2018

Accountability Plan

FLORIDA INTERNATIONAL UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

INTRODUCTION

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

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

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

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

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is committed to learning, entrepreneurship, research, innovation and creativity.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions. We take our responsibility to provide an accessible education to the South Florida community seriously. Miami is home to more than 150 ethnicities and 60 languages. A majority-minority institution with a student body of nearly 57,000, FIU is among the 10 largest universities in the nation, and we have graduated more than 200,000 alumni, 156,000 of whom live and work in South Florida. FIU continues to be an economic driver for a rapidly growing greater South Florida community which is expected to grow by 1 million by 2030. Our undergraduate student body includes 50 percent Pell Grants recipients. Our efforts to support student success have resulted in a five percent increase in our four-year graduation rate in 2017 compared to 2016. This cumulative effect equals an over 70 percent increase in our four-year graduation rate in the last decade.

We recognize there is still much improvement that can and will be made for our students and for our University. Our efforts at increasing financial literacy and lowering student indebtedness have been successful. According to the Institute for College Access and Success, FIU has one of the lowest student indebtedness averages ($19,915) in the country. Reducing the indebtedness of our graduates not only improves the lives of our graduates but the quality of life they have to build into their community. The majority of graduates choose to stay or for other reasons are place-bound in our thriving South Florida.

As such, FIU is committed to serving as an engine and agent of change for South Florida and beyond. We have invested in efforts to be proactive and substantive in the support of economic development. As one of the largest employers in South Florida, we work with other community leaders to prevent and solve problems. FIU's academic programs, community engagement, and strategic partnerships with key institutions are in line with our local economic development initiative, One Community One Goal (OCOG). We positioned FIU to make significant contributions to each of the six OCOG industry clusters – creative design; hospitality and leisure; information technology; life sciences; international banking and finance; and trade and logistics.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Our world-class faculty members are engaged in cutting-edge research, scholarship and creative activity and are recognized globally. Research is a major component of our University's mission. FIU achieved the highest research classification from the Carnegie Foundation for the Advancement of Teaching and has earned more than $1 billion in research funding during the past decade. The Brookings Institution ranked FIU number six in the country in producing important research while also promoting upward social mobility among students.

Since FIU's founding, we have been awarded 90 patents – 66 of those within the past three years. This year, we earned 43 patents — an FIU record for a single year. As such, we have surpassed our strategic plan goal of receiving more than 30 patents per year by 2020. Patent applications also have reached a record number. At this pace, FIU is on track to make the list of top 100 universities in the world for granted U.S. utility patents in the next few years.

Our Herbert Wertheim College of Medicine is making an impact in our community. Through the Green Family Foundation NeighborhoodHELP program, our students have conducted more than 6,000 visits to more than 700 low-income households in Miami-Dade County, directly impacting 2,000 people in underserved neighborhoods. This program ensures that we are proactive in offering state of the art treatment to our neighbors who may not be able to seek out treatment. Our Linda Fenner 3D Mobile Mammography Center allows us to access patients who otherwise would not seek screening. To date, we have provided screenings to more than 1,000 women.

FIU was recognized for creating an exceptional work environment in The Chronicle of Higher Education's 2017 "Great Colleges to Work For," one of the largest and most respected workplace-recognition programs in the country, which acknowledges colleges and universities that earn top ratings from their employees. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle's annual report. The recognition affirms that FIU will continue to compete nationally to attract the best, brightest and most competent staff and faculty from all over. This is critical for FIU and for Florida's future.

FIU is committed to putting students first – by creating an environment where they can find a love for learning, gain the skills they need to succeed, and make our community and world a better place. In South Florida, there are an estimated 6,500 homeless or foster children. Four years ago we started Fostering Panther Pride (FPP) to offer hope and help to our students who are either homeless or were formerly in foster care. Nationally, fewer than 10 percent of former foster care youth enroll in college and fewer than 3 percent make it to graduation. FPP provides mentoring, academic and financial assistance and a network of outreach, helping with everything from study skills and internships to balancing a checkbook and preparing a resume. To date, more than 360 students have been helped, 69 have graduated, 165 continue to be enrolled, and fortunately many FPP students' circumstances improve and move on past the program.

