

17. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	225	214	219	221	247	.	.	.	.	.
APPROVED GOALS	269	290	247	258	255	270	290	320	350	.
PROPOSED GOALS	.	.	.	.	.	*270*	*290*	*320*	*350*	*370*

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	127	124	131	131	142	.	.	.	.	.
APPROVED GOALS	.	133	142	145	153	162	174	192	210	.
PROPOSED GOALS	.	.	.	.	.	*162*	*174*	*192*	*210*	*220*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	50	55	52	62	59	.	.	.	.	.
APPROVED GOALS	45	45	45	45	52	53	54	55	55	.
PROPOSED GOALS	.	.	.	.	.	*53*	*54*	*55*	*55*	*55*

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	28	28	28	27	32	.	.	.	.	.
APPROVED GOALS	34	36	36	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

21. Number of Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	0	5	2	0	2	.	.	.	.	.
APPROVED GOALS	12	14	15	2	2	4	4	6	6	.
PROPOSED GOALS	.	.	.	.	.	*4*	*4*	*6*	*6*	*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.

Institution Specific Goal #1: Faculty FTE

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
ACTUAL	1,826	1,779	1,787	1,845	1,906	.	.	.	.	.
APPROVED GOALS	.	.	.	.	1,880	1,940	1,995	2,050	2,100	.
PROPOSED GOALS	.	.	.	.	.	*1,940*	*1,995*	*2,050*	*2,100*	*2,125*

Institution Specific Goal #2: Pegasus Partnerships

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	.	.	.	2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	2	3	3	4	5	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*4*	*5*	*6*

Institution Specific Goal #3: Annual Fundraising ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	64	78	76	114	.	.	.	.	.
APPROVED GOALS	.	.	.	.	85	90	95	100	100	.
PROPOSED GOALS	.	.	.	.	.	*90*	*95*	*100*	*100*	*120*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	58,962	61,115	59,708	58,339	59,101	.	.	.	.	.
APPROVED GOALS	58,410	59,230	61,200	59,600	58,400	58,700	58,800	58,900	59,000	.
PROPOSED GOALS	.	.	.	.	.	*59,400*	*59,600*	*60,000*	*60,400*	*60,800*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	9,722	10,195	10,092	9,467	9,545	.	.	.	.	.
APPROVED GOALS	9,500	10,257	10,580	10,050	9,600	9,700	9,800	9,900	10,000	.
PROPOSED GOALS	.	.	.	.	.	*9,750*	*9,950*	*10,150*	*10,400*	*10,700*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	7,321	8,038	7,089	7,513	8,198	*8,200*	*8,350*	*8,500*	*8,650*	*8,800*
FTIC: Returning	20,935	21,861	22,763	22,411	22,909	*23,600*	*23,750*	*23,900*	*24,050*	*24,200*
Transfer: FCS w/ AA	21,612	21,545	20,444	18,930	17,978	*17,400*	*17,300*	*17,400*	*17,500*	*17,600*
Other Undergraduates	7,948	8,472	8,283	8,408	8,883	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*
Post-Baccalaureates	1,146	1,199	1,129	1,077	1,133	*1,200*	*1,200*	*1,200*	*1,200*	*1,200*
Subtotal	**58,962**	**61,115**	**59,708**	**58,339**	**59,101**	***59,400***	***59,600***	***60,000***	***60,400***	***60,800***
GRADUATE	2019	2020	2021	2022	2023	*2024*	*2025*	*2026*	*2027*	*2028*
Master's	6,944	7,427	7,328	6,868	6,922	*7,150*	*7,340*	*7,510*	*7,740*	*8,000*
Research Doctoral	1,960	1,926	1,927	1,787	1,810	*1,800*	*1,810*	*1,820*	*1,830*	*1,850*
Professional Doctoral	818	842	837	812	813	*800*	*800*	*820*	*830*	*850*
Subtotal	**9,722**	**10,195**	**10,092**	**9,467**	**9,545**	***9,750***	***9,950***	***10,150***	***10,400***	***10,700***
TOTAL	**68,684**	**71,310**	**69,800**	**67,806**	**68,646**	***69,150***	***69,550***	***70,150***	***70,800***	***71,500***

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

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	7	7	7	7	7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*9*	*9*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	12	14	12	13	13	.	.	.	.	.
APPROVED GOALS	14	15	16	13	15	16	17	17	18	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*17*	*18*	*18*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	18,737	19,062	19,760	18,730	18,871	*19,860*	*19,900*	*20,000*	*20,100*	*20,200*	*20,400*
UPPER	33,685	34,288	36,160	34,976	33,486	*33,740*	*33,900*	*34,050*	*34,200*	*34,400*	*34,800*
GRAD 1	4,844	4,974	5,325	5,194	4,902	*4,981*	*5,000*	*5,100*	*5,200*	*5,300*	*5,400*
GRAD 2	1,591	1,671	1,654	1,638	1,560	*1,576*	*1,600*	*1,610*	*1,610*	*1,620*	*1,630*
TOTAL	**58,858**	**59,995**	**62,898**	**60,539**	**58,819**	***60,157***	***60,400***	***60,760***	***61,120***	***61,520***	***62,230***

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	31	32	90	44	40	*41*	*40*	*38*	*37*	*35*	*32*
Primarily Dist. (80-99%)	6	6	0	6	7	*7*	*7*	*7*	*7*	*7*	*8*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	11	11	3	11	13	*12*	*12*	*13*	*14*	*15*	*16*
Classroom (0-49%)	53	51	7	38	40	*40*	*41*	*42*	*42*	*43*	*44*
GRADUATE											
All Distance (100%)	38	39	72	43	42	*41*	*42*	*42*	*42*	*42*	*42*
Primarily Dist. (80-99%)	0	0	3	4	4	*4*	*2*	*2*	*2*	*1*	*1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	10	10	5	12	11	*11*	*10*	*10*	*10*	*10*	*9*
Classroom (0-49%)	52	50	20	41	44	*44*	*46*	*46*	*46*	*47*	*47*

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

DEFINITIONS

Performance Based Funding (PBF)

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

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

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

STATE UNIVERSITY SYSTEM OF FLORIDA