

# 2025 ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

*BOG Approved June 18, 2025*





# Table of Contents

<b>INTRODUCTION .....</b>	<b>3</b>
<b>STRATEGY .....</b>	<b>4</b>
Mission Statement .....	4
Statement of Strategy .....	4
Graduation Rate Improvement Plan Update .....	5
Key Achievements for Last Year .....	6
Performance-Based Funding Goal Adjustments .....	7
Enrollment Strategy .....	8
<b>PERFORMANCE-BASED FUNDING METRICS.....</b>	<b>8</b>
<b>PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS .....</b>	<b>12</b>
<b>KEY PERFORMANCE INDICATORS .....</b>	<b>15</b>
Teaching & Learning .....	15
Scholarship, Research, & Innovation Metrics .....	20
Institution Specific Goals .....	21
<b>ENROLLMENT PLANNING .....</b>	<b>22</b>
<b>DEFINITIONS .....</b>	<b>25</b>



## 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 to learn and research alongside business, industry, and government partners because of our location.

As stewards of taxpayer resources, UCF is implementing 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 both reducing educational costs and achieving a 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 has deployed 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, an academic advising & coaching model, a team of academic advocates, and the application of a course forecasting tool.

**Predictive Analytics and Enhanced Insights.** A consolidated Student Success Analytics dashboard combines four predictive algorithms with key milestones and insights to facilitate student-specific advising interventions. FTIC retention, persistence, and two separate 4-year graduation machine learning algorithms are coupled with a student success profile and UCF's Pegasus Path, a degree-mapping tool. Academic Success Coaches utilize this information to optimize their outreach and interventions for student success.

**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). This model provides more prescriptive, proactive, and holistic support for students. In only its second year, the new structure has revolutionized student "roster management" and continues to enhance the style and culture of student engagement.

**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.

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

**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.

**Course forecasting.** UCF is moving toward a refreshed course scheduling approach based on student need. A new forecasting tool helps 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 is steady at 92% over last five years and remains well above the national average.
- 4-Year Graduation rate improved +11 points, from 47.7% to 58.7% over the last 5 years.
- 6-year graduation rate improved +5 points, from 73% to 78% over the last 5 years.



## STRATEGY (cont.)

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

#### **Student Achievements**

UCF student recognitions included 15 Gilman Scholarships, 11 Fulbright awards, 11 NSF Graduate Research Fellowships, 10 Department of Defense SMART Scholarships, 3 Astronaut Scholarships, and 1 Goldwater Scholarship.

The Collegiate Cyber Defense Club won first place at the 2024 National Collegiate Cyber Defense Competition. UCF cybersecurity teams have earned a total of 87 first place awards to date.

Medical students Rachel Chapman, Hannah Brown and Sanjan Kumar won first place at the Florida Blue Healthcare Innovation Challenge for their early glaucoma detection tool.

#### **Faculty Achievements**

Mechanical and Aerospace Engineering Associate Professor Like Li received a \$3.8M Department of Energy grant to develop solar energy storage contributing to the goal of net zero carbon emissions by 2050.

Communication Sciences and Disorders Professor Shaheen Awan received a \$3.12M grant from the National Institute on Deafness and Other Communication Disorders to create a vortex whistle, making patient evaluations affordable and practical.

The Defense Advanced Research Projects Agency (DARPA) awarded Electrical Engineering Professors George Atia and Yue Wang \$1.2M to develop AI models for autonomous systems training.

#### **Program Achievements**

Nemours Children's Health is investing \$5M in Nursing at UCF, including \$2.5M for a real-life pediatric training unit at the Dr. Phillips Nursing Pavilion and \$2.5M for interdisciplinary research to advance pediatric healthcare.

Rosen College was named the best hospitality and tourism management program in the U.S. and 4th in the world. This is Rosen's fifth consecutive year ranked at #1 in the nation.

UCF's graduate game design program (FIEA) ranked 1st in the world for the fourth time in five years. The undergraduate game design program (GaIM) ranked 5th in the world, achieving its highest ranking ever.

