

2026 ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

BOT Approved April 15, 2026





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2030 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.)

ONE SUS: Areas of Expertise Progress

The University of Central Florida has continued to make steady progress across the areas of expertise submitted to the Board of Governors in August 2025. The following provides a concise update on each area.

Engineering and Computer Science

UCF has continued to build on its established strength in Engineering and Computer Science, with incremental but meaningful progress in faculty capacity, research activity, and workforce production.

The university continues as a top 10 producer of engineering and computing bachelor's completers, and number one in Florida as reported by the American Society of Engineering Education (ASEE). Multiple programs ranked in the top 10, most notably Aerospace Engineering awarding the 4th largest volume of bachelor's degrees nationwide.

We continue to make progress towards the university's long-term enrollment target of 25,000 students in engineering and technology majors. Enrollment in the College of Engineering and Computer Science has increased 7.5% over Fall 2024 enrollment.

Strategic investments in artificial intelligence and semiconductors continue to mature, supported by faculty hiring and ongoing external funding. Progress in semiconductor research and workforce development has continued, including expansion of faculty expertise and advancement of the 2+2 Semiconductor Engineering pathway with Valencia College. In just eight months, the university has made substantial progress in the development of the curriculum and expect the establishment of the degree by Fall 2027.

Industry partnerships continue to provide strong alignment with workforce needs. Internship participation is projected at approximately 500 students annually, and collaborations with key partners such as Lockheed Martin, Siemens Energy, and Intel remain stable and productive.

Overall, progress in this area reflects continued execution on established priorities, with sustained growth in enrollment, research activity, and industry engagement.



STRATEGY (cont.)

ONE SUS: Areas of Expertise Progress

Immersive User Experiences

UCF has continued to advance its Immersive User Experiences area of expertise, building on existing national leadership in modeling and simulation, digital media, and interactive technologies.

The Florida Interactive Entertainment Academy continues to excel in national recognitions with the #2 graduate game design program and the #3 undergraduate programs in game design. Enrollment in related programs remains strong at approximately 1,200 reflecting sustained student demand.

The university's Digital Twin initiative has continued to develop through ongoing federally funded projects, including the \$8.8 million U.S. Department of Commerce grant supporting semiconductor manufacturing innovation at NeoCity. Work in this area remains focused on applications in manufacturing, transportation, and smart infrastructure.

Research activity across modeling, simulation, and immersive technologies has remained steady, supported by continued collaboration with defense agencies and industry partners.

UCF's location within the Central Florida Research Park continues to provide strong industry connectivity within a \$7 billion modeling and simulation sector, supporting internships, applied research, and workforce alignment. Partnerships with organizations such as Electronic Arts and defense contractors remain active.

Progress in this area reflects continued strength and stability, with ongoing development of interdisciplinary research and workforce pipelines in immersive technologies.



STRATEGY (cont.)

ONE SUS: Areas of Expertise Progress

Defense and National Security

UCF has continued to advance its role in Defense and National Security through sustained research activity, strong partnerships, and targeted investments in key areas including hypersonics, cybersecurity, and advanced energy systems.

The university remains deeply integrated within the defense ecosystem, hosting six Department of Defense commands in the UCF Research Park and maintaining active collaborations with federal agencies and defense contractors.

Research activity continues to be a key strength. The Center for Advanced Turbomachinery and Energy Research (CATER) generated \$20.3 million in new research awards, with high research productivity per faculty. Overall defense-related research expenditures are approximately \$40 million, reflecting continued federal and industry support.

UCF's Hyperspace Center of Excellence continues to advance hypersonic propulsion research, including participation in planned hypersonic flight testing.

Cybersecurity remains a nationally recognized strength. UCF faculty continues to rank No. 1 in Florida across multiple cybersecurity-related research areas, and the Collegiate Cybersecurity Competition team remains in the top 1% nationally, with multiple national championships.

Academic programs in cybersecurity, digital forensics, and related fields continue to produce graduates aligned with national workforce needs. Enrollment in these areas have increased 14% over Fall 2024.