We are also committed to working with our public schools to support K-12 students and provide the tools they need to prepare for higher education. In September 2011, FIU and Miami-Dade County Public Schools established The Education Effect, a University-supported community school partnership to improve educational outcomes in schools across the county. Sparked by a three-year seed investment from the JPMorgan Chase Foundation, the partnership connects the community, schools, students, and parents with University expertise, resources, and research-based intervention programs to address pressing educational and social needs of students. The program began at Miami Northwestern Senior High School in Liberty City and has expanded into Booker T. Washington Senior High School in Overtown and Jesse J. McCrary Jr. Elementary School in Little Haiti.

FIU has also made a potential life-changing promise, a Golden Promise, to our freshmen. Our Golden Promise covers gaps in financial aid of Florida residents who have zero expected family contribution so that students can complete 30 credit hours a year and earn a bachelor's degree in four years. These students typically come from families that earn less than $33,000 annually. During the first year, 2017-18, 1,532 students have benefited from the program.

The world of work and higher education is rapidly changing. New and emerging technologies, like artificial intelligence, big data, 3-D printing and the Internet of Things promise to affect the future. This means we must work hard to ensure our students are prepared for the jobs of today – and tomorrow. Our new academic degree programs in Data Science (Fall 2017), Internet of Things (Spring 2018) and Logistics/Supply Chain Management (Fall 2018) aim to prepare our students for today's evolving workplaces.

South Florida is critical to the future of our country and we at FIU have embraced our role as a forum for events of national and international significance. Over the last year, we had nine cabinet secretaries visit FIU. In April 2017, U.S. Secretary of Education Betsy DeVos visited FIU to meet with administrators, faculty and students and learn more about the University's initiatives to help students succeed in the classroom.

In June 2017, FIU hosted the Conference on Prosperity and Security in Central America in which Vice President Mike Pence, U.S. Secretary of State Rex Tillerson, U.S. Secretary of Homeland Security John F. Kelly and a diverse group of leaders from Central America discussed economic, security and governance challenges. As recent as March 2018, Nikki Haley, U.S. Ambassador to the United Nations, participated in a panel discussion on Latin America at FIU with Cuban-American members of Congress and local community leaders.

At FIU, we have demonstrated that we are committed to providing a high-quality education to students of diverse backgrounds and to breaking down traditional barriers to education such as income and zip code of birth. We are confronting and overcoming challenges by cultivating committed professional staff and dedicated faculty, engaging in problem-solving research and partnerships, as well as providing the support our students need to graduate in four years and launch successful careers.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Academic and Career Success In an effort to coordinate and accelerate our ongoing student success initiatives, we have recently reorganized several of our existing units into a new unified division under the leadership of the Associate Provost for Academic and Career Success. The new division will oversee Advising and Career Services and will be responsible for creating a coordinated approach to student support. By leveraging predictive analytics and integrated technologies, this new division will be able to work collaboratively across the University to identify the obstacles to students' success, design innovative solutions, and optimize student success initiatives. The division will also develop a strategy for increasing synergy and collaboration across units to incubate and implement initiatives designed to increase retention, graduation, and career readiness.

There are financial hurdles for some students when pursuing their degree. With the support of the Association of Public and Land-grant Universities and the Coalition of Urban Serving Universities, FIU received seed funding to support completion grants. In 2016-17, 70 students graduated with this assistance and were able to start their career. While this program has been successful, we were able to leverage our pilot with the help of a generous gift of $500,000 by the Braman Family Foundation for 2017-18. With this gift, FIU has issued five hundred $1,000 scholarships to students in their last year to incentivize them to enroll full-time and accelerate college completion. We continue to refine our strategy around other completion grant opportunities. To date 238 students graduated in Fall 2017 with this assistance and have now started their careers. Another 252 students will graduate in the spring or summer semester with this assistance based on their anticipated graduation plan. The Braman Family Foundation has committed to another $500,000 gift for the upcoming academic year.