#### **Institutional Achievements**

U.S. News & World Report ranked UCF the 12th Most Innovative School, 61st overall among public universities, and 121st among all national universities (all up from last year). Washington Monthly ranked UCF in the top 4% among all universities in Social Mobility.

Alum Kenneth Dixon pledged \$10M to advance programs at UCF; \$5M for career services that prepare students for the workforce and \$5M for UCF Athletics.

UCF is #1 in Florida and in the top 5% nationally for computer and information sciences expenditures. UCF also ranks #2 in Florida and in the top nationally for research backed by departments including NASA (top 7%), Dept. of Defense (top 11%), and Dept. of Energy (top 12%).



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

Goals for PBF-6 and PBF-8 have been reduced reflecting the reduced volume of approved Programs of Strategic Emphasis.



## STRATEGY (cont.)

### Enrollment Management

UCF is focused on our mission as Florida's premier engineering and technology university providing the workforce and research infrastructure needed to fuel Florida's growing high-tech economy. The university continues 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 made by the state legislature, UCF's enrollment plan indicates growth from 69,067 in Fall 2024 to 71,700 in Fall 2029 (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, implementing 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+)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	61.1	65.9	70.3	70.9	.	.	.	.	.
APPROVED GOALS	.	.	.	66.0	70.0	70.0	71.0	71.0	72.0	.
PROPOSED GOALS	.	.	.	.	.	71.0	71.0	71.0	72.0	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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	42,200	42,300	45,900	50,500	51,300	.	.	.	.	.
APPROVED GOALS	40,600	40,000	42,500	42,750	50,500	50,750	51,000	51,250	51,500	.
PROPOSED GOALS	.	.	.	.	.	51,500	51,750	52,000	52,250	52,500

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

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4,690	4,110	-370	3,230	2,250	.	.	.	.	.
APPROVED GOALS	7,580	4,690	4,500	4,500	4,500	4,500	4,500	4,500	4,500	.
PROPOSED GOALS	.	.	.	.	.	4,500	4,500	4,500	4,500	4,500

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	47.7	50.0	54.8	54.2	58.7	.	.	.	.	.
APPROVED GOALS	48.0	50.1	53.0	56.0	59.0	62.0	65.0	65.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	62.0	65.0	65.0	67.0	67.0



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	91.4	90.5	91.5	91.1	91.5	.	.	.	.	.
APPROVED GOALS	90.3	90.5	91.0	91.0	91.5	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	92.0	92.0	92.0	92.0	92.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	52.9	55.5	55.3	54.6	54.7	.	.	.	.	.
APPROVED GOALS	53.4	53.8	55.8	56.0	56.2	56.4	56.6	56.8	56.8	.
PROPOSED GOALS	.	.	.	.	.	38.0	38.0	38.5	38.5	39.0

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 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	37.6	35.9	35.7	34.7	33.7	.	.	.	.	.
APPROVED GOALS	41.8	36.0	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

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	60.5	57.9	56.0	60.3	60.5	.	.	.	.	.
APPROVED GOALS	63.4	60.0	60.1	60.2	60.3	60.4	60.4	60.5	60.5	.
PROPOSED GOALS	.	.	.	.	.	48.0	49.0	49.0	50.0	50.0

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.



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	54.0	53.9	54.1	50.9	52.4	.	.	.	.	.
APPROVED GOALS	53.0	54.0	56.0	58.0	60.0	62.0	65.0	70.0	72.0	.
PROPOSED GOALS	.	.	.	.	.	62.0	65.0	70.0	72.0	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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	71.3	70.6	70.8	71.7	76.1	.	.	.	.	.
APPROVED GOALS	.	71.4	71.4	72.0	73.0	74.0	76.0	76.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	76.1	76.3	76.6	77.0	77.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	39.0	39.6	41.2	40.6	40.8	.	.	.	.	.
APPROVED GOALS	39.0	40.0	40.0	41.0	41.0	41.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	41.0	42.0	42.0	42.0	42.0



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### A. (1). Average GPA

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	4.2	4.3	4.2	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.1	4.2	4.3	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 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1315	1317	1319	1317	1324	.	.	.	.	.
APPROVED GOALS	1332	1315	1317	1317	1317	1317	1317	1317	1317	.
PROPOSED GOALS	.	.	.	.	.	1317	1317	1317	1317	1317

