



April 20, 2023 UCF Board of Trustees Virtual Meeting
Board of Trustees
Virtual Meeting
Apr 20, 2023 10:15 AM - 11:00 AM EDT

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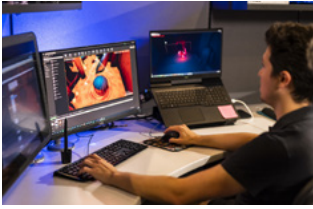
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5 THINGS TO KNOW

READ MORE ABOUT UCF AT [UCF.EDU/NEWS](https://ucf.edu/news)



UCF's Video Game Design Programs Among Top 6 in the World

UCF excels as one of the nation's top talent pipelines for a rapidly growing gaming industry. In recognition of UCF's continued excellence in this area, The Princeton Review and *PC Gamer* rank the Florida Interactive Entertainment Academy – the university's graduate game design program – No. 2 for 2023, FIEA's fourth consecutive year in the top two. UCF's undergraduate program climbed seven spots since last year to rank No. 6 in the world – its highest ranking ever.



UCF Researcher Creates World's First Plasmonic Paint, Inspired by Butterflies

As an alternative to the traditional pigment-based colored paint, Professor Debashis Chanda has used nanoscales to produce a more natural, environmentally friendly and lightweight plasmonic paint that allows less heat to be absorbed. Buses, homes or buildings can be kept 25 to 30 degrees cooler, providing significant energy savings. And the paint is so lightweight that only about 3 pounds could cover a Boeing 747, which normally requires 1,000 pounds of paint.



40 Years of Innovation: UCF's Institute for Simulation and Training Celebrates a Milestone

The Institute of Simulation and Training (IST) started as a hopeful prototype on the “pioneering side” of Orlando. It has since become the global model of collaborative innovation. Through partnerships with more than 200 entities, including U.S. government agencies and major industry leaders such as NASA, Siemens, Google, Johnson & Johnson and AdventHealth, IST has played a critical role in making Orlando the modeling and simulation capital of the world.



UCF Surpasses 1,000 Residency Placements During Match Day 2023

UCF College of Medicine graduates will complete their residencies at top hospitals across Central Florida, the state and the nation. Thirty-seven will do some or all of their training in Florida, including programs at AdventHealth, Mayo Clinic Jacksonville, Miami and Orlando Health – as well as some of UCF-HCA's 34 accredited programs. Nationwide, UCF students matched into programs that include Cleveland Clinic, Emory, Harvard, Johns Hopkins, Mayo Clinic, Stanford, Vanderbilt and Yale. Their specialties include emergency, family and internal medicine, OB-GYN, pediatrics, psychiatry, radiology and surgery.



UCF Partners with 15 U.S. Universities to Form Nuclear Forensics Consortium

The association is supported by a \$25 million cooperative agreement with the Department of Energy's National Nuclear Security Administration (NNSA). The goal of the initiative is to engage in research that supports the NNSA's nuclear security and nonproliferation missions while building a next-generation workforce of nuclear scientists, engineers and researchers.



Board of Trustees Meeting

April 20, 2023

Virtual Meeting

10:15 a.m. – 11:00 a.m.

(or upon adjournment of previous meeting, and at the Chair's privilege)

Livestream: <https://ucf.zoom.us/j/91699624851?pwd=YlYvQXdpQ2dKcFNyS2o3SnZXUnlxdz09>

Webinar ID: 916 9962 4851 | Passcode: 874420

Conference call number: +1 929 205 6099 | Meeting ID: 916 9962 4851 | Passcode:874420

AGENDA

- | | |
|-------------------------------|--|
| 1. Call to Order and Welcome | Alex Martins, <i>Chair, UCF Board of Trustees</i> |
| 2. Roll Call | Lauren Ferguson, <i>Assistant Vice President, Board Relations</i> |
| 3. Public Comment | Lauren Ferguson |
| 4. Consent Agenda [5 minutes] | Chair Martins |
| GOV – 1 | Amendments to University Regulation UCF-3.033 USPS Predetermination Procedures for Employees with Regular Status (<i>Okaty</i>) |
| GOV – 2 | Amendments to University Regulation UCF-3.040 Benefits and Hours of Work (<i>Okaty</i>) |
| GOV – 3 | Amendments to University Regulations UCF-3.0031 Tuition Waiver Benefit Programs and UCF-9.004 UCFAA Employee Tuition Waiver Course Enrollment (<i>Okaty</i>) |
| 5. Remarks [5 minutes] | Chair Martins

President's Update
Alexander N. Cartwright, <i>President</i> |
| 6. New Business [35 minutes] | Chair Martins |
| BOT – 1 | 2023 UCF Accountability Plan
Michael D. Johnson, <i>Provost and Executive Vice President of Academic Affairs</i>
M. Paige Borden, <i>Chief Analytics Officer</i> |
| BOT – 2 | 2022-2027 Strategic Plan Metric Adjustments
M. Paige Borden |
| 7. Adjournment | Chair Martins |



Board of Trustees
Virtual Meeting | April 20, 2023

GOV-1: Amendments to University Regulation UCF-3.033 USPS Predetermination Procedures for Employees with Regular Status

Information

Discussion

Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

This regulation sets out the procedures to implement disciplinary suspension or termination of USPS employees. The proposed amendments serve to update the predetermination procedures, including what must be included in the written notice to the employee; how the predetermination conference should be conducted; and how a decision will be communicated to the employee. Other proposed amendments clarify that the university will move forward with the proposed action if the employee does not respond or fails to attend the predetermination conference; and correct a cross-citation related to administrative leave.

This regulation was posted online March 21, 2023, for public comment. No comments were received as of the date of submission of these materials.

Background Information:

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

Recommended Action:

Approve proposed amendments to UCF Regulation UCF-3.033.

Alternatives to Decision:

Decline to approve proposed amendments to University Regulation UCF-3.033. Propose alternative amendments.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

Board of Governors Regulation 1.001

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda



Board of Trustees

Agenda Memo

Submitted by:

Youndy Cook, Vice President and General Counsel

Supporting Documentation:

Attachment A: Proposed Amended Regulation UCF-3.033

Facilitators/Presenters:

Youndy Cook

UCF-3.033 USPS Predetermination Procedures for Employees with Regular Status.

- (1) This regulation sets forth the predetermination procedures for University of Central Florida University Support Personnel System (USPS) employees with regular status.
- (a) Written Notice – Prior to discharge ~~for disciplinary reasons, or~~ suspension without pay for disciplinary reasons ~~, demotion for disciplinary reasons, or reduction in pay for disciplinary reasons~~ of regular status employees, the university shall notify the employee as follows:
1. The employee shall be given written notice of the proposed action at least 14 calendar days prior to the date the action is to be taken.
 2. If the employee is available, the notice shall be ~~hand-~~delivered to the employee in a meeting (in person or remotely) with a witness present to and the employee shall acknowledge receipt. Otherwise, the notice shall be mailed to the employee by certified mail, return receipt requested. The notice shall be considered received by the employee even if refused or ignored.
- (b) Contents of Predetermination Notice – The notice shall be signed by the Chief Human Resources Officer or designee and shall include the following:
- ~~1. The effective date of the university's proposed final action;~~
 12. The specific charges or reasons for the action;
 - ~~23.~~ 23. Attachment(s) of the A list of document(s) on which the charges or other reasons are based;
 - ~~34.~~ 34. A statement that the employee may, within 7 calendar days of receipt of the notice, respond in writing as to whether or not they will be attending the predetermination conference defined in the notice; submit a request in writing for a predetermination conference at which time the employee may make an oral or written statement, or both, to the university to refute or explain the charges or reasons for the action; and the name, email address, and telephone number of the person to whom the confirmation request for a conference shall be directed;
 - ~~45.~~ 45. A statement that the requested-predetermination conference is an opportunity for the employee to make an oral or written statement (or both) to the university to refute or explain the charges or reason(s) for the conduct, for the university to consider before implementing the proposed disciplinary action; must be held prior to the proposed effective date of the action, at the date, time, and place of the predetermination conference, which is determined by the university, normally during regular business hours; and that the employee is permitted to bring a representative to advise and assist;
 - ~~56.~~ 56. A statement that the University of Central Florida desires to reduce the risk of error in taking the action against the employee and to avoid ~~damaging the employee's reputation by~~ untrue or erroneous charges, and therefore, the university is interested in receiving and considering the employee's response;
 - ~~67.~~ 67. A copy or summary of the predetermination procedures; and
 - ~~78.~~ 78. Notice that an employee may resign with an understanding that they will

be listed as ineligible for rehire if the proposed action is a discharge due to disciplinary reasons. “Ineligible for rehire” indicates that the employee will not be allowed to work in any department or position at the university.