Overall, progress in this area reflects continued strength in research, partnerships, and workforce development, with steady advancement in key defense-related technologies.



STRATEGY (cont.) Graduation Rate Improvement Plan Update

UCF has implemented a coordinated, analytics-driven student success model that has produced measurable gains in graduation outcomes at scale. Building on a five-year upward trajectory, the university accelerated progress through the 2024-25 Student Success initiative, deploying rapid, cross-functional interventions focused on timely degree completion.

Result: UCF exceeded a 60% four-year graduation rate, achieving 63.8% (2021-2025 cohort) – a double-digit increase over five years and one of the largest gains among large public institutions.

Measured Outcomes (5-Year Trend + Student Success Acceleration)

Metric	Baseline	Current	Change
FTIC Retention	92.2%	93.3%	+1.1 points
4-Year Graduation	47.7%	63.8%	+16.1 points
6-Year Graduation	74.0%	77.9%	+3.9 points

Key Insight: Retention was already strong. Gains came from improving time-to-degree efficiency, not just keeping students enrolled.

Core Strategy: Coordinated Care at Scale

- Predictive Analytics & Actionable Insights: Student level risk identification using four integrated models tied to degree pathways
- Academic Success Coaching (ASC Model): Centralized advising model with assigned caseloads and proactive outreach
- Proactive Academic Advocacy: Rapid-response support for at-risk students based on real time alerts
- Coordinated CRM: Shared platform enabling timely, cross-unit intervention
- Course Forecasting: Data-informed scheduling to eliminate course bottlenecks

Current Enhancements to Exceed 70%

- Systemic evaluation of challenging courses and multi-course combinations
- Enhancing student-facing instructional supports through tutoring and on-line resources
- Improving course forecasting to reinforce standard meeting patterns and eliminate day/time conflicts among required courses



STRATEGY (cont.)

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

Student Achievements

- UCF student recognitions included 38 Gilman Scholarships (a university record), 6 NSF Graduate Research Fellowships, 4 National Defense Science and Engineering Graduate (NDSEG) fellowships, 3 Department of Defense SMART Scholarships, 3 Astronaut Scholarships, 2 Goldwater Scholarships, and 1 Fulbright award.
- Medical student Larissa Dixon was the first UCF student to earn a Fogarty International Center Fellowship, less than 100 students selected worldwide this year.

Faculty Achievements

- UCF professors are leading a \$5M U.S. Department of Energy's National Nuclear Security Administration (NNSA) grant to establish a consortium dedicated to building a talent pipeline for the next generation of nuclear engineers.
- Computer Engineering Professor Jun Wang won a \$600K NSF grant to address efficiency and scalability of AI models. Ten College of Arts and Humanities faculty members have also been selected to participate in the Association of American Colleges and Universities' Institute on AI, Pedagogy and the Curriculum to help faculty develop and implement AI action plans.
- College of Medicine Associate Professor Cindy Prins was named a fellow of the Association for Professionals in Infection Control and Epidemiology (APIC). Only 39 were selected for this highest honor in infectious disease prevention worldwide this year.

Program Achievements

- UCF opened the new 90,000 sq. ft. Dr. Phillips Nursing Pavilion to alleviate nursing shortages. The new pavilion is twice the size of the previous facility, offering significantly expanded classroom and clinical space. UCF also received a \$2M grant to support second degree BSN students.
- The College of Medicine established the Primary Care Scholarship Program with a \$2.6M federal grant that will address the need for primary care physicians. A \$1M gift was also received to advance medical technology that will improve physician education, research and patient care.
- UCF ranked 9th in the nation for Best Online Bachelor's Programs by U.S. News and World Report, marking the 4th consecutive year of being ranked in the top 10. ARWU named Rosen Hospitality and Tourism Management Programs 1st in the nation and 2nd in the world.