Note\*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. Starting Fall 2024, CLT scores translated to the SAT scale have also been added.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	2	3	4	3	3	.	.	.	.	.
APPROVED GOALS	3	2	3	3	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	4	4

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	92	92	93	92	92	.	.	.	.	.
APPROVED GOALS	92	92	92	93	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]

	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	48	50	55	54	59	.	.	.	.	.
APPROVED GOALS	48	50	53	56	59	62	65	65	67	.
PROPOSED GOALS	.	.	.	.	.	62	65	65	67	67

### E. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	8	8	8	8	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	9	9	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	9	10	10	10	10

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	214	219	221	247	285	.	.	.	.	.
APPROVED GOALS	290	247	258	255	270	290	320	350	370	.
PROPOSED GOALS	.	.	.	.	.	290	320	350	370	390

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	165	167	171	201	224	.	.	.	.	.
APPROVED GOALS	198	174	186	195	200	210	225	235	250	.
PROPOSED GOALS	.	.	.	.	.	210	225	235	250	265

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	6 of 8	6 of 8	6 of 8	6 of 8	5 of 8	.	.	.	.	.
APPROVED GOALS	7 of 8	7 of 8	7 of 8	6 of 8	6 of 8	6 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	6 of 8	7 of 8	7 of 8	7 of 8	7 of 8



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	145	157	169	173	189	.	.	.	.	.
APPROVED GOALS	135	150	152	166	167	159	162	164	165	.
PROPOSED GOALS	.	.	.	.	.	181	178	167	171	174

### J. Doctoral Degrees Awarded Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	466	510	603	553	510	.	.	.	.	.
APPROVED GOALS	470	480	520	525	530	535	540	540	540	.
PROPOSED GOALS	.	.	.	.	.	535	540	540	540	540

### K. Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	171	142	162	149	218	.	.	.	.	.
APPROVED GOALS	160	170	180	190	218	230	245	260	275	.
PROPOSED GOALS	.	.	.	.	.	309	315	320	325	330

### L. Endowment Size (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	163	201	215	229	255	.	.	.	.	.
APPROVED GOALS	182	190	248	257	240	265	290	310	325	.
PROPOSED GOALS	.	.	.	.	.	265	290	310	325	340

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	188	182	186	218	251	.	.	.	.	.
APPROVED GOALS	206	195	201	210	220	240	265	290	305	.
PROPOSED GOALS	.	.	.	.	.	240	265	290	305	325



## 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]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	2	3	4	3	3	.	.	.	.	.
APPROVED GOALS	3	2	3	3	3	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	4	4

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	35	35	35	36	33	.	.	.	.	.
APPROVED GOALS	36	37	38	35	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.3	4.2	4.2	4.1	4.0	.	.	.	.	.
APPROVED GOALS	4.2	4.2	4.2	4.2	4.1	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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	78	77	78	80	80	.	.	.	.	.
APPROVED GOALS	79	79	80	80	80	80	80	81	81	.
PROPOSED GOALS	.	.	.	.	.	80	80	81	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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	73	74	75	75	78	.	.	.	.	.
APPROVED GOALS	73	73	74	75	76	77	78	78	79	.
PROPOSED GOALS	.	.	.	.	.	77	78	78	79	79

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

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	32	32	30	30	32	.	.	.	.	.
APPROVED GOALS	.	32	34	37	40	45	50	50	52	.
PROPOSED GOALS	.	.	.	.	.	45	50	50	52	52

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	43	47	54	51	57	.	.	.	.	.
APPROVED GOALS	44	45	50	54	57	60	64	64	65	.
PROPOSED GOALS	.	.	.	.	.	60	64	64	65	65

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	14,304	15,097	14,985	14,771	14,855	.	.	.	.	.
APPROVED GOALS	14,100	14,350	14,900	14,500	14,500	14,400	14,200	14,000	14,000	.
PROPOSED GOALS	.	.	.	.	.	14,400	14,200	14,000	14,000	14,000