- (c) Predetermination Conference – If the employee confirms their attendance for the predetermination conference, a conference is requested by the employee, it the conference must will be conducted by the Chief Human Resources Officer or designee to make the final decision as follows:
1. The person(s) conducting the conference shall convene the conference at the time and place set by the university, shall identify all participants, and shall explain the purpose of the conference. The purpose of the conference is to hear the employee’s response to the charges in order to protect the employee from erroneous or arbitrary adverse action, to afford the university an opportunity to reevaluate its position after reviewing the information presented by the employee, and to thereafter affirm or alter the disciplinary action as ~~determined as~~ a result of the conference. In the case of proposed discipline arising out of a decision maker’s finding that Title IX Sexual Harassment has occurred, the conference shall not operate as a further appeal opportunity of the Title IX hearing beyond the appeal provided by the University’s Title IX Grievance Policy, UCF Policy 2-012. If an appeal is filed under Policy 2-012, the conference will be held in abeyance until the appeal is resolved. Whether or not an appeal under Policy 2-012 is filed, an employee disciplined pursuant to Policy 2-012 will, during the conference, be limited to contesting the severity of the sanctions determined by the decision maker and/or imposed by the University.
 2. The conference shall be informal and shall not be in the nature of an evidentiary hearing. The employee is permitted to bring a representative to assist or advise them, but discovery, cross-examination, and similar legal procedures are not permissible.
 3. The employee shall be permitted to submit relevant information, orally or in writing (or both), or both, including through witnesses. The privilege is reserved to the University of Central Florida to give such information the weight it deems proper. ~~If the employee chooses to attend the conference but make no response, the University of Central Florida will proceed on the basis of the information it has or can obtain without such a response.~~
 4. ~~After the conference is conducted, the employee shall be notified, as soon as practicable, that the proposed final action will be effective on a specific date, that the proposed final action has been revised, or that no action will occur.~~
- (d) Decision – After the conference, the employee shall be notified, as soon as practicable, of the determined final action on the proposed discipline, which may be upheld, revised, or dismissed. Any notice of final action resulting in discipline shall state the effective date(s). ~~if the university determines that it will proceed with the discharge for disciplinary reasons, suspension without pay for disciplinary reasons, demotion for disciplinary reasons, or reduction in pay~~

~~for disciplinary reasons,~~ The employee shall be notified of the decision in writing by personal delivery, by electronic mail, or by certified mail, return receipt requested.

- (e) If ~~no conference is requested~~ the employee does not confirm their attendance to the conference, or confirms their attendance but does not attend, the University of Central Florida will proceed with the proposed action as stated in the predetermination notice.
- (f) During the period between the first notice and the effective date of the action, the university will do one of the following: retain the employee in his or her usual duties, temporarily assign the employee to other duties, ~~place the employee on annual leave,~~ or place the employee on administrative leave.
- (g) Administrative leave pending action. The Chief Human Resources Officer or designee may immediately place an employee on administrative leave ~~in~~ as set forth in University Regulation UCF-3.040(~~171~~6). The Chief Human Resources Officer or designee shall determine whether the administrative leave shall be with or without pay.

(2) Grievances

- (a) In-unit USPS employees may grieve decisions under this regulation utilizing the grievance procedure found in the applicable collective bargaining agreement.
- (b) Non-unit USPS employees may grieve decisions under this regulation utilizing the grievance procedure found in University Regulation UCF-3.0133.

Authority: BOG Regulation 1.001. History—New 9-13-04, Amended 10-18-05; Formerly 6C7-3.033, Amended 6-25-09, 4-30-12, 10-22-20, _____-23.



Board of Trustees
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GOV-2: Amendments to University Regulation UCF-3.040 Benefits and Hours of Work

Information

Discussion

Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The university proposes to amend the regulation on benefits and hours of work to update the definition of the twelve-month period as it relates to FMLA leave, to clarify language regarding unpaid leave, and to update language on leaves for OPS employees.

This regulation was posted online March 21, 2023, for public comment. No comments were received as of the date of submission of these materials.

Background Information:

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

Recommended Action:

Approve proposed amendments to UCF Regulation UCF-3.040.

Alternatives to Decision:

Decline to approve proposed amendments to University Regulation UCF-3.040. Propose alternative amendments.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

Board of Governors Regulation 1.001

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

Youndy Cook, Vice President and General Counsel



Board of Trustees

Agenda Memo

Supporting Documentation:

Attachment A: Proposed Amended Regulation UCF-3.040

Facilitators/Presenters:

Youndy Cook

UCF-3.040 Benefits and Hours of Work.

- (1) Except as provided by any applicable collective bargaining agreement, this regulation applies to all employees based on their appointment type with the university.
- (2) Benefits made available to Faculty, A&P (including Executive Service), and USPS include, but are not limited to: paid and unpaid leave, holidays, State and University-sponsored insurance and retirement programs.
- (3) Benefits made available to Post-Doctoral Associates (PDA) include health insurance, paid annual leave, and paid sick leave and should be prorated based on full-time equivalency and date of hire. The leave is tracked by the department.
- (4) Benefits made available to residents and fellows in a program of graduate medical education in the College of Medicine are provided as described in College of Medicine Graduate Medical Education policies.
- (5) Benefits made available to OPS may include university and State-sponsored insurance for those that meet the eligibility criteria. For example, in accordance with the Shared Responsibility for Employers provision of Patient Protection and Affordable Care Act (PPACA) of 2010 (26 U.S. Code § 4980H, et seq.), OPS employees who meet state eligibility criteria may be eligible for State-sponsored health insurance benefits.
- (6) Hours of work requirements shall be administered consistent with the following provisions.
 - (a) Each employee is expected to work the number of hours in the employee's established workweek unless on approved leave.
 - (b) The minimum workweek is 40 hours for full-time employees. Approved leave may be adjusted to ensure an employee's workweek will not exceed 40 hours.
 - (c) Pay for designated University holidays (maximum of eight hours) and accrued leave are not considered overtime and are paid at the employee's regular pay rate.
- (7) Overtime Compensation for non-exempt employees. Non-exempt employees must be paid overtime at the rate of 1.5 times their regular rate of pay for all hours worked beyond 40 in the employer's designated work week (Friday through Thursday).
 - (a) There are limited exceptions to this rule as authorized by FLSA, including an exception relating to law enforcement personnel.
 - (b) When leave is used or paid holidays occur, those hours do not count toward the calculation of hours worked.
 - (c) Overtime compensation shall be paid no later than the end of the following pay period.
- (8) An employee in a Faculty, USPS, or A&P (including Executive Service) appointment shall be paid in proportion to their FTE status for all holidays designated for UCF employees, up to eight (8) hours per holiday.
- (9) Faculty, USPS, or A&P (including Executive Service) appointments shall accrue leave while in pay status and shall have such leave credited on the last day of that pay period or, in the case of separation, on the last day of employment.
- (10) During approved unpaid leave ~~for parental, foster care, medical or military reasons~~, an employee in a leave-accruing position may use accrued leave to continue the contributions to

their benefits and other payroll deductions. Under such circumstances (with the exception of USERRA military leave), the employee must use a minimum of ten accrued leave hours per week until such leave is exhausted.

