

**2019**  
**Accountability Plan**

**UNIVERSITY OF  
CENTRAL FLORIDA**

BOT APPROVED 3/21/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**



## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*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.*



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## MISSION STATEMENT

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.



## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

In the Collective Impact plan, UCF has defined five strategic areas of focus:

1. Harness the power of scale to transform lives and livelihoods. Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and UCF will continue to pursue both to fulfill its mission.
2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us. Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
3. Deploy our distinctive assets to solve society's greatest challenges. UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation. Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation of excellence.
5. Innovative academic, operational and financial models to transform higher education. As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.



## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

UCF continues to make strides in student success achieving record highs for first year retention (90.4%) and six-year graduation rates (72.3%). The 2019 U.S. News and World Report ranked UCF among the Top 50 national, public universities in average freshman retention rank, pell grant comparative graduation rate rank, pell grant graduation rate rank, and the overall graduation and retention rank. The success of UCF's students is a primary goal of UCF's strategic plan *Collective Impact* and as a key initiative and investment for the university.

The UCF Downtown campus opens in Fall 2019 with more than 20 academic programs. The location serves as a hub for digital media, communications, and other community facing disciplines. In partnership with Valencia College, the new campus connects highly skilled talent with industry needs, neighborhood synergies and new opportunities.

UCF's Academic Health Science Center continues to advance with the construction of the new UCF Lake Nona Medical Center, the UCF Lake Nona Cancer Center, and a demonstrated focus on student learning with all eligible fields (medicine, nursing, and physical therapy) exceeding national averages on licensure exams.

The U.S. Department of Education designated UCF as a Hispanic Serving Institution. Based on achieving the thresholds achieved in 2016, the formal designation means the university can now compete for federal funding to improve the educational programs for Hispanic and low-income students.

UCF set a record for research funding with \$183 million. The Arecibo Observatory management, a PTSD mixed-reality treatment program, and the creation of a Veterans Legacy Program recording stories for new generations are three of the many projects that helped propel UCF to record level funding.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2. Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.4 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

3. Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updated advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives allowing UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate (exceeding the preeminence benchmark of GTE 90 percent) and a 50 percent four-year graduation rate.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

#### Student Success Initiatives:

Board-Approved Program / Initiative <sup>1</sup>	Impacts in 2018-19	Plans for 2019-20
Pegasus Path (degree planner)	11,590 (available to 23,228)	Available to all undergrads in Fall 2019
mySchedule Builder (schedule optimizer)	34,736 (available to all)	
myKnight STAR (predictive analytics advising tool)	58,913 (all undergraduates)	Integration with other analytics tools
Think 30 (credit hour completion)	12,730 (campaign to all)	
Knight’s Completion Grant	328	Increase number of awards
Digital Learning Course Redesign	14,884 students – 33 courses	Additional 7 courses through Fall 19
Integrative Learning	24,202	
General Education “Refresh”		Starts Fall 2019

<sup>1</sup>As outlined in the BOG-approved accountability plans in June 2018

Financial Aid Impact: Charge On 15 is UCF’s program that assists in closing the gap for gift aid between 12 and 15 hours of tuition and fees. During 2018-19, 868 awards were granted totaling \$865,234 in gift aid.

Timely Completion: UCF is investing in multiple timely completion initiatives that have yielded a 14% gain in students enrolling in 15 or more credit hours over the past four years. UCF’s “Think 30” campaign generated large increases in FTIC student completions of 30 or more hours, a 25% increase among first year and a 23% increase among second year FTIC students. Think 30 is only one initiative UCF is leveraging to increase 4-year graduation rates. Collectively, the FTIC population of students registered in 15 or more credit hours has increased by 12% over the last five years. Additionally, new FTIC admits taking 15 or more credit hours increased by 33% during the same period.

UCF continues to focus on student success and 4-year completion.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. College of Engineering and Computer Science student Programming Team placed 1<sup>st</sup> among U.S. teams and 10<sup>th</sup> worldwide in the Association of Computing Machinery's International Collegiate Programming Contest.
2. College of Arts and Humanities student Anabelle Vabre was awarded one of two national internships for the White House initiative on Educational Excellence for African Americans.
3. College of Optics and Photonics student Haiwei Chen was one of ten students world-wide to receive a Graduate Student Fellowship award presented by the Institute for Electrical and Electronics Engineers (IEEE) Photonics Society.