Institutional Achievements

- The FL DOGE review identified UCF as the most efficient SUS institution with the lowest operating expenses of \$47K per degree. This is significantly lower than the system average of nearly \$79K.
- UCF's 4-year graduation rate increase resulted in meeting 12 metrics required to earn the Preeminent State Research University designation.
- UCF became the first institution in the SUS to earn accreditation from the nation's largest institutional accreditor, the Higher Learning Commission.
- UCF achieved \$126M in commitments, a record-breaking year in philanthropy and engagement. Alumni participation grew to its highest level, an increase of 24% over the previous year.
- UCF announced a \$5M Pegasus Partnership with BNY to establish a first-of-its-kind in Florida co-located educational innovation hub to enhance career readiness for students and talent development for BNY.
- U.S. News & World Report ranked UCF the 15th Most Innovative School, 57th overall among public universities.



STRATEGY (cont.)

Enrollment Strategy

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 69,911 in Fall 2025 to 72,200 in Fall 2030 (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+)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	61.1	65.9	70.3	70.9	69.8	.	.	.	.	.
APPROVED GOALS	.	.	66.0	70.0	71.0	71.0	71.0	72.0	72.0	.
PROPOSED GOALS	.	.	.	.	.	71.0	71.0	72.0	72.0	72.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	42,300	45,900	50,500	51,300	52,100	.	.	.	.	.
APPROVED GOALS	40,000	42,500	42,750	50,500	51,500	51,750	52,000	52,250	52,500	.
PROPOSED GOALS	.	.	.	.	.	51,750	52,000	52,250	52,500	52,750

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	4,120	-370	3,230	2,250	-200	.	.	.	.	.
APPROVED GOALS	4,690	4,500	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]

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	50.0	54.8	54.2	58.7	63.8	.	.	.	.	.
APPROVED GOALS	50.1	53.0	56.0	59.0	62.0	65.0	65.0	67.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	65.0	65.0	67.0	67.0	68.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	90.5	91.5	91.1	91.5	92.7	.	.	.	.	.
APPROVED GOALS	90.5	91.0	91.0	91.5	92.0	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	92.0	92.0	92.0	92.0	92.0



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	41.0	41.2	39.8	38.9	40.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	38.0	38.0	38.5	38.5	39.0	.
PROPOSED GOALS	.	.	.	.	.	38.0	38.5	38.5	39.0	39.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	35.9	35.7	34.7	33.7	38.7	.	.	.	.	.
APPROVED GOALS	36.0	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

Note: Beginning 2024-25, changes were implemented to expand federal financial aid eligibility as part of the FAFSA Simplification Act.

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	45.8	44.8	45.9	50.7	51.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	48.0	49.0	49.0	50.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	50.0	50.0	50.0	50.0	50.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29	2027-30
ACTUAL	53.9	54.1	50.9	52.4	54.9	.	.	.	.	.
APPROVED GOALS	54.0	56.0	58.0	60.0	62.0	65.0	70.0	72.0	72.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	56.0	57.0	57.0	57.0

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]

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	70.6	70.8	71.7	76.1	74.6	.	.	.	.	.
APPROVED GOALS	71.4	71.4	72.0	73.0	76.1	76.3	76.6	77.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	76.3	76.6	77.0	77.0	77.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	39.6	41.2	40.6	40.8	42.4	.	.	.	.	.
APPROVED GOALS	40.0	40.0	41.0	41.0	41.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0	42.0



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	4.3	4.2	4.2	4.2	4.3	.	.	.	.	.
APPROVED GOALS	4.2	4.3	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 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	1317	1319	1317	1324	1338	.	.	.	.	.
APPROVED GOALS	1315	1317	1317	1317	1317	1317	1317	1317	1317	.
PROPOSED GOALS	.	.	.	.	.	1317	1317	1317	1317	1317

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	3	4	3	3	2	.	.	.	.	.
APPROVED GOALS	2	3	3	3	3	3	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

Notes: 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]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	92	93	92	92	93	.	.	.	.	.
APPROVED GOALS	92	92	93	93	93	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	93	93	93	93	93

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	50	55	54	59	64	.	.	.	.	.
APPROVED GOALS	50	53	56	59	62	65	65	67	67	.
PROPOSED GOALS	.	.	.	.	.	65	65	67	67	68



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	8	8	8	8	9	.	.	.	.	.
APPROVED GOALS	8	8	8	9	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10	10