The Andrew W. Mellon Foundation has awarded FIU and Miami Dade College (MDC) a three-year, $2.85 million grant to support students pursuing higher education. Known as "Making Diversity Meaningful in the Humanities: An MDC-FIU Pathway Partnership," the grant will support programs that aim to assist about 5,000 students each year. It will fund efforts to streamline curricula for students on the MDC-to-FIU path, help students complete degrees, attract more students to humanities fields, foster collaboration among MDC and FIU humanities faculty, and reinforce the importance of the humanities to a democratic society.

FIU received $3.5 million through a legislative budget request for Targeted STEM Initiatives. FIU's Targeted STEM Initiatives will transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of engineering and computer science students—thereby launching a new engineering paradigm. The Initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation, startups, and attract high-tech companies to South Florida.

The Initiative builds on the foundational success of multiple initiatives that have brought significant change to FIU and that have become integrated into University practices and

culture. FIU's STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40 percent increase in the passing rate which has led to a dramatic increase in the number of physics majors and national recognition for FIU's success. FIU's Graduation Success Initiative (GSI) has helped raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years. The first major success in the Gateway Course Initiative was the comprehensive transformation of the College Algebra course that included Learning Assistants and innovative technology-based instruction, leading to a sustained 40 percent increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved over 2,500 seats over a five-year period (since Fall 2012), improved efficiency through direct cost savings to our students, and improved timely graduation. Transformed Gateway and other STEM courses improved upon historic pass rates by 15-20 percent.

2. Preeminent Programs Our goal is to be a worlds ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation and education. FIU established Preeminent Programs and now focuses additional resources in FIU's nationally and internationally recognized areas of research and education. These programs provide opportunities for winning grants, provide focus for the Next Horizon capital campaign, and support student success. Much of faculty recruitment and resource allocation toward research growth, graduate education quality, and degree production will be focused on the Preeminent Programs.

FIU has focused cluster hiring and World Class Faculty funding within the Preeminent Programs. This has resulted in recruitment of faculty into the Center for Children and Families (CCF), the Institute of Water and Environment (InWE), and the Health Inequities and Disparities Program. As an example of success in faculty recruitment, the Health Inequities and Disparities Program recruited two members of the National Academy of Medicine, in addition to other faculty recruited through the awarded research grants. This Health Inequities and Disparities group was awarded two major center grants by the National Institutes of Health (NIH), one for $13 million and the other for $6.8 million. These grants will provide resources for recruitment of new faculty, have provided funding for doctoral students and postdoctoral scholars, and will continue to build FIU's research in health disparities. This Program also received a $9.5 million endowment from NIH, which supports the establishment of a health disparities track in the Public Health Ph.D. program, as well as funding for research activities and training of medical students in the Herbert Wertheim College of Medicine.

The CCF, another Preeminent Program, focuses on child and adolescent mental health, and involves faculty and students from Psychology, Social Work, Public Health and Medicine. The CCF received 11 new grant awards this year that totaled $14.5 million. The CCF's impact in the community goes well beyond its research in the important topic of youth mental health.

For example, the Center provided services to over 3,000 children across clinical and research programs, and its faculty and staff provided approximately 600 hours of training to almost 8,000 community professionals, including teachers, school psychologists, parents, and licensed mental health professionals. Finally, the Center organized the Miami International Child & Adolescent Mental Health Conference (MICAMH), which had over 400 registrants, and provided close to 2,000 continuing education units for local and out-of-state professionals.