(11) Unless agreed otherwise, an employee shall be employed in the same or similar status upon completion of the approved leave period. While on paid leave, an employee may not be employed elsewhere unless approved by the University in writing. The outside activity and dual compensation regulations may apply in such circumstances.

(12) Recovery leave initiated by the employer shall be consistent with the following provisions.

- (a) Medical certification by an approved health care provider may be required.
- (b) Notice shall be provided to the employee identifying duration of the leave, the conditions for return to the position, and whether such leave shall count toward FMLA entitlements.
- (c) The employee may be allowed to use accrued leave during recovery leave to continue the contributions to their benefits and other expenses.
- (d) Unless agreed otherwise, an employee shall be employed in the same or similar status upon completion of the approved leave period and upon receipt of medical certification.
- (e) Employees who fail to meet the conditions of the recovery leave or who may be unable to perform their essential duties or fail to obtain medical certification may be required to engage in the university's interactive accommodation process to determine if an accommodation can be made; or whether the employee will be placed on unpaid leave or have such leave extended, be requested to resign, or be dismissed for inability to perform the duties of the position. The employee may also choose to resign at any point during the recovery leave process.

(13) Employees are provided with 12 workweeks of Family and Medical Leave within a 12-month period in compliance with the Family and Medical Leave Act (FMLA) of 1993 (29 USC s. 2601, et seq.) and implementing regulations (29 CFR Part 825). Effective July 1, 2023, the 12-month period is defined as a rolling 12-month period measured backward from the date an employee first uses any FMLA leave. the fiscal year (July 1-June 30).—All employees are eligible (including OPS and Post-Doctoral Associate employees) who have worked at least 12 months (these need not have been consecutive) and who have worked at least 1,250 hours in the 12-months prior to the leave. Leave-accruing employees may use accrued leave when taking an FMLA leave.

(14) Employees shall be provided with up to six months unpaid parental leave when the employee becomes a biological or adoptive parent. Parental leave shall begin no more than two weeks prior to the expected date of the child's arrival unless otherwise approved by the supervising physician or appropriate Dean or Director. The employee taking parental leave may only use accrued sick leave during the time the supervising physician restricts the employee from working.

(15) Employees are granted paid administrative leave as follows. Administrative leave shall not count as hours worked for purposes of calculating overtime nor is it accrued. Upon request, employees may be asked to provide documentation that supports the usage of administrative leave (e.g., jury summons).

- (a) Administrative leave for jury duty shall not exceed the number of hours in the

employee's normal workday. If jury duty does not require absence for the entire workday, the employee shall return to work immediately upon release from the court. If the jury duty does not coincide with the regular work schedule, the employee shall be granted administrative leave based on the total hours served on jury duty and such leave shall be granted on the next scheduled work shift. Any jury pay shall be retained by the employee.

- (b) When job duties require court attendance, such as law enforcement officers under subpoena to appear in a proceeding because of their position with the University, this will be considered time worked. Administrative leave shall be provided to an employee summoned as a witness in a matter not involving personal interests, but shall not be provided to an employee who: is a defendant in a criminal matter, where criminal matter means either an alleged misdemeanor or felony; has received a summons to appear in traffic court (except as a witness); is a party to a civil case, either as plaintiff or defendant; or has any personal or familial interest in the proceedings.
- (c) Administrative leave for athletic competition in Olympic events shall be provided in accordance with Section 110.118, F.S.
- (d) Administrative leave up to three (3) days shall be provided to A&P (including Executive Service) and USPS employees in a leave-accruing appointment upon the death of an immediate family member. Immediate family member is defined as an employee's spouse (or persons bearing the same relationship to the employee's spouse), domestic partner, children (includes step, adopted, foster, and children for whom the employee has parent responsibilities), and their spouses, legal dependents, parents (includes biological, adoptive, foster, step, and *loco parentis*), siblings and their spouses, grandchildren, and grandparents.
- (e) Administrative leave shall be provided for official emergency closing of University facilities per UCF Regulation 3.035.
- (f) The President or designee may provide administrative leave for Florida Disaster Volunteers in accordance with Section 110.120, F.S.
- (g) The supervisor may provide administrative leave up to one hour for voting in public elections when it is not possible for the employee to vote outside of their normal work schedule. If early voting procedures are in effect, employees are not eligible for this benefit. The employee must request this leave in advance.
- (h) An employee who has been rated by the United States Department of Veterans Affairs or its predecessor to have incurred a military-service-connected disability and has been scheduled by the United States Department of Veterans Affairs to be reexamined or treated for the disability shall be granted administrative leave for such reexamination or treatment without loss of pay or benefits. However, such paid leave may not exceed 48 hours per calendar year. Employees should request the administrative leave in advance from their supervisor and provide a copy of the official documentation for the timekeeping records. If an employee fails to do so and later requests administrative leave, departments are permitted to approve adjustments to dates within the current calendar year.

(16) Other forms of administrative leave. Administrative leave under this section (16) may be paid or unpaid at the discretion of the appropriate University official. For faculty, administrative leave and pay status decisions under this section (16) will be made by the President or designee.

For A&P (including Executive Service) and USPS, administrative leave and pay status decision under this section (16) will be made by the CHRO or designee. If paid, administrative leave under this section (16) shall not count as hours worked for purposes of calculating overtime. An employee may be placed on administrative leave for the following:

- (a) If it is determined that the employee's presence in the workplace may result in damage to property, or injury to the employee or others.
- (b) When the employee is under investigation.
- (c) Where deemed appropriate to unique or specific circumstances related to the employee and/or if determined to be in the best interest of the University.

(17) Military leave and reemployment rights shall be provided to Faculty, A&P (including Executive Service) and USPS employees consistent with Federal and State laws. OPS employees, including Post-Doctoral Associates, may request time off for military duty obligations. However, OPS employees are not eligible for military pay supplements or ~~extended leaves of absence~~ administrative leave.

(18) Workers' Compensation benefits for an injury compensable under the Florida Workers' Compensation Law shall be provided consistent with the following.

- (a) An employee shall remain in full pay status for a period up to a maximum of forty (40) hours without being required to use accrued leave. If, during that period, the employee receives Workers' Compensation benefits, then the employee shall reimburse the University the amount of the benefits. Such reimbursement shall not include payments for expenses related to medical, surgical, hospital, or nursing treatment or payments of disability losses.
- (b) An employee may elect to use accrued leave to supplement Workers' Compensation payments up to the employee's regular salary/rate of pay.
- (c) The period of paid or unpaid job-related disability leave shall be in accordance with Chapter 440, F.S.
- (d) An employee who was injured in the workplace may be returned to alternate duty consistent with established University policies or procedures.
- (e) If at the end of the leave period an employee is unable to return from leave to work full-time and perform the duties of the position, the CHRO or designee may offer the employee a part-time appointment, place the employee on unpaid leave, extend the leave status, request the employee's resignation, or terminate the employee from employment.

(19) Adjunct faculty, OPS non-student employees, Post-Doctoral Associates, Medical Residents, and Medical Fellows are automatically enrolled in the 401(a) FICA Replacement Plan as a mandatory condition of employment. This is a mandatory retirement plan and such employees do not contribute to or receive credits in the Social Security system.

Authority: BOG Regulation 1.001. History— New 5-16-12. Amended 2-8-16, 12-19-16, 7-20-17, 1-18-18, 6-17-21, _____-23.



Board of Trustees Virtual Meeting | April 20, 2023

GOV-3: Amendments to University Regulations UCF-3.0031 Tuition Waiver Benefit Programs and UCF-9.004 UCFAA Employee Tuition Waiver Course Enrollment

Information

Discussion

Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

These regulations explain the tuition waiver benefit program for eligible employees. UCF-3.0031 explains the tuition waiver benefit program for eligible employees and the contingent waiver benefit for the qualifying spouse or dependent child(ren) of the eligible employee. The proposed amendments serve to clarify the meaning of ‘semester’ and to exclude from the program short terms, such as a winter intersession, that occur mostly or entirely outside of the bounds of a semester. Other minor changes, such as specifying that the individual receiving the waiver benefit be admitted as a student, are proposed for clarification purposes.