F. Total Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	219	221	247	285	292	.	.	.	.	.
APPROVED GOALS	247	258	255	270	290	320	350	370	390	.
PROPOSED GOALS	.	.	.	.	.	320	350	370	390	400

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	167	171	201	224	226	.	.	.	.	.
APPROVED GOALS	174	186	195	200	210	225	235	250	265	.
PROPOSED GOALS	.	.	.	.	.	225	235	250	265	270

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

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

I. Utility Patents Awarded [over three calendar years]

	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29	2028-30
ACTUAL	157	169	173	189	194	.	.	.	.	.
APPROVED GOALS	150	152	166	167	181	178	167	171	174	.
PROPOSED GOALS	.	.	.	.	.	191	180	171	174	177



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

J. Doctoral Degrees Awarded Annually

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	510	603	553	510	519	.	.	.	.	.
APPROVED GOALS	480	520	525	530	535	540	540	540	540	.
PROPOSED GOALS	.	.	.	.	.	540	540	540	540	540

K. Number of Post-Doctoral Appointees

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	142	162	149	218	309	.	.	.	.	.
APPROVED GOALS	170	180	190	218	309	315	320	325	330	.
PROPOSED GOALS	.	.	.	.	.	250	270	290	310	330

L. Endowment Size (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	201	215	229	255	267	.	.	.	.	.
APPROVED GOALS	190	248	257	240	265	290	310	325	340	.
PROPOSED GOALS	.	.	.	.	.	278	291	304	318	332

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	182	186	218	251	258	.	.	.	.	.
APPROVED GOALS	195	201	210	220	240	265	290	305	325	.
PROPOSED GOALS	.	.	.	.	.	265	290	305	325	330



KEY PERFORMANCE INDICATORS

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	3	4	3	3	2	.	.	.	.	.
APPROVED GOALS	2	3	3	3	3	3	3	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

Notes: 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. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	78	75	77	74	77	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	76	76	76	76	76

3. Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	47	54	51	57	62	.	.	.	.	.
APPROVED GOALS	45	50	54	57	60	64	64	65	65	.
PROPOSED GOALS	.	.	.	.	.	64	64	65	65	65

4. Annual Students Without Loans Rate

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	73	75	76	77	79	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	77	77	78	78	79



KEY PERFORMANCE INDICATORS (cont.)

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

NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	92	89	97	96	95	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	97	97	97	97	97

PHYSICAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	100	94	97	97	100	.	.	.	.	.
BENCHMARK	88	85	85	85	86	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	95	95	95	95	95

MEDICINE (2YR)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	98	93	96	96	97	.	.	.	.	.
BENCHMARK	96	93	92	91	93	.	.	.	.	.
APPROVED GOALS	98	98	98	98	96	97	97	98	98	.
PROPOSED GOALS	.	.	.	.	.	97	97	98	98	97

MEDICINE (4YR-CK)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	99	99	100	99	100	.	.	.	.	.
BENCHMARK	99	99	98	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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
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.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	15,097	14,985	14,771	14,855	15,129	.	.	.	.	.
APPROVED GOALS	14,350	14,900	14,500	14,500	14,400	14,200	14,000	14,000	14,000	.
PROPOSED GOALS	.	.	.	.	.	14,200	14,000	14,000	14,000	14,000

7. Graduate Degrees Awarded [First Majors Only]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	3,214	3,489	3,441	3,202	3,376	.	.	.	.	.
APPROVED GOALS	3,050	3,225	3,250	3,275	3,200	3,225	3,250	3,275	3,300	.
PROPOSED GOALS	.	.	.	.	.	3,225	3,250	3,275	3,300	3,300

8. Percent of Bachelor's Degree Completers with Internships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	24	24	23	23	26	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	26	27	27	28	28

9. National Academy Members

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	8	8	8	8	9	.	.	.	.	.
APPROVED GOALS	8	8	8	9	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	10	10	10	10	10

10. Total Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	219	221	247	285	292	.	.	.	.	.
APPROVED GOALS	247	258	255	270	290	320	350	370	390	.
PROPOSED GOALS	.	.	.	.	.	320	350	370	390	400



KEY PERFORMANCE INDICATORS (cont.)