3. StartUP FIU is the University-wide initiative that focuses on expanding research-related economic development. This includes fostering and developing innovation and entrepreneurship, patent production and commercialization of FIU intellectual property (IP) through University-industry partnerships, as well as IP licensing. Another major goal of StartUP FIU is to adapt curricula to be more responsive to both student and industry demands utilizing an entrepreneurship framework that includes Passion, Discovery, Creativity, Invention and Innovation. The result of curricular redesign has been more student engagement and the application of skills such as creativity, critical thinking, collaboration, and communication – all of which are cited by industry as crucial skills for employment and entrepreneurship. StartUP FIU started and tested a new Freshman Experience course that introduces innovation and social entrepreneurship into the freshman curriculum. This course is a particularly noteworthy example of the rapid prototyping, testing, and implementation that StartUP FIU is capable of in developing new curriculum, courses and programs for any school or college at the University.

StartUP FIU already has positively impacted patent productivity, with significant increases in invention disclosures by FIU faculty as well as on the number of patents. Invention disclosures have increased annually during the past three years from 37, to 52, to 70. Patents have increased in the past three calendar years from 6, to 17, to 43. Additionally, StartUP FIU is supporting faculty in their commercialization efforts. Currently, we are working on four licensing agreements with investors interested in FIU IP.

In addition to the impact on patents, StartUP FIU had sixty-six companies (three cohorts) participating in its Empower Accelerator program. The companies have employed 122 workers in full-time, part-time, and independent contractor status, of which 53 were FIU affiliated. Twenty-seven FIU student interns have positions with these companies. The first two cohorts of companies secured $828,000 in capital for growth.

Overall, we see StartUP FIU as a mechanism for the creation of new companies, more research dollars, and more patents and technology transfer. Furthermore, by boosting student engagement through innovative programming, it will also lead to improved student success in retention, graduation rate and post-graduation employment.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. Thomas Weppelman, a second-year medical student at FIU's Herbert Wertheim College of Medicine, was named a 2017 Medical Scholar by the Infectious Diseases Society of America.
2. Competing against nearly 50 teams, a team of six Honors College students finished top 10 in Johns Hopkins MedHacks 2.0. In under 36 hours they made a fully functioning prosthetic leg prototype.
3. Shonda and Shalisha Witherspoon, undergraduate students from the School of Computing and Information Sciences(SCIS), along with three team members won the BlueHack hack-a-thon competition held by IBM July 19-21, 2017.

FACULTY ACHIEVEMENTS

1. The 2016 National Academy of Inventors Fellows Selection Committee named Provost and Executive Vice President Kenneth G. Furton an NAI Fellow; making a total of five FIU NAI Fellows.
2. Ram Iyengar, Director of SCIS in the College of Engineering and Computing, was elected to the 2017 Class of the College of Fellows of the American Institute for Biological and Medical Engineering.
3. SCIS Prof. Mark Weiss led and received new $5 million FIU-led National Science Foundation S-STEM grant award, working with UCF and USF. The program will provide hundreds of scholarships to students studying computing over the next five years.

PROGRAM ACHIEVEMENTS

1. FIU Law ranks among the nation's top 100 law schools, according to U.S. News & World Report's annual rankings released on March 14, 2017. FIU Law also ranked among the nation's top 50 law schools for graduate success for the second consecutive year.
2. FIU's Model United Nations team has achieved its highest ranking ever, landing second place in North America and beating out every Ivy League team in the country.
3. The Landon Undergraduate School of Business International Business Program is ranked #5 in *U.S. News & World Report's Best Colleges;* the third year in a row the school has ranked top ten.

RESEARCH ACHIEVEMENTS

1. The U.S. Food and Drug Administration has granted an investigational device exemption for the first-in-human trial for the neural-enabled prosthetic hand system developed by Ranu Jung, chair of the Department of Biomedical Engineering.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution with a $13.1 million grant from the National Institute on Minority Health and Health Disparities.
3. Yuk-Ching Tse-Dinh, director of the Biomolecular Sciences Institute, received over one million dollars in funding from the NIH to study how targeting bacterial DNA can be used to kill antibiotic-resistant superbugs.