UCF-9.004 sets for the tuition waiver benefit program for eligible employees of the UCF Athletics Association, Inc. The proposed amendments serve to clarify the meaning of ‘semester’ and to exclude from the program short terms, such as a winter intersession, that occur mostly or entirely outside of the bounds of a semester. Other minor changes, such as specifying that the individual receiving the waiver benefit be admitted as a student, are proposed for clarification purposes.

This regulation was posted online March 21, 2023, for public comment. No comments were received as of the date of submission of these materials.

Background Information:

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

Recommended Action:

Approve proposed amendments to UCF Regulations UCF-3.0031 and UCF-9.004

Alternatives to Decision:

Decline to approve proposed amendments to University Regulations UCF-3.0031 and UCF-9.004. Propose alternative amendments.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

Board of Governors Regulation 1.001



Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

Youndy Cook, Vice President and General Counsel

Supporting Documentation:

Attachment A: Proposed Amended Regulation UCF-3.0031

Attachment B: Proposed Amended Regulation UCF-9.004

Facilitators/Presenters:

Youndy Cook

UCF-3.0031 Tuition Waiver Benefit Programs

(1) The University offers an employee benefit program to provide limited tuition waivers to eligible employees to enroll in up to six (6) credit hours in eligible courses on a space available basis each semester. For purposes of the tuition waiver benefit program, “eligible employee” is defined as an employee of the University of Central Florida (UCF) employed full-time in an eligible position and paid through UCF Payroll Services. Eligible positions include all full-time positions in the Faculty, Administrative and Professional (A&P), and University Support Personnel System (USPS) pay plans. “Full Time” is defined as working 30 or more hours per week. Those employees in an otherwise eligible position remain eligible for the tuition waiver benefit program while on sabbatical, professional development, grants-in-aid, and medical leave. Post-Doctoral scholars/associates, OPS non-students, adjunct faculty and medical residents are not eligible for the tuition waiver benefit. ~~Those employees in an otherwise eligible position remain eligible for the tuition waiver benefit program while on sabbatical, professional development, grants-in-aid, and medical leave.~~ ~~“Full Time” is defined as working 30 or more hours per week.~~

(2) Contingent Waiver Program for Qualifying Spouses or Dependent Children of Eligible Employees.

(a) Many eligible University employees cannot or do not make use of the available employee tuition waiver benefit. The University finds that creating a contingent tuition waiver program for eligible employees’ spouses and dependent children under the age of 26 would support and enhance the mission of the University, including through supporting recruitment and retention efforts. Therefore, subject to all admissions and other academic requirements and subject to the limitations outlined in this regulation, the University hereby authorizes a contingent waiver program for the benefit of an eligible employee’s spouse or dependent child(ren) under the age 26. Specifically, if an eligible employee does not make use of the employee tuition waiver benefit program or does not make use of the full six credit hour benefit, then the qualifying spouse and/or dependent child(ren) of the eligible employee may receive a tuition waiver for that number of credit hours, up to six credit hours, not used by the employee for the purpose of enrolling in eligible courses on a space available basis ~~each~~ per semester. This contingent waiver may be used by up to two individuals during any given semester, but the total number of credit hours (i.e., for the employee, spouse, and/or dependent child(ren)) may not exceed six.

(b) For purposes of this contingent waiver, a qualifying spouse or dependent child of an eligible employee must meet all of the eligibility requirements outlined below and must follow all University requirements regarding admissions, enrollment, and documentation. For purposes of this contingent waiver, “dependent child of an eligible employee” is defined as any natural, adopted or step child of the employee, or any other child for whom the employee is a legal guardian, who is under the age of 26 at the time of enrollment.

(3) Space in a course shall be considered to be available only when:

(a) The direct cost to the University of the course does not increase for each student enrolled therein (as would be the case for such courses as Thesis, Dissertation, Directed Independent Study, Directed Research, etc.).

- (b) The course is not based on educational experiences outside the University that are dependent upon the coordination with and commitment of University partners (as would be the case for Internship, Practicum, Study Abroad, Clinical Training courses, etc.).
- (c) The enrollment does not result in a class size in excess of the maximum established by room capacity or educational requirements for the particular course sought.

(4) Eligibility.

- (a) Academic Requirement: Any UCF employee or qualifying spouse or dependent child of an eligible employee who intends to enroll for the first time at UCF for tuition waiver courses under the waivers outlined in this regulation must possess a high school diploma or its equivalent (e.g., GED), ~~and meet the University's admission requirements, and be admitted to UCF as a student.~~
- (b) Administrative Approvals: Any UCF employee who intends to enroll for tuition waiver courses at UCF is required to comply with administrative prerequisites for tuition waiver enrollment. A UCF employee who is found to have engaged in academic misconduct in a tuition waiver course may be subject to disciplinary action as an employee.
- (c) Continued Eligibility. For continued eligibility to receive the tuition waiver outlined in this regulation, the individual must be and remain in compliance with UCF's academic requirements and the student code of conduct with respect to their enrollment as a student.

(5) Registration. In order to receive the tuition waivers outlined in this regulation, the eligible UCF employee or qualifying spouse or dependent child must register at the time and date published in the UCF academic calendar for such registration for the semester in which the courses are to be taken. University employees using the employee tuition waiver and contingent waiver recipients under this regulation shall be allowed to register two hours ahead of state employees.

(6) Limitations on Tuition Waiver Benefit Program.

- (a) If all administrative approvals have been received, up to two individuals who are the eligible employee or the qualifying spouse or a dependent child may enroll for up to a total of six (6) credit hours each semester at UCF as a regular student using the tuition waiver benefits outlined in this regulation.
- (b) The term "semester" is defined to mean one of the three academic terms across Fall, Spring, and Summer. Any accelerated subdivision contained within a semester is part of that semester and not its own academic term (e.g., "Fall A" is part of the Fall semester). Accordingly, the tuitions waivers outlined in this regulation cannot be used in conjunction with "Maymester" or "Winter Intersession" which occur partially or entirely outside of a semester.
- (b) The tuition waivers outlined in this regulation cannot be used in conjunction with any other tuition waiver or exemption that would cover the same courses.
- (c) The University has the authority to designate which UCF courses and academic programs are classified as eligible for the tuition waivers outlined in this regulation.
- (d) Courses and academic programs ineligible for the tuition waivers outlined in this regulation include, but are not limited to: courses offered through other State

Universities or State Colleges (including courses offered by Valencia at UCF Downtown); Continuing Education classes or courses offered for credit or non-credit; Medical Education programs; courses associated with programs approved for special tuition in excess of standard tuition rates, including those associated with Cost Recovery programs, Market Rate programs, and some Professional programs; independent study; supervised research; thesis hours; dissertation; internships; externships and other field experiences; co-ops; or applied, individualized instruction in Music, Art or Dance. Penalty Fees, including excess hour fees and repeat course fees, are not covered by the tuition waivers outlined in this regulation.

- (e) Tuition waivers may be subject to income taxation. Please refer to the Eligibility Guidelines and Procedures for more information, available at <http://hr.ucf.edu/current-employees/tuition-waiver-program/>.

Authority: BOG Regulation 7.008. History—New 4-30-81, Formerly 6C7-3.031, Amended 1-6-93, 3-16-03; Formerly 6C7-3.0031, Amended 6-18-09, 10-10-16, 7-20-18, 7-29-19, _____-23.