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	3,059	3,214	3,489	3,441	3,202	.	.	.	.	.
APPROVED GOALS	2,900	3,050	3,225	3,250	3,275	3,000	3,000	3,000	3,000	.
PROPOSED GOALS	.	.	.	.	.	3,200	3,225	3,250	3,275	3,300



## KEY PERFORMANCE INDICATORS (cont.)

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

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	39	40	41	41	41	.	.	.	.	.
APPROVED GOALS	39	40	40	41	41	42	42	42	42	.
PROPOSED GOALS	.	.	.	.	.	42	42	42	42	42

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	17	16	15	15	15	.	.	.	.	.
APPROVED GOALS	21	17	17	16	16	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

### 12. Percent of Bachelor’s Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	38	39	41	42	43	.	.	.	.	.
APPROVED GOALS	37	38	39	39	42	42	43	43	43	.
PROPOSED GOALS	.	.	.	.	.	43	44	45	46	47

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	47	46	46	50	50	.	.	.	.	.
APPROVED GOALS	49	47	47	48	50	50	50	51	51	.
PROPOSED GOALS	.	.	.	.	.	50	50	51	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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	96	92	89	97	96	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97

#### PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	99	100	99	98	96	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	.	.	95	95	95	95	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

#### MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	98	98	93	96	96	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	98	98	98	98	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	96	97	97	98	98

#### MEDICINE (4YR-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	98	99	99	100	99	.	.	.	.	.
BENCHMARK	98	99	99	98	98	.	.	.	.	.
APPROVED GOALS	98	98	98	98	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	98	98	98	98	98

#### Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	8	8	8	8	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	9	9	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	9	10	10	10	10

#### 16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	10	26	25	26	26	.	.	.	.	.
APPROVED GOALS	.	.	11	12	26	26	27	27	28	.
PROPOSED GOALS	.	.	.	.	.	26	27	27	28	28

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	214	219	221	247	285	.	.	.	.	.
APPROVED GOALS	290	247	258	255	270	290	320	350	370	.
PROPOSED GOALS	.	.	.	.	.	290	320	350	370	390

#### 18. Research Expenditures from External Sources (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	124	131	131	142	154	.	.	.	.	.
APPROVED GOALS	133	142	145	153	162	174	192	210	220	.
PROPOSED GOALS	.	.	.	.	.	174	192	210	220	240



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	55	52	62	59	68	.	.	.	.	.
APPROVED GOALS	45	45	45	52	53	54	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	54	56	57	58	59

#### 20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	28	28	27	32	26	.	.	.	.	.
APPROVED GOALS	36	36	36	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

#### 21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	5	2	0	2	5	.	.	.	.	.
APPROVED GOALS	14	15	2	2	4	4	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	4	6	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 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
ACTUAL	1,779	1,787	1,845	1,906	1,948	.	.	.	.	.
APPROVED GOALS	.	.	.	1,880	1,940	1,995	2,050	2,100	2,125	.
PROPOSED GOALS	.	.	.	.	.	1,995	2,050	2,100	2,125	2,150

#### Institution Specific Goal #2: Pegasus Partnerships

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	.	.	.	2	3	.	.	.	.	.
APPROVED GOALS	.	.	.	2	3	3	4	5	6	.
PROPOSED GOALS	.	.	.	.	.	4	5	6	7	8

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	64	78	76	114	105	.	.	.	.	.
APPROVED GOALS	.	.	.	85	90	95	100	100	120	.
PROPOSED GOALS	.	.	.	.	.	110	115	120	125	130



## ENROLLMENT PLANNING

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

<b>UNDERGRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	61,115	59,708	58,339	59,101	59,155	.	.	.	.	.
APPROVED GOALS	59,230	61,200	59,600	58,400	59,400	59,600	60,000	60,400	60,800	.
PROPOSED GOALS	.	.	.	.	.	58,900	58,900	59,000	59,400	59,500
<b>GRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10,195	10,092	9,467	9,545	9,912	.	.	.	.	.
APPROVED GOALS	10,257	10,580	10,050	9,600	9,750	9,950	10,150	10,400	10,700	.
PROPOSED GOALS	.	.	.	.	.	10,500	11,000	11,440	11,850	12,200