INSTITUTIONAL ACHIEVEMENTS

1. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle of Higher Education's "Great Colleges to Work For."
2. Six members of the FIU family are among Fortune magazine's 50 Most Powerful Latinas of 2017. The list includes female executives running Fortune 500 companies or large private firms and entrepreneurs leading global initiatives.
3. FIU was recognized as the Engaged Campus of the Year for 2017 at the Florida Campus Compact Annual Awards Gala on November 16, 2017. FIU was recognized for advancing the purposes of higher education while improving community life and educating students for civil and social responsibility.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	70.9	68.6	69.0	67.8	.	.	.	.
APPROVED GOALS	.	.	.	69.5	69.5	70.0	70.5	71.0	.
PROPOSED GOALS	.	.	.	.	.	69.5	70	70	70

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,200	37,400	38,800	39,300	.	.	.	.
APPROVED GOALS	.	.	.	37,000	39,450	40,100	40,750	41,400	.
PROPOSED GOALS	.	.	.	.	.	39,500	40,000	40,500	41,000

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	17,550	17,760	17,300	16,210	.	.	.	.
APPROVED GOALS	.	.	.	.	16,780	16,380	15,980	15,580	.
PROPOSED GOALS	.	.	.	.	.	16,000	15,900	15,500	15,100

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	28.1	24.8	27.2	28.4	33.5	.	.	.	.
APPROVED GOALS	.	.	.	28	31	33	35	40	.
PROPOSED GOALS	.	.	.	.	.	34	35	37	40

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75.5	76.9	80.4	80.9	86.4	.	.	.	.
APPROVED GOALS	.	.	.	83	82	85	88	90	.
PROPOSED GOALS	.	.	.	.	.	86.5	88	90	90

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	45.5	46.1	46.9	47.7	48.9	.	.	.	.
APPROVED GOALS	.	.	.	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	49.6	51.0	51.1	51.4	50.4	.	.	.	.
APPROVED GOALS	.	.	.	52	50	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49.3	52.4	54.1	58.7	59.6	.	.	.	.
APPROVED GOALS	.	.	.	56	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.5	67.6	68.9	69.1	72.2	.	.	.	.
APPROVED GOALS	.	.	.	71	70.1	70.8	71.6	72.4	.
PROPOSED GOALS	.	.	.	.	.	73.4	75.1	76.9	78.7

10. BOT Choice: Percent of Bachelor's Degrees Awarded to Minorities

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82.3	84.0	85.3	84.2	83.6	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	3.8	3.9	3.9	3.9	4.1	.	.	.	.
APPROVED GOALS*	.	.	.	3.96	3.99	4.0	4.0	.	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1150	1121	1120	1129	1196	.	.	.	.
APPROVED GOALS*	.	.	.	1140	1160	1180	1200	.	.
PROPOSED GOALS	.	.	.	.	.	1200	1200	1200	1200

Note*: These data include the SAT Verbal and Quantitative subtests and are based on a 1600pt scale.

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	84	84	88	88	88	.	.	.	.
APPROVED GOALS*	.	.	.	88	90	91	92	.	.
PROPOSED GOALS	.	.	.	.	.	91	92	92.5	93

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	52	54	58	56	57	.	.	.	.
APPROVED GOALS*	.	.	.	53.5	55.5	63.5	70	.	.
PROPOSED GOALS	.	.	.	.	.	58	60	62	64

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	4	4	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	8

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	92	107	125	134	146	.	.	.	.
APPROVED GOALS*	.	.	.	130	138	149	163	.	.
PROPOSED GOALS	.	.	.	.	.	186	195	207	219

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	86	100	114	122	131	.	.	.	.
APPROVED GOALS*	.	.	.	122	129	139	151	.	.
PROPOSED GOALS	.	.	.	.	.	134	141	149	158