UCF-9.004 UCFAA Employee Tuition Waiver Course Enrollment

- (1) The University has a program to provide tuition waivers for limited course enrollment for eligible UCF Athletics Association, Inc. (UCFAA) employees on a space available basis.
- (2) Definitions. For purposes of this regulation, “eligible UCFAA employee” is defined as an employee of UCFAA in a full-time, benefits-eligible position.
- (3) Space in a course shall be considered to be available only when:
 - (a) The direct cost of a course does not increase for each student admitted thereto (as it may do for such courses as Thesis, Dissertation, Directed Individual Study, etc.).
 - (b) The enrollment does not result in a class size in excess of the maximum established by room capacity or educational requirements for the particular course sought.
- (4) Eligibility.
 - (a) Academic Requirements: UCFAA employees who intend to enroll for the first time at UCF for tuition waiver courses under this program must possess a high school diploma or its equivalent (e.g., GED) and ~~meet~~ be admitted to the University’s admission as a student requirements.
 - (b) Administrative Approvals: All UCFAA employees are required to comply with administrative prerequisites for tuition waiver program enrollment, including securing administrative approval for enrollment.
 - (c) Continued Eligibility. For continued eligibility to receive the tuition waiver outlined in this regulation, the individual as a student must be and remain in compliance with UCF’s academic requirements and the student code of conduct.
- (5) Registration. In order to receive the tuition waiver under this program, eligible UCFAA employees must register at the time and date published in the UCF academic calendar for tuition waiver program registration for the semester in which the courses are to be taken.
- (6) Limitations on Tuition Waiver Benefit Program.
 - (a) If all approvals have been received, an UCFAA employee may receive tuition waiver for up to six (6) credit hours each semester at UCF as a regular student.
 - (b) The term “semester” is defined to mean one of the three academic terms across Fall, Spring, and Summer. Any accelerated subdivision contained within a semester is part of that semester and not its own academic term (e.g., “Fall A” is part of the Fall semester). Accordingly, the tuitions waivers outlined in this regulation cannot be used in conjunction with “Maymester” or “Winter Intersession” which occur partially or entirely outside of a semester.
 - (b) The tuition waivers under this program cannot be used in conjunction with any other tuition waiver or exemption that would cover the same courses. The tuition waiver benefit cannot be used by any individual who is eligible for a different tuition waiver or exemption that would cover the same course costs.
 - (c) The University has the authority to designate which UCF courses and academic programs are classified as eligible for the tuition waiver benefit program.
 - (d) Courses and academic programs ineligible for the tuition waiver program include but are not limited to: courses offered through other State Universities or State

Colleges (including courses offered by Valencia at UCF Downtown); Continuing Education classes or courses offered for credit or non-credit; Medical Education programs; courses associated with programs approved for special tuition in excess of standard tuition rates, including those associated with Cost Recovery programs. Market Rate programs, and some Professional programs; independent study; supervised research; thesis hours; dissertation; internships, externships, and other field experiences; co-ops; or applied, individualized instruction in Music, Art or Dance. Penalty fees, including excess credit hour fees and repeat course fees, are not covered by the tuition waiver benefit program and will be the responsibility of the employee.

- (e) Tuition waivers for graduate level coursework may be subject to income taxation.

Authority: BOG Regulation 7.008. History–New 3-3-11, Amended 8-4-16, 7-29-19, _____-23.



Board of Trustees Virtual Meeting | April 20, 2023

BOT – 1: 2023 UCF Accountability Plan

Information

Discussion

Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The 2023 UCF Accountability Plan is presented for consideration of approval to authorize the submission to the Board of Governors (BOG) for review at their upcoming June 20-22, 2023, meeting.

The Accountability Plan outlines the university's strategic direction, performance-based funding, preeminence, key performance metrics, enrollment plan, and potential academic program development.

Background Information:

The Florida Board of Governors (BOG) mandates that each state university create and submit an annual Accountability Plan using a designated template provided by the BOG. This template serves to synchronize university accountability plans with the BOG's strategic plan metrics, thus reinforcing the System's dedication to accountability and strategic planning while promoting increased collaboration among institutional administrators.

The Accountability Plan assessments were presented to the Academic Excellence and Student Success Committee during their meetings on October 19, 2022; November 16, 2022; and February 23, 2023. In the 2022-23 fiscal year, the Committee shifted to addressing the Accountability Plan as a recurring agenda item, allowing for the presentation of preliminary results throughout the year as data became accessible.

Furthermore, the Accountability Plan closely aligns with the university's strategic plan, titled "Unleashing Potential – Becoming the University for the Future," which was unanimously approved by the Board of Trustees on May 26, 2022.

Recommended Action:

Approve the 2023 UCF Accountability Plan

Alternatives to Decision:

Recommend changes to the 2023 UCF Accountability Plan

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

BOG.2.002 (3): Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors.



Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

M. Paige Borden, Chief Analytics Officer

Supporting Documentation:

Attachment A: 2023 UCF Accountability Plan, BOT Draft 4/20/2023

Facilitators/Presenters:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

M. Paige Borden, Chief Analytics Officer

2023
ACCOUNTABILITY PLAN
UNIVERSITY OF
CENTRAL FLORIDA

Draft April 20, 2023





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INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



STRATEGY

Mission Statement

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

Statement of Strategy

UCF aspires to be one of the nation's leading metropolitan research universities, focusing on student success and contributing to the betterment of society. A research university that's tightly coupled with urban growth, entrepreneurship, and partnerships to develop the talent that simultaneously attracts and drives the innovation and investment to move our region and state forward. Not be defined by its contemporaries, UCF seeks to forge a new path that will help shape the future of higher education.

Following years of growth, the university will build the critical infrastructure to supports its pursuit of excellence. With a renewed focus on academic and research quality, UCF will create a national and, in key areas, international reputation. Specifically, UCF will become a Top 50 public, national university in U.S. News & World Report's College rankings.

UCF will enhance research expenditures, scholarly activity, national academy members and post-doctoral appointments. UCF is committed to achieving the breadth and quality in research and graduate education (as well as undergraduate education) consistent with consideration for membership in the Association of American Universities.

UCF will continue to reflect and celebrate the diversity that is our state's and nation's future with a focus on a culture of innovation, inclusion, and collaboration with a clear expectation for open-minded and tolerant civil discourse throughout the campus community. UCF aligns with the Florida Board of Governors Statement of Free Expression, as endorsed by the UCF Board of Trustees. UCF will empower students of all backgrounds to discover their full potential by eliminating achievement gaps among student populations while realizing an overall student success four-year graduation rate of 65 percent.

As a model 21st-century university, UCF will strive to achieve operational excellence, delivering services in new efficient and effective ways, leveraging technology to reduce administrative cost and increase investments in our academic and research enterprises.

These are not only goals UCF will commit to, but they will also be the foundation upon which the next generation of UCF students and faculty will conquer our greatest challenges.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

With record highs for four-year graduation (54.6 percent) and multiple student success measures, UCF achieved a Consolidated Student Outcomes measure rank of #33 among national, public universities in 2023 U.S. News & World Report rankings. UCF will continue to accelerate four-year graduation rates and three-year A.A. graduation rates (54.1 percent) to ensure more students achieve their goals more efficiently and benefit from shorter time-to-degree, reducing the total cost of education.

UCF is fortunate to have several key areas of distinction to build upon, such as optics and photonics, modeling and simulation, engineering and computer science, hospitality management and game development. In particular, UCF's growing Academic Health Science Center and its newly opened UCF Lake Nona Medical Center will expand UCF's research and impact in health-related fields and the local economy. UCF has finalized a strategic roadmap for our emerging Academic Health Science Center to enable its ability to grow research expenditures, regional partnerships and expand regional impact. This expansion would add to the sustained growth in research awards, which again set another record for UCF this past year with \$215 million.

UCF also received its largest gift in the university's history when MacKenzie Scott and Dan Jewett gave \$40 million to recognize the university's focus on student success and economic mobility. UCF has used the gift to create a challenge program to incentivize additional philanthropic investments in UCF's mission. The challenge program has already generated approximately \$16.6 million in gifts.

Three Key Initiatives & Investments

1. Student Success:

Consolidate the student success, enrollment management, and student affairs enterprise charged with increasing retention, progression, and graduation rates. Over the last five years, UCF's retention rate has improved by 2.2 percentage points, four-year graduation has improved by 6.3 percentage points, and time to degree has reduced from 4.4 to 4.2 years.