### FACULTY ACHIEVEMENTS

1. College of Arts and Humanities assistant professor Kerry Purmensky and associate professor Florin Mihai received a \$2.6 million grant for "Dual Language Support through Technology Enhanced Programs and Strategies".
2. College of Engineering and Computer Science professor Haitham Al-Deek received the Chairman's Award for meritorious service by the Transportation Research Board, Freeway Operations Committee.
3. College of Nursing clinical associate professor Laura Gonzalez received an advanced certification as a Healthcare Simulation Educator. Only 29 people hold the certification worldwide.

### PROGRAM ACHIEVEMENTS

1. College of Arts and Humanities FL Interactive Entertainment Academy received 1<sup>st</sup> place globally from the Intel University Student Showcase for their "Hallowed" video game.
2. College of Community Innovation and Education now offers a BS degree in Emergency Management making UCF the first university in Florida to offer a bachelor's and master's degree in this discipline.
3. DirectConnect to UCF Program is one of 112 colleges to be included in the Phi Theta Kappa's Transfer Honor Roll, identifying the top four-year colleges and universities creating dynamic pathways to support transfer students.

### INSTITUTIONAL ACHIEVEMENTS

1. UCF ranked 25<sup>th</sup> nationally as a Most Innovative School and 16<sup>th</sup> for Best Online Bachelor's Programs by *U.S. News and World Report*.
2. The Office of Research & Commercialization's Department of Defense-related research funding grew over 41%, reaching \$28 million.
3. Student Development and Enrollment Services' Student Academic Resource Center received the Outstanding Learning Center Award from the National College Learning Center Association (NCLCA).



## PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.3	65.1	66.2	67.9	67.4	.	.	.	.
APPROVED GOALS	.	.	65	67.2	68.5	69.1	69.5	69.9	.
PROPOSED GOALS	.	.	.	.	.	69.1	69.5	69.9	70.1

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,900	37,000	38,600	38,700	38,600	.	.	.	.
APPROVED GOALS	.	.	36,600	39,100	39,700	40,200	40,600	41,100	.
PROPOSED GOALS	.	.	.	.	.	40,200	40,600	41,100	41,300

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	16,260	15,330	15,390	15,400*	12,070	.	.	.	.
APPROVED GOALS	.	.	.	15,120	15,968	15,905	15,843	15,781	.
PROPOSED GOALS	.	.	.	.	.	12,000	11,950	11,900	11,850

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

### 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4*	43.6	43.7*	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.1	50.7

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.0	86.6	86.5	87.6*	88.7	.	.	.	.
APPROVED GOALS	.	.	88	87.4	87.9	88.5	89.2	90.0	.
PROPOSED GOALS	.	.	.	.	.	88.9	89.5	90.0	90.2

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	48.9	49.7	52.0	51.9	51.6	.	.	.	.
APPROVED GOALS	.	.	50	52.5	52.5	53.0	53.4	53.8	.
PROPOSED GOALS	.	.	.	.	.	53.0	53.4	53.8	54.0

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	38.5	39.4	39.8	39.4	40.6	.	.	.	.
APPROVED GOALS	.	.	40	40.2	40.0	40.6	41.2	41.9	.
PROPOSED GOALS	.	.	.	.	.	41.0	41.8	42.4	42.8

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	57.4	61.7	63.4	62.0	62.6	.	.	.	.
APPROVED GOALS	.	.	62	63.6	62.5	63.0	63.4	63.8	.
PROPOSED GOALS	.	.	.	.	.	63.0	63.4	63.8	64.0

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	66.9	69.2	66.3	76.4	77.8	.	.	.	.
APPROVED GOALS	.	.	69	68	76.8	77.3	77.7	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.1	78.7	79.1	79.4

### 10.1 Current BOT Choice: Bachelor's Degrees Awarded Annually [First Majors]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

### 10.2 Future BOT Choice: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	4.0	4.0	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

### 1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1257*	1261*	1262*	1316	1326	.	.	.	.
APPROVED GOALS	.	.	1263*	1265*	1318	1320	1321	1322	.
PROPOSED GOALS	.	.	.	.	.	1326	1327	1328	1328

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

### 3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	88	89	89	89.6	90.4	.	.	.	.
APPROVED GOALS	.	.	89	90	90	91	91	92	.
PROPOSED GOALS	.	.	.	.	.	91	91.5	92.0	92.4

### 4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4	43.6	43.7	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.1	51.0

Note\*: Florida statute requires using older graduation rates as reported by IPEDS.