11. Federal Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	109	110	124	136	137	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	130	135	145	155	165

12. Research Expenditures from Business & Industry (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	11	11	10	10	13	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	14	14	15	15

13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	52	62	59	68	67	.	.	.	.	.
APPROVED GOALS	45	45	52	53	54	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	56	57	58	59	60

14. Number of Start-up Companies Created

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	2	0	2	5	4	.	.	.	.	.
APPROVED GOALS	15	2	2	4	4	6	6	6	6	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

15. Number of Licenses & Options Executed Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	28	27	32	26	31	.	.	.	.	.
APPROVED GOALS	36	36	36	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36



KEY PERFORMANCE INDICATORS (cont.)

16. Cash to Debt

	2021	2022	2023	2024	2025
ACTUAL	249	234	259	315	308

17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	186	171	183	196	189

18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	5.2	1.6	3.3	3.7	3.5

19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	13.1	12.0	12.3	13.0	13.3

20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	2.9	-0.8	4.5	4.8	3.4

21. Shared Initiatives Savings (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	13.6	14.7	19.0	19.1	21.3

22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	72	70	68	66	68

22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	17	14	15	16	16



KEY PERFORMANCE INDICATORS (cont.)

23. Bond Program Ratings

	Moody's	S&P	Fitch
University of Central Florida Issuer Rating	Aa2/Stable	-	AA/Stable

Issuer	Type	Moody's	S&P	Fitch
DBF (Division of Bond Finance)	Housing Bonds	Aa3/Stable	A+/Stable	A+/Stable
UCF Stadium Corporation	Stadium & Athletics Facility Bonds (w/ SA)	-	A+/Stable	AA-/Stable
UCF Stadium Corporation	Stadium & Athletics Facility Bonds (w/o SA)	-	A/Stable	AA-/Stable
UCF Convocation Corporation	Arena/Convocation Center Revenue Bonds	-	A+/Stable	AA-/Stable



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 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	1,787	1,845	1,960	1,948	2,084	.	.	.	.	.
APPROVED GOALS	.	.	1,880	1,940	1,995	2,050	2,100	2,125	2,150	.
PROPOSED GOALS	.	.	.	.	.	2,050	2,100	2,125	2,150	2,175

Institution Specific Goal #2: Pegasus Partnerships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	.	.	2	3	4	.	.	.	.	.
APPROVED GOALS	.	.	2	3	4	5	6	7	8	.
PROPOSED GOALS	5	11	12	14	16

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	78	76	114	105	126	.	.	.	.	.
APPROVED GOALS	.	.	85	90	110	115	120	125	130	.
PROPOSED GOALS	.	.	.	.	.	125	135	145	155	165



ENROLLMENT PLANNING

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	59,708	58,339	59,101	59,155	59,595	.	.	.	.	.
APPROVED GOALS	61,200	59,600	58,400	59,400	58,900	58,900	59,000	59,400	59,500	.
PROPOSED GOALS	.	.	.	.	.	59,500	59,500	59,500	59,500	59,500

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	10,092	9,467	9,545	9,912	10,316	.	.	.	.	.
APPROVED GOALS	10,580	10,050	9,600	9,750	10,500	11,000	11,440	11,850	12,200	.
PROPOSED GOALS	.	.	.	.	.	11,000	11,400	11,900	12,500	12,700

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTIC: New	7,089	7,513	8,198	8,258	8,097	8,250	8,350	8,400	8,450	8,500
FTIC: Returning	22,763	22,411	22,909	23,194	23,637	24,050	24,300	25,000	25,200	25,400
Transfer: FCS w/ AA	20,444	18,930	17,978	17,324	17,081	16,250	15,950	15,400	15,200	15,000
Other Undergraduates	8,283	8,408	8,883	9,173	9,599	9,750	9,700	9,500	9,450	9,400
Post-Baccalaureates	1,129	1,077	1,133	1,206	1,181	1,200	1,200	1,200	1,200	1,200
Subtotal	59,708	58,339	59,101	59,155	59,595	59,500	59,500	59,500	59,500	59,500