2. Faculty Size, Research and Graduate Excellence:

Complete new faculty hires using UCF Strategic Investment Funds and state-funded Operational Excellence allocation. The university has redirected funds through efficiencies toward strategic faculty hires and research in the areas of artificial intelligence, digital twin, infectious disease and travel health, next-generation computing hardware, space education and industrialization, and zero-carbon energy. 2022's student to faculty ratio improved to 28.7 (a level last seen in 2007). UCF will continue to invest in full-time faculty to allow greater research productivity, strengthening the undergraduate and graduate academic experience, and increasing student engagement.

3. Operational Efficiency:

- Ensure organizational alignment, process improvements, and efficiency and effectiveness efforts result in savings that can be reallocated to support instruction and support the academic mission of the university.
- Continued stabilization efforts of the new financial and human resources ERP system implemented in 2022. The system is transforming the way UCF works through transparent, efficient, and compliant best practices to drive stronger enterprise decision-making while also improving business processes to support excellence in education and research.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UCF emphasize high tech, high touch student success practices. Predictive analytics tools, coordinated care student campaigns and advising capacity, and financial aid packaging were all part of the foundational investments focused on improving UCF's student success outcomes.

Predictive Analytics: Multiple dashboards consolidate predictive measures facilitating student-specific advising interventions. FTIC retention and 4-year graduation machine learning algorithms are coupled with Pegasus Path, a degree-mapping tool. Students and advisors work to map out degree requirements allowing UCF to identify students that are ahead, on-time, or behind on a track toward four-year graduation base on their course plan. Advisors utilize this information to optimize their outreach and interventions for student success. Once a student has their courses mapped, mySchedule Builder allows them to optimize their course registration each term from the variety of possible options.

Coordinated Care Campaigns and Advising Capacity: UCF has invested in 39 new advisors over the past three years to tackle a 1200 to 1 advising ratio. While still far from an ideal ratio, the enhanced capacity allows students and advisors to engage more frequently and on more meaningful topics.

Financial Aid: UCF spent 2022 optimizing the financial aid packaging models. These updated models will be deployed for Fall 2023. Additional financial support programs include Knight's Completion Grant designed to support students in their final terms that need a boost for completion, Charge On 15 that supports students by closing the gap in gift aid between 12 and 15 credit hours, and the Graduation Incentive Award providing microgrants for student successfully progressing toward completion.

The actions listed above have contributed to improved outcomes highlighted below, but to catapult these successes to even greater heights, UCF hired an inaugural Senior Vice President for Student Success charged with accelerating retention and graduation rates and consolidating student success with student life and enrollment management. Additional initiatives in each of the core areas, including advising advocates, are all part of the short-term plans.

Student Success Outcomes:

- FTIC Retention and Graduation (10-Year Shift): 1st year retention improved +6 points (from 87% to 93%); and, 4-year graduation improved +14 points (from 41% to 55%).
- Average Credit Hours to Degree: 8-hour reduction in the average total credit hours for 120-hour programs since 2013-14 (from 131.0 down to 122.72)
- Students Graduating Without Excess Hours: Improve rate by +11 points (from 67% to 78%)
- Time to Degree: Reduced time to degree to 4.2 (from 4.5 10 years ago)



STRATEGY (cont.)

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

Student Achievements

- UCF's Collegiate Cybersecurity Competition Team won the National Collegiate Cyber Defense Competition, the world's largest competition of its kind. The team has now claimed 5 titles in the last 10 years, more than any team in the country.
- Three UCF students were selected to support the military through the highly competitive National Security Innovation Network X-Force Fellowship to help solve real-world national security issues. Only 140 students were selected across the nation.
- Doctoral student Shalece Kohnke earned was 1 of 15 in the nation named a 2022 DRK-12 (Discovery Research PreK-13) U.S. National Science Foundation CADRE Fellow.
- UCF student recognitions included 29 Gilman Scholarships (a university record), 10 NSF Graduate Research Fellowships, 5 Fulbright Scholars, 5 Gold Student Summer Fellows, 3 Goldwater Scholars, 3 Astronaut Scholars, 1 Frontiers Fellow.

Faculty Achievements

- NASA awarded \$35M to Assistant Professor Kerri Donaldson Hanna and Associate Professor Adrienne Dove to lead a mission that will land a spacecraft on a part of the moon never visited before, the Gruithuisen Domes.
- The U.S. National Science Foundation named 8 UCF professors 2022 NSF CAREER award recipients with a total grant amount of more than \$4.3M.
- NIH awarded \$2M to Professors Jonathan Caranto and Victor Davidson and Associate Professor Kyle Rohde to explore chemical compound effectiveness against infectious diseases.

Program Achievements

- The College of Nursing received a \$10M gift to support a new building, which will help UCF graduate more nurses and combat the nation's critical nursing shortage while fostering more innovation and collaboration in Lake Nona's Medical City.
- The Modeling and Simulation program received a \$1M DOE grant to develop new curriculum and launch outreach programs for high schools to create a pipeline of talent that will help lead the nation in this area of innovation.
- U.S. News & World Report ranked the Optics program among the top 25 Best Global Universities, and 4th among U.S. public universities.

Institutional Achievements

- U.S. News & World Report ranked UCF 64th (among publics) in the nation as a Best National University, up 36 spots in five years.
- UCF received a \$10M 5-year NASA University Leadership Initiative grant to develop a new technology that is expected to make airplane engines emission free.
- UCF received \$8.8M as part of the U.S. Economic Development Administration's \$50.8M award to Osceola County to position Central Florida as a national leader in semiconductor research, design and manufacturing.
- UCF developed the world's first optical oscilloscope which measures the electric field of light and could lead to advancements in communication technologies.
- U.S. News & World Report ranked UCF 7th in the nation for Best Online Bachelor's Programs.



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

UCF is not requesting any reductions in performance-based funding goals.



PERFORMANCE-BASED FUNDING METRICS

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	61.1	65.9	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	66	67	67	68	68

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,600	40,000	42,200	42,300	45,900	.	.	.	.	.
APPROVED GOALS	39,700	40,200	40,600	40,000	42,500	42,750	43,000	43,250	43,500	.
PROPOSED GOALS	.	.	.	.	.	42,750	43,000	43,250	43,500	46,000

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	12,070	7,580	4,690	4,110	-370	.	.	.	.	.
APPROVED GOALS	15,968	12,000	7,580	4,690	4,500	4,500	4,500	4,500	4,500	.
PROPOSED GOALS	.	.	.	.	.	4,500	4,500	4,500	4,500	4,500

3.2. Average Cost to the Student [\[excludes federal emergency funds\]](#)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	12,070	7,580	6,630	5,860	4,680	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	4,700	4,700	4,700	4,700	4,700



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	45.7	46.3	47.7	50.0	54.8	.	.	.	.	.
APPROVED GOALS	44.7	46.8	48.0	50.1	53.0	56.0	59.0	62.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	56	59	62	65	65

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	88.7	90.1	91.4	90.5	91.5	.	.	.	.	.
APPROVED GOALS	87.9	88.9	90.3	90.5	91.0	91.0	91.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	91.0	91.5	92.0	92.0	92.0

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	51.6	51.2	52.9	55.5	55.3	.	.	.	.	.
APPROVED GOALS	52.5	53.0	53.4	53.8	55.8	56.0	56.2	56.4	56.6	.
PROPOSED GOALS	.	.	.	.	.	56.0	56.2	56.4	56.6	56.8

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	40.6	39.2	37.6	35.9	35.7	.	.	.	.	.
APPROVED GOALS	40.0	41.0	41.8	36.0	36.0	36.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	62.6	61.2	60.5	57.9	56.0	.	.	.	.	.
APPROVED GOALS	62.5	63.0	63.4	60.0	60.1	60.2	60.3	60.4	60.4	.
PROPOSED GOALS	.	.	.	.	.	60.2	60.3	60.4	60.4	60.4