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

### 6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	143	170	166*	169*	176	.	.	.	.
APPROVED GOALS	.	.	174	194	194	201	206	210	.
PROPOSED GOALS	.	.	.	.	.	201	206	210	210

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

### 7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	132	168	158*	161*	165	.	.	.	.
APPROVED GOALS	.	.	171	186	186	192	198	201	.
PROPOSED GOALS	.	.	.	.	.	192	198	201	201

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	.					
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	198	177	184	165	147	.	.	.	.
APPROVED GOALS	.	.	208	192	152	138	135	135	.
PROPOSED GOALS	.	.	.	.	.	138	135	135	135

### 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	356	423	440	429	438	.	.	.	.
APPROVED GOALS	.	.	445	455	440	455	470	480	.
PROPOSED GOALS	.	.	.	.	.	455	470	480	490

### 11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	52	47	51	67	94	.	.	.	.
APPROVED GOALS	52	64	68	72	96	112	.	.	.
PROPOSED GOALS	.	.	.	.	.	112	117	123	129

Note\*: Florida statute requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

### 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	154.6	150.7	146.4	157	163	.	.	.	.
APPROVED GOALS	.	.	169	153	165	175	182	190	.
PROPOSED GOALS	.	.	.	.	.	175	182	190	190

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

### Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	31	33	33	31	34	.	.	.	.
APPROVED GOALS	.	.	34	35	31	32	32	33	.
PROPOSED GOALS	.	.	.	.	.	35	36	37	38

### Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.6	4.4	4.4	4.4	4.3	.	.	.	.
APPROVED GOALS	.	.	4.3	4.2	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2

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

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	69	70	68	70	72	.	.	.	.
APPROVED GOALS	.	.	70	71	70	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	72	73	73	74

### Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
<b>Nursing</b>	98	97	92	96	95	96	97	97	97
<i>US Average</i>	85	87	88	90	92	.	.	.	.
<b>Medicine (2Yr)</b>	100	100	100	97	97	97	97	97	97
<i>US Average</i>	96	96	96	96	96	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
<b>Medicine (4Y-CK)</b>	99	99	100	98	99	99	99	99	99
<i>US Average</i>	97	95	96	96	97	.	.	.	.
<b>Medicine (4Y-CS)</b>	97	100	99	97	96	97	97	97	97
<i>US Average</i>	96	96	97	96	95	.	.	.	.

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
<b>Physical Therapy</b>	93	98	98	100	99	95	95	95	95
<i>US Average</i>	90	91	92	92	92	.	.	.	.

#### Exam Scores Relative to Benchmarks

Above or Tied	5	5	5	5	5	5	5	5	5
Total	5	5	5	5	5	5	5	5	5

Note: An asterisk (\*) indicates the passing rate is preliminary.



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	2,918	2,673	2,681*	2,647	2,752	.	.	.	.
APPROVED GOALS	.	.	2,770	2,700	2,670	2,693	2,716	2,739	.
PROPOSED GOALS	.	.	.	.	.	2,793	2,833	2,868	2,996

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

#### Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	32	33	36	36	37	37	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

#### Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	20	20	19	18	.	.	.	.
APPROVED GOALS	.	.	21	21	20	20	21	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

#### Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	28	30	31	33	34	.	.	.	.
APPROVED GOALS	.	.	31	32	34	35	37	39	.
PROPOSED GOALS	.	.	.	.	.	35	37	39	40

#### Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	33	34	35	34	.	.	.	.
APPROVED GOALS	.	.	34	35	36	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	38

#### Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	41	44	47	45	47	.	.	.	.
APPROVED GOALS	.	.	45	47	48	48	49	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

#### Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	7	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	12	8	8	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	12	12

#### Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	186	216	198*	200*	215	.	.	.	.
APPROVED GOALS	.	.	218	271	248	269	290	315	.
PROPOSED GOALS	.	.	.	.	.	269	290	315	315

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

#### Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46	50	59*	57*	55	.	.	.	.
APPROVED GOALS	.	.	53	50	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	54	54	55	55

Note\*: Historical data resubmitted in 2019 to fix a methodology error.

#### Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	67	58	59	48	40	.	.	.	.
APPROVED GOALS	.	.	.	65	45	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	45	45	45	45

#### Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	23	38	34	36	28	.	.	.
APPROVED GOALS	.	.	31	34	34	34	36	36	.
PROPOSED GOALS	.	.	.	.	.	34	36	36	36



**KEY PERFORMANCE INDICATORS (CONTINUED)**

**Scholarship, Research and Innovation Metrics**

**Number of Start-up Companies Created**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	8	14	9	1	.	.	.	.
APPROVED GOALS	.	.	10	15	10	12	14	15	.
PROPOSED GOALS	.	.	.	.	.	12	14	15	15

**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.

**1. UCF Lake Nona Medical Center**

2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 ACTUAL	2020 GOAL	2021 GOAL	2022 GOAL	2023 GOAL
SECURE LAND	HCA PARTNERSHIP	BOG APPROVAL	SECURE PERMITS	BEGIN CONST.	CONST. CONTINUES	CONTS. COMPLETED	OPENING	STUDENT ROTATIONS



## ENROLLMENT PLANNING

### Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	52,284	54,073	55,252	56,408	58,402	.	.	.	.
APPROVED GOALS	.	.	.	56,000	57,595	58,745	59,898	61,069	.
PROPOSED GOALS	.	.	.	.	.	58,410	58,400	58,400	58,400
<b>GRADUATE</b>									
ACTUAL	7,806	8,012	8,170	8,840	9,319	.	.	.	.
APPROVED GOALS	.	.	.	8,590	9,148	9,341	9,549	9,740	.
PROPOSED GOALS	.	.	.	.	.	9,500	10,000	10,400	10,710

### Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	24,686*	25,209	25,518	26,289	27,340	28,310	29,180	30,060	30,730
FCS AA Transfers	21,438*	21,897	22,012	21,636	21,617	22,590	22,420	22,400	22,470
Other AA Transfers	257	325	446	482	483	510	520	520	530
Post-Baccalaureates	527	1,085	1,073	1,066	1,121	1,250	1,310	1,360	1,390
Other Undergraduates	5,376	5,557	6,203	6,935	7,841	5,750	4,970	4,060	3,280
<b>Subtotal</b>	<b>52,284</b>	<b>54,073</b>	<b>55,252</b>	<b>56,408</b>	<b>58,402</b>	<b>58,410</b>	<b>58,400</b>	<b>58,400</b>	<b>58,400</b>
<b>GRADUATE</b>									
Master's	5,415	5,663	5,812	6,359	6,668	6,680	7,040	7,300	7,510
Research Doctoral	1,757	1,724	1,732	1,787	1,897	2,050	2,180	2,300	2,390
Professional Doctoral	634	625	626	694	754	770	780	800	810
<b>Subtotal</b>	<b>7,806</b>	<b>8,012</b>	<b>8,170</b>	<b>8,840</b>	<b>9,319</b>	<b>9,500</b>	<b>10,000</b>	<b>10,400</b>	<b>10,710</b>
<b>TOTAL</b>	<b>60,090</b>	<b>62,085</b>	<b>63,422</b>	<b>65,248</b>	<b>67,721</b>	<b>67,910</b>	<b>68,400</b>	<b>68,800</b>	<b>69,110</b>

Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

### Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	11	11	11	12	13	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17



## ENROLLMENT PLANNING *continued*

### Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	14,747	15,208	15,609	15,878	16,175	16,840	17,360	17,690	17,990	18,250
UPPER	28,845	28,797	29,403	29,943	30,572	31,540	32,830	33,440	34,020	34,490
GRAD I	3,828	3,515	3,549	3,651	3,985	4,030	4,460	4,680	4,850	4,980
GRAD II	849	808	721	680	714	780	830	880	930	970
<b>TOTAL</b>	<b>48,270</b>	<b>48,328</b>	<b>49,281</b>	<b>50,152</b>	<b>51,446</b>	<b>53,190</b>	<b>55,480</b>	<b>56,690</b>	<b>57,790</b>	<b>58,690</b>
<b>NON-RESIDENT</b>										
LOWER	662	816	1,188	1,422	1,707	1,900	1,830	1,870	1,900	1,930
UPPER	883	975	1,080	1,359	1,726	2,140	1,850	1,890	1,920	1,950
GRAD I	493	572	603	634	689	820	770	810	840	860
GRAD II	567	623	662	726	766	810	890	950	990	1,040
<b>TOTAL</b>	<b>2,606</b>	<b>2,985</b>	<b>3,533</b>	<b>4,140</b>	<b>4,888</b>	<b>5,670</b>	<b>5,340</b>	<b>5,520</b>	<b>5,650</b>	<b>5,780</b>
<b>TOTAL</b>										
LOWER	15,410	16,024	16,797	17,299	17,882	18,730	19,200	19,550	19,890	20,170
UPPER	29,728	29,772	30,483	31,302	32,298	33,680	34,680	35,320	35,940	36,440
GRAD I	4,321	4,087	4,152	4,285	4,674	4,860	5,230	5,490	5,690	5,840
GRAD II	1,416	1,431	1,383	1,406	1,480	1,590	1,710	1,830	1,920	2,000
<b>TOTAL</b>	<b>50,876</b>	<b>51,313</b>	<b>52,815</b>	<b>54,292</b>	<b>56,334</b>	<b>58,860</b>	<b>60,820</b>	<b>62,190</b>	<b>63,440</b>	<b>64,450</b>