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

<b>UNDERGRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	8,038	7,089	7,513	8,198	8,258	8,350	8,400	8,500	8,500	8,500
FTIC: Returning	21,861	22,763	22,411	22,909	23,194	23,400	23,700	23,900	24,200	24,400
Transfer: FCS w/ AA	21,545	20,444	18,930	17,978	17,324	16,500	16,200	16,100	16,200	16,100
Other Undergraduates	8,472	8,283	8,408	8,883	9,173	9,450	9,400	9,300	9,300	9,300
Post-Baccalaureates	1,199	1,129	1,077	1,133	1,206	1,200	1,200	1,200	1,200	1,200
<b>Subtotal</b>	<b>61,115</b>	<b>59,708</b>	<b>58,339</b>	<b>59,101</b>	<b>59,155</b>	<b>58,900</b>	<b>58,900</b>	<b>59,000</b>	<b>59,400</b>	<b>59,500</b>
<b>GRADUATE</b>	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	7,427	7,328	6,868	6,922	7,280	7,830	8,230	8,530	8,850	9,050
Research Doctoral	1,926	1,927	1,787	1,810	1,826	1,860	1,950	2,070	2,150	2,300
Professional Doctoral	842	837	812	813	806	810	820	840	850	850
<b>Subtotal</b>	<b>10,195</b>	<b>10,092</b>	<b>9,467</b>	<b>9,545</b>	<b>9,912</b>	<b>10,500</b>	<b>11,000</b>	<b>11,440</b>	<b>11,850</b>	<b>12,200</b>
<b>TOTAL</b>	<b>71,310</b>	<b>69,800</b>	<b>67,806</b>	<b>68,646</b>	<b>69,067</b>	<b>69,400</b>	<b>69,900</b>	<b>70,440</b>	<b>71,250</b>	<b>71,700</b>

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.



## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	14	12	13	13	14	.	.	.	.	.
APPROVED GOALS	15	16	13	15	16	17	17	18	18	.
PROPOSED GOALS	.	.	.	.	.	17	17	18	18	19

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	19,062	19,760	18,730	18,871	19,856	20,000	20,100	20,100	20,200	20,300	20,400
UPPER	34,288	36,160	34,976	33,486	33,737	34,400	34,100	34,100	34,200	34,300	34,500
GRAD 1	4,974	5,324	5,194	4,902	4,979	5,100	5,500	5,700	5,900	6,100	6,400
GRAD 2	1,671	1,654	1,638	1,560	1,576	1,600	1,620	1,700	1,800	1,900	2,100
<b>TOTAL</b>	<b>59,995</b>	<b>62,898</b>	<b>60,539</b>	<b>58,819</b>	<b>60,148</b>	<b>61,100</b>	<b>61,320</b>	<b>61,600</b>	<b>62,100</b>	<b>62,600</b>	<b>63,400</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 for all students during an academic (summer, fall, spring) year. Small differences found when totaling FTE by course level are due to rounding. 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.



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
<b>UNDERGRADUATE</b>											
All Distance (100%)	32	90	44	40	41	40	38	37	35	35	35
Primarily Dist. (80-99%)	6	0	6	7	7	7	7	7	7	7	7
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	11	3	11	13	12	12	13	14	15	15	15
Classroom (0-49%)	51	7	38	40	40	41	42	42	43	43	43
<b>GRADUATE</b>											
All Distance (100%)	39	72	43	42	41	42	42	42	42	42	42
Primarily Dist. (80-99%)	0	3	4	4	4	2	2	2	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	10	5	12	11	11	10	10	10	10	10	10
Classroom (0-49%)	50	20	41	44	44	46	46	46	47	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. Small differences found when totaling FTE by method of instruction are due to rounding. 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 Commerce 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 Commerce 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. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> 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. 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) ePortfolios, (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, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

**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: 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. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**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 counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). 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-M: 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: 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. 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 2<sup>nd</sup> 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. 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 convey 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**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. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). 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





**Board of Governors**  
**State University System of Florida**

325 West Gaines Street, Suite 1614

Tallahassee, Florida 32399

Phone: (850) 245-0466

*[www.flbog.edu](http://www.flbog.edu)*