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

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	51.1	52.8	54.0	53.9	54.1	.	.	.	.	.
APPROVED GOALS	.	.	53	54	56	58	60	62	65	.
PROPOSED GOALS	.	.	.	.	.	58	60	62	65	70

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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	70.0	69.3	71.3	70.6	70.8	.	.	.	.	.
APPROVED GOALS	.	.	.	71.4	71.4	72	73	74	76	.
PROPOSED GOALS	.	.	.	.	.	72	73	74	76	76

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	35.5	37.9	39.0	39.6	41.2	.	.	.	.	.
APPROVED GOALS	.	.	.	40	40	41	41	41	42	.
PROPOSED GOALS	.	.	.	.	.	41	41	41	42	42



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	4.1	4.2	4.2	4.3	4.2	.	.	.	.	.
APPROVED GOALS	4.1	4.1	4.1	4.2	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 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	1326	1332	1315	1317	1319	.	.	.	.	.
APPROVED GOALS	1318	1326	1332	1315	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. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	3	2	2	3	4	.	.	.	.	.
APPROVED GOALS	2	3	3	2	3	3	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4	4

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	90	91	92	92	93	.	.	.	.	.
APPROVED GOALS	90	91	92	92	92	92	92	92	93	.
PROPOSED GOALS	.	.	.	.	.	93	93	93	93	93



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	46	46	48	50	55	.	.	.	.	.
APPROVED GOALS	45	47	48	50	53	56	59	62	65	.
PROPOSED GOALS	.	.	.	.	.	56	59	62	65	65

E. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	6	7	8	8	8	.	.	.	.	.
APPROVED GOALS	6	7	7	8	8	8	9	9	10	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	10	10

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	176	186	188	182	186	.	.	.	.	.
APPROVED GOALS	194	201	206	195	201	210	220	235	265	.
PROPOSED GOALS	.	.	.	.	.	210	220	240	265	290

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	165	169	170	167	171	.	.	.	.	.
APPROVED GOALS	186	192	198	174	186	195	200	210	225	.
PROPOSED GOALS	.	.	.	.	.	195	200	210	225	235



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7 of 8	6 of 8	6 of 8	6 of 8	6 of 8	.	.	.	.	.
APPROVED GOALS	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	6 of 8	6 of 8	6 of 8	7 of 8	7 of 8

I. Utility Patents Awarded [over three calendar years]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	147	138	145	157	169	.	.	.	.	.
APPROVED GOALS	152	138	135	150	152	143	138	140	141	.
PROPOSED GOALS	.	.	.	.	.	166	167	159	162	164

J. Doctoral Degrees Awarded Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	438	415	466	510	603	.	.	.	.	.
APPROVED GOALS	440	455	470	480	520	525	530	535	540	.
PROPOSED GOALS	.	.	.	.	.	525	530	535	540	540

K. Number of Post-Doctoral Appointees

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	94	146	171	142	162	.	.	.	.	.
APPROVED GOALS	96	112	160	170	180	190	200	210	210	.
PROPOSED GOALS	.	.	.	.	.	190	200	210	210	220

L. Endowment Size (\$M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	163	165	163	201	215	.	.	.	.	.
APPROVED GOALS	165	175	182	190	248	257	266	277	290	.
PROPOSED GOALS	.	.	.	.	.	257	266	277	290	350



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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	3	2	2	3	4	.	.	.	.	.
APPROVED GOALS	2	3	3	2	3	3	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	3	4	4

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	34	36	35	35	35	.	.	.	.	.
APPROVED GOALS	31	35	36	37	38	38	39	39	40	.
PROPOSED GOALS	.	.	.	.	.	35	35	36	36	36

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.3	4.3	4.3	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.3	4.3	4.2	4.2	4.2	4.2	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.1	4.1	4.1	4.1

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	78	79	78	77	78	.	.	.	.	.
APPROVED GOALS	77	78	79	79	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80



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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	72	72	73	74	75	.	.	.	.	.
APPROVED GOALS	70	72	73	73	74	75	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	75	76	77	78	78

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

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	32	33	32	32	30	.	.	.	.	.
APPROVED GOALS	.	.	.	32	34	37	40	45	50	.
PROPOSED GOALS	.	.	.	.	.	37	40	45	50	50

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	43	43	43	47	54	.	.	.	.	.
APPROVED GOALS	.	.	44	45	50	54	57	60	64	.
PROPOSED GOALS	.	.	.	.	.	54	57	60	64	64

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	13,341	13,959	14,304	15,097	14,985	.	.	.	.	.
APPROVED GOALS	13,330	13,600	14,100	14,350	14,900	14,500	14,500	14,400	14,200	.
PROPOSED GOALS	.	.	.	.	.	14,500	14,500	14,400	14,200	14,000

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	2,752	2,884	3,059	3,214	3,489	.	.	.	.	.
APPROVED GOALS	2,670	2,793	2,900	3,050	3,225	3,250	3,275	3,300	3,300	.
PROPOSED GOALS	.	.	.	.	.	3,250	3,275	3,000	3,000	3,000



KEY PERFORMANCE INDICATORS (cont.)

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	36	38	39	40	41	.	.	.	.	.
APPROVED GOALS	36	37	39	40	40	41	41	42	42	.
PROPOSED GOALS	.	.	.	.	.	41	41	42	42	42

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	18	18	17	16	15	.	.	.	.	.
APPROVED GOALS	20	20	21	17	17	16	16	15	15	.
PROPOSED GOALS	.	.	.	.	.	16	16	15	15	15

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	34	35	38	39	41	.	.	.	.	.
APPROVED GOALS	36	36	37	38	39	39	40	40	41	.
PROPOSED GOALS	.	.	.	.	.	39	40	40	41	41

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	47	46	47	46	46	.	.	.	.	.
APPROVED GOALS	48	48	49	47	47	48	48	48	49	.
PROPOSED GOALS	.	.	.	.	.	48	48	48	49	49



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

CALENDAR YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	95	97	96	92	89	92	95	95	97	97
<i>US Average</i>	92	91	90	86	82	.	.	.	.	.
MEDICINE (2YR)	97	98	98	98	93	98	98	98	98	98
<i>US Average</i>	96	97	97	96	93	.	.	.	.	.

CROSS-YEAR	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
MEDICINE (4Y-CK)	99	98	98	99	99	98	98	98	98	98
<i>US Average</i>	97	98	98	99	99	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	99	99	99	100	99	95	95	95	95	95
<i>US Average</i>	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	4	4	4	4	4	4	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	6	7	8	8	8	.	.	.	.	.
APPROVED GOALS	6	7	7	8	8	8	9	9	10	.
PROPOSED GOALS	.	.	.	.	.	8	9	9	10	10

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	8	7	5	11	N/A	.	.	.	.	.
APPROVED GOALS	8	10	11	12	12	13	14	14	15	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	10	11	10	.	.	.	.	.
APPROVED GOALS	11	12	12	13	13	.
PROPOSED GOALS	12	12	13	13	13

18. Total Research Expenditures (\$M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	215	225	239	219	221	.	.	.	.	.
APPROVED GOALS	248	269	290	247	258	272	292	317	350	.
PROPOSED GOALS	.	.	.	.	.	255	270	290	320	350

19. Research Expenditures from External Sources (\$M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	119	127	139	131	131	.	.	.	.	.
APPROVED GOALS	.	.	133	142	145	160	172	187	205	.
PROPOSED GOALS	.	.	.	.	.	153	162	174	192	210



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	40	50	55	52	62	.	.	.	.	.
APPROVED GOALS	45	45	45	45	45	46	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	52	53	54	55	55

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	40	28	28	28	27	.	.	.	.	.
APPROVED GOALS	34	34	36	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1	0	5	2	0	.	.	.	.	.
APPROVED GOALS	10	12	14	15	2	2	4	4	6	.
PROPOSED GOALS	.	.	.	.	.	2	4	4	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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
ACTUAL	1,787	1,826	1,779	1,787	1,805	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1,840	1,910	1,980	2,050	2,100