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 that degree-seeking students enroll. 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 of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	28%	30%	31%	33%	34%	37%	38%	39%	40%	40%
Hybrid (50-79%)	7%	8%	9%	10%	10%	11%	11%	11%	11%	11%
Classroom (0-50%)	65%	62%	60%	58%	56%	52%	51%	50%	49%	49%
<b>GRADUATE</b>										
Distance (80-100%)	28%	28%	29%	31%	36%	38%	40%	41%	42%	42%
Hybrid (50-79%)	12%	12%	12%	11%	10%	10%	10%	10%	10%	10%
Classroom (0-50%)	60%	60%	60%	58%	54%	52%	50%	49%	48%	48%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Molecular and Cellular Biology	26.0406	STEM	-	N	400	May-2019
Molecular Microbiology	26.0503	STEM	UF, USF	N	400	May-2019
Data Sciences	30.0801	STEM	-	N	250	Mar-2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Computer Vision	11.0102	STEM	-	N	30	Nov-2019
Cognitive Sciences	30.2501	STEM	-	N	50	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Policy	44.0501	-	-	N	90	May-2019
<b>DOCTORAL PROGRAMS</b>						
Interdisciplinary Studies	30.0000	-	-	Y	12	Mar-2020
Sustainable Coastal Systems	30.3301	STEM	-	N	24	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Administration	44.0401	-	FAU, FIU, FSU	N	40	Nov-2020
Rehabilitation Sciences	51.2314	HLTH	UF, FSU	N	20	Mar-2020

### New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Neuroscience	26.1501	STEM	FSU	N	400	Mar-2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Themed Experiences	50.0401	GAP	UF	N	120	Nov-2020
Health Sciences	51.2208	HLTH	UF, UNF	N	200	Nov-2020
<b>DOCTORAL PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	N	15	Nov-2020
Neuroscience	26.1501	STEM	FSU	Y	50	Jul-2020



## Performance Based Funding

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### 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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

### 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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

### 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 Fall term following their first year with had 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).

### 6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
Source: State University Database System (SUDS).




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**7. 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).

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**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).

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**8b. Freshmen in Top 10% of High School Class**  
Applies only to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
Source: New College of Florida as reported to the Common Data Set.

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**BOG Choice Metric**

**9. Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
Source: State University Database System (SUDS).

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**BOT Choice Metrics**

**10a. Percent of R&D Expenditures Funded from External Sources**  
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

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**10b. Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
Source: State University Database System (SUDS).

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**10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News** FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
Source: US News and World Report's annual National University rankings.

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<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>10f. Number of Licenses/Options Executed Annually</b> UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
<b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

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



<b>Freshman Retention Rate</b> (Full-time, FTIC)	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.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.



## Key Performance Indicators

### Teaching & Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
<b>Professional/Licensure Exam First-time Pass Rates</b>	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. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
<b>Average Time to Degree for FTIC in 120hr programs</b>	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).
<b>Six-Year Graduation Rates</b>	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 <u>same</u> 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).
<b>Bachelor's and Graduate Degrees Awarded</b>	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 those 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).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).



<b>Adult (Aged 25+) Undergraduates Enrolled</b> Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
<b>Percent of Undergraduate FTE Enrolled in Online Courses</b>	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Percent of Bachelor's And Graduate Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).
<b>Scholarship, Research &amp; Innovation Metrics</b>	
<b>National Academy Members</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Utility Patents Awarded</b>	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.