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	7,328	6,868	6,922	7,280	7,541	8,050	8,325	8,700	9,175	9,250
Research Doctoral	1,927	1,787	1,810	1,826	1,977	2,150	2,250	2,350	2,450	2,550
Professional Doctoral	837	812	813	806	798	800	825	850	875	900
Subtotal	10,092	9,467	9,545	9,912	10,316	11,000	11,400	11,900	12,500	12,700
TOTAL	69,800	67,806	68,646	69,067	69,911	70,500	70,900	71,400	72,000	72,200

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



ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	5	5	5	6	6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	7	7

Note: Reflects the percentage of students enrolled who are considered non-residents pursuant to Board Regulation 7.006.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	12	13	13	14	13	.	.	.	.	.
APPROVED GOALS	16	13	15	16	17	17	18	18	19	.
PROPOSED GOALS	.	.	.	.	.	17	18	18	19	20

Full-Time Equivalent (FTE) Enrollment by Course Level

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
LOWER	19,760	18,730	18,871	19,856	20,071	19,851	19,800	19,800	19,800	19,800	19,800
UPPER	36,160	34,976	33,486	33,737	34,447	35,872	35,900	35,950	36,000	36,000	36,600
GRAD 1	5,325	5,194	4,902	4,979	5,193	5,486	5,600	5,700	5,800	5,900	6,050
GRAD 2	1,654	1,638	1,560	1,576	1,612	1,726	1,750	1,750	1,800	1,800	1,850
TOTAL	62,898	60,539	58,819	60,148	61,322	62,935	63,050	63,200	63,400	63,500	63,700

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



ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
UNDERGRADUATE											
All Distance (100%)	90	44	40	41	40	38	37	35	35	35	35
Primarily Dist. (80-99%)	0	6	7	7	7	7	7	7	7	7	7
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	3	11	13	12	12	13	14	15	15	15	15
Classroom (0-49%)	7	38	40	40	41	42	42	43	43	43	43

GRADUATE

All Distance (100%)	72	43	42	41	45	42	42	42	42	42	42
Primarily Dist. (80-99%)	3	4	4	4	4	2	2	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	5	12	11	11	9	10	10	10	10	10	10
Classroom (0-49%)	20	41	44	44	42	46	46	47	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. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:

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

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:

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

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:

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

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

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



DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



DEFINITIONS (cont.)

PBF-10. FGPU: 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 Post doctorates in Science and Engineering (GSS).

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

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

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

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

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

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



DEFINITIONS (cont.)

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

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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.



DEFINITIONS (cont.)

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: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

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

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

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.



DEFINITIONS (cont.)

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: Utility Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "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)

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.

Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: 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).

Percent of Bachelor's Degree Completers with Internships: This metric is based on the percentage bachelor's degree completers annually who complete an internship course. These courses offer students opportunities to acquire or apply knowledge and skills in a supervised setting that simulates the conditions in which the knowledge and skills will be utilized. Source: State University Database System (SUDS).

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

Percent of Students Paying Excess Hours Fees: This metric is based on the percentage of undergraduate students who are assessed excess hour fees during the academic year. Students are counted once per academic year if they incur the fee, regardless of the number of terms or courses in which the fee is applied. The percentage is calculated by dividing the number of students paying the fee by the total number of degree-seeking undergraduate students enrolled during the academic year. Source: State University Database System (SUDS).

Annual Students Without Loans Rate: This metric is based on the percentage of Florida resident undergraduates who did not receive a student loan as part of their financial aid disbursement in an academic year. Source: State University Database System (SUDS).

Professional 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, Initial Teacher Preparation, Physician Assistant, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2030 System Strategic Plan calls for institutions to be in the top decile of scores compared to the average pass rate for the nation or state. 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.)

Bachelor's and 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).

National Academy Members: 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.

Total Research Expenditures (\$M): 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.

Federal Research Expenditures (\$M): Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by federal government 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.

Research Expenditures from Business & Industry (\$M): Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by business 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.

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

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

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.