Institution Specific Goal #2: Pegasus Partnerships

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL
APPROVED GOALS
PROPOSED GOALS	2	3	3	4	5

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	64	78	76	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	85	90	95	100	100



ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	58,402	58,962	61,115	59,708	58,339	.	.	.	.	.
APPROVED GOALS	57,595	58,410	59,230	61,200	59,600	59,500	59,350	59,200	59,050	.
PROPOSED GOALS	.	.	.	.	.	58,400	58,700	58,800	58,900	59,000
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	9,319	9,722	10,195	10,092	9,467	.	.	.	.	.
APPROVED GOALS	9,148	9,500	10,257	10,580	10,050	10,150	10,300	10,450	10,600	.
PROPOSED GOALS	.	.	.	.	.	9,600	9,700	9,800	9,900	10,000

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	7,230	7,321	8,038	7,089	7,513	7,500	7,500	7,500	7,500	7,500
FTIC: Returning	20,110	20,935	21,861	22,763	22,411	22,600	22,700	22,900	23,000	23,100
Transfer: FCS w/ AA	21,617	21,612	21,545	20,444	18,930	18,500	18,300	18,100	18,100	18,000
Other Undergraduates	8,324	7,948	8,472	8,283	8,408	8,700	9,100	9,200	9,200	9,300
Post-Baccalaureates	1,121	1,146	1,199	1,129	1,077	1,100	1,100	1,100	1,100	1,100
Subtotal	58,402	58,962	61,115	59,708	58,339	58,400	58,700	58,800	58,900	59,000
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	6,668	6,944	7,427	7,328	6,868	7,000	7,100	7,200	7,300	7,400
Research Doctoral	1,897	1,960	1,926	1,927	1,787	1,800	1,800	1,800	1,800	1,800
Professional Doctoral	754	818	842	837	812	800	800	800	800	800
Subtotal	9,319	9,722	10,195	10,092	9,467	9,600	9,700	9,800	9,900	10,000
TOTAL	67,721	68,684	71,310	69,800	67,806	68,000	68,400	68,600	68,800	69,000

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.)

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	13	12	14	12	13	.	.	.	.	.
APPROVED GOALS	.	14	15	16	13	15	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	17	18

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	17,882	18,737	19,062	19,760	18,730	18,900	19,000	19,100	19,200	19,250	19,400
UPPER	32,298	33,685	34,288	36,160	34,976	33,400	33,400	33,550	33,800	33,900	34,200
GRAD 1	4,674	4,844	4,974	5,325	5,194	4,900	4,950	5,050	5,100	5,200	5,300
GRAD 2	1,480	1,591	1,671	1,654	1,638	1,600	1,600	1,600	1,550	1,550	1,600
TOTAL	56,334	58,858	59,995	62,898	60,539	58,800	58,950	59,300	59,650	59,900	60,500

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

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	32	31	32	90	44	34	35	35	35	35
Primarily Dist. (80-99%)	2	6	6	0	6	6	6	6	6	6
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	10	11	11	3	11	11	11	11	11	11
Classroom (0-49%)	56	53	51	7	38	49	48	48	48	48
GRADUATE										
All Distance (100%)	36	38	39	72	43	39	40	40	40	40
Primarily Dist. (80-99%)	0	0	0	3	4	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	10	10	10	5	12	10	10	10	10	10
Classroom (0-49%)	54	52	50	20	41	50	49	49	49	49

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.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Health Informatics	51.2706	Health	None	No	50	Spring 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Health Science	51.0001	Health	FGCU, UNF	No	35	Fall 2023
Robotics & Autonomous Systems	14.4201	STEM	None	No	250	Fall 2023
DOCTORAL PROGRAMS						
N/A						

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
N/A						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Planetary Sci & Space Exploration	40.0203	STEM	None	No	40	TBD
DOCTORAL PROGRAMS						
Planetary Sci & Space Exploration	40.0203	STEM	None	No	40	TBD



DEFINITIONS

Performance Based Funding (PBF)

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

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

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

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

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



DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



DEFINITIONS (cont.)

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

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

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

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

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

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: 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.

Preeminence Research University (PRE)

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

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

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

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



DEFINITIONS (cont.)

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

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

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". 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.

Key Performance Indicators (KPI)

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

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



DEFINITIONS (cont.)

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

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

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

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

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

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



DEFINITIONS (cont.)

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.

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



DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: 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-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the 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-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.



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).



STATE UNIVERSITY SYSTEM OF FLORIDA





Board of Trustees Virtual Meeting | April 20, 2023

BOT – 2: 2022-2027 Strategic Plan Metric Adjustments

Information

Discussion

Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

This item is provided for consideration by the Board to amend two UCF Strategic Plan metrics in order to better align with recent changes to the State University System’s (SUS) accountability metrics.

Background Information:

In May 2022, the University of Central Florida's Board of Trustees approved the [2022-2027 Strategic Plan](#). To ensure the successful execution of the Strategic Plan, the Ad Hoc Strategic Planning Committee was established in 2022, providing governance-level oversight concerning metrics tracking and related projects. The committee's responsibilities include regular reviews of the plan's implementation and offering guidance and support to UCF's leadership team.

On March 23, 2023, the Ad Hoc Strategic Planning Committee convened to discuss proposed adjustments to two metrics in order to align them with the changes to the SUS Accountability metrics.

The proposed changes are as follows:

Change #1:

Update the two-year AA transfer graduation rate to a three-year transfer graduation rate and increase the 2027 target from 50% to 70%.

Change #2:

Update the salary threshold and 5-year target for the Percentage of Graduates Enrolled or Employed from \$30,000 to \$40,000 and increase the 2027 target from 70% to 80%.

During the March 23, 2023 Ad Hoc Strategic Planning committee meeting, Chair Mills recommended presenting these changes to the full Board for their consideration and potential approval.

Recommended Action:

Approve the 2022-2027 Strategic Plan Metric Adjustments

Alternatives to Decision:

Decline or recommend changes to the 2022-2027 Strategic Plan Metric Adjustments

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

Board of Governors’ Regulation 1.001(3)(c)



Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

M. Paige Borden, Chief Analytics Officer

Supporting Documentation:

Attachment A – Proposed Metric Changes to UCF's 2022-2027 Strategic Plan

Facilitators/Presenters:

M. Paige Borden, Chief Analytics Officer

Proposed Changes to UCF’s 2022-2027 Strategic Plan Metrics

Change #1: Update two-year A.A. transfer graduation rate to a three-year transfer graduation rate and increase the 2027 target to 70%.

X	Current Metric	FCS AA 2-year Graduation Rate	2022	32%	2027	50%
→	Replacement	FCS AA 3-year Graduation Rate	2022	54%	2027	70%

The current metric utilized in the Strategic Plan uses the two-year A.A. transfer graduation rate as the metric matching the 2022 performance-based finding metric. UCF’s 2022 performance was 32%. The target was 50% for 2027. For the 2023 Accountability Plan, the BOG has shifted from the two-year to a three-year graduation rate and adjusted the excellence target to 70%.

Change #2: Update salary threshold and 5-year target for Percentage of Graduates Enrolled or Employed from \$30,000 to \$40,000 and increase 2027 target from 70% to 80%.

X	Current Metric	Percentage of Graduates Enrolled or Employed (\$30,000)	2022	63%	2027	70%
→	Replacement	Percentage of Graduates Enrolled or Employed (\$40,000)	2022	61%	2027	80%

The second proposed change involves updating the salary threshold and 5-year target for Percentage of Graduates Enrolled or Employed from \$30,000 to \$40,000 and increasing the 2027 target from 70% to 80%. The Board of Governors updated the definition, calculation, and threshold for this metric for 2023, resulting in a more favorable calculation. However, they also imposed a higher salary level and increased the threshold for an excellence goal.