Annual Giving (\$): Refers to new funds committed, including bequests, according to Council for Advancement and Support of Education (CASE) Global Reporting Standards. Source: CASE Voluntary Support of Education (VSE) Survey.



DEFINITIONS (cont.)

Cash to Debt: This metric provides an indication of the financial health of the university by showing the base of cash and investments available to respond to unforeseen impacts on pledged revenues. The ratio is calculated by dividing all cash and investments by the total of bonds, leases, SPITA, and loans/notes.

Days Cash on Hand: This metric is a primary indicator of liquidity, measuring how long the university could continue operations if no additional revenues or cash inflows occurred. It is calculated by dividing unrestricted cash and investments by cash operating expenses (excluding non-cash pension expense), then multiplying by 365.

Net Operating Revenues Ratio: This metric reflects the university's operating margin in a given year by dividing adjusted operating surplus by adjusted operating revenues.

Age of Plant Ratio: This metric measures the average age of the university's capital assets, including buildings, infrastructure, and capital equipment. It is calculated by dividing accumulated depreciation by annual depreciation expense.

Return on Net Assets (RONA) Ratio: This metric indicates whether the university is better off financially than it was in the prior year by measuring the percentage increase in total net assets. It is calculated by dividing the change in net assets plus non-cash pension expense by adjusted beginning net assets.

Shared Initiatives Savings: This metric tracks cost savings achieved through coordinated university efforts to maximize efficiencies in the purchase of goods and services.

Percent of Employees in Instruction/Research & Administration: This metric is based on employee FTE, which represents the portion of full-time effort assigned for the length of the contract. It only includes state-funded employees. Percentages are calculated using all state-funded FTE as the denominator, with activity categories including Instruction/Research and Administration. Other categories not shown include Student Support, Services, and Operational Support.

Bond Program Ratings: This metric reflects ratings assigned to a university's bond or debt issuances by nationally recognized credit rating agencies, including S&P Global Ratings, Moody's Investors Service, and Fitch Ratings.



Bond Program Ratings:

Moody's	S&P	Fitch	Rating description		Credit Worthiness
Aaa	AAA	AAA	Prime	Investment grade	An obligor has EXTREMELY STRONG capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has VERY STRONG capacity to meet its financial commitments. It differs from the highest-rated obligors only to a small degree.
Aa2	AA	AA			
Aa3	AA-	AA-			
A1	A+	A+	Upper-medium grade		An obligor has STRONG capacity to meet its financial commitments but is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.
A2	A	A			
A3	A-	A-			
Baa1	BBB+	BBB+	Lower-medium grade		An obligor has ADEQUATE capacity to meet its financial commitments. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitments.
Baa2	BBB	BBB			
Baa3	BBB-	BBB-			
Ba1	BB+	BB+	Non-investment grade, speculative	Non-investment grade aka: high-yield bonds aka: junk bonds	An obligor is LESS VULNERABLE in the near term than other lower-rated obligors. However, it faces major ongoing uncertainties and exposure to adverse business, financial, or economic conditions which could lead to the obligor's inadequate capacity to meet its financial commitments.
Ba2	BB	BB			
Ba3	BB-	BB-			
B1	B+	B+	Highly speculative		An obligor is MORE VULNERABLE than the obligors rated 'BB', but the obligor currently has the capacity to meet its financial commitments. Adverse business, financial, or economic conditions will likely impair the obligor's capacity or willingness to meet its financial commitments.
B2	B	B			
B3	B-	B-			
Caa	CCC	CCC	Extremely speculative		An obligor is CURRENTLY VULNERABLE , and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is CURRENTLY HIGHLY-VULNERABLE .
	C	C			The obligor is CURRENTLY HIGHLY-VULNERABLE to nonpayment. May be used where a bankruptcy petition has been filed.
C	D	D	In default		An obligor has failed to pay one or more of its financial obligations (rated or unrated) when it became due.



DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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).

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).

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).

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).

Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents pursuant to Board Regulation 7.006. Source: State University Database System (SUDS).



STATE UNIVERSITY SYSTEM OF FLORIDA





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