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures (out of 8)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	2	2	4	5	5	.	.	.	.
APPROVED GOALS*	.	.	.	5	5	5	6	.	.
PROPOSED GOALS	.	.	.	.	.	5	5	6	6

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	6	6	11	26	65	.	.	.	.
APPROVED GOALS*	.	.	.	23	34	52	75	.	.
PROPOSED GOALS	.	.	.	.	.	115	155	171	177

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	239	257	327	327	373	.	.	.	.
APPROVED GOALS*	.	.	.	326	337	400	420	.	.
PROPOSED GOALS	.	.	.	.	.	403	438	473	540

11. Number of Post-Doctoral Appointees

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 OFFICIAL	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	40	51	55	49	64	75	211	.	.
APPROVED GOALS*	.	.	.	49	64	74	200	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	220	220

Note: Fall 2016 actual data is known, but statute requires a source with time lag.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	149	177	179	174	196	.	.	.	.
APPROVED GOALS*	.	.	.	225	250	275	275	.	.
PROPOSED GOALS	.	.	.	.	.	275	275	300	300

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	23	21	18	18	25	.	.	.	.
APPROVED GOALS	.	.	.	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	27	30	32	34

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	89	82	88	87	87	90	90	90	90
US Average	85	85	87	88	90	.	.	.	.
Law	85	79	84	87	87	87	87	87	87
FL Average	80	74	69	66	69	.	.	.	.
Medicine (2Y)	100	100	99	99	99	96	96	96	96
US Average	97	96	96	96	96	.	.	.	.
CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (CK)	100	100	96	94	97	97	97	97	97
US Average	98	97	95	96	96	.	.	.	.
Medicine (CS)	92	100	98	98	97	97	97	97	97
US Average	98	96	96	97	96	.	.	.	.
MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	71	75	81	89	92	95	95	95	95
US Average	89	90	91	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	4	4	4	4	7	7	7	7
Below	6	6	7	7	7	7	7	7	7

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.6	5.3	5.1	5.1	5.1	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.5	4.4	4.4	4.3	.
PROPOSED GOALS	.	.	.	.	.	5	4.9	4.8	4.7

Six-Year FTIC Graduation Rates [full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	50	53	57	55	55	.	.	.	.
APPROVED GOALS	.	.	.	52	57	58	58	59	.
PROPOSED GOALS	.	.	.	.	.	58	58	59	60

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7,746	8,067	8,494	9,076	9,518	.	.	.	.
APPROVED GOALS	.	.	.	8,600	8,800	8,900	9,000	9,100	.
PROPOSED GOALS	.	.	.	.	.	9,900	10,200	10,600	10,900

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,440	3,610	3,684	3,605	3,730	.	.	.	.
APPROVED GOALS	.	.	.	3,597	3,630	3,656	3,681	3,707	.
PROPOSED GOALS	.	.	.	.	.	3,745	3,761	3,776	3,791

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82	84	85	84	84	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	24	24	25	25	24	.	.	.	.
APPROVED GOALS	.	.	.	24	24	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	25

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	21	24	25	27	30	.	.	.	.
APPROVED GOALS	.	.	.	28	31	35	40	40	.
PROPOSED GOALS	.	.	.	.	.	33	35	37	40

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	22	24	24	25	.	.	.	.
APPROVED GOALS	.	.	.	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	31	32	34	35	.	.	.	.
APPROVED GOALS	.	.	.	33	34	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	39

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	4	3	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	8

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	5	8	4	5	13	.	.	.	.
APPROVED GOALS	.	.	.	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	13	13	14	14

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	128	133	163	171	177	.	.	.	.
APPROVED GOALS	.	.	.	166	175	179	184	191	.
PROPOSED GOALS	.	.	.	.	.	186	191	200	209

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	62	64	52	49	46	.	.	.	.
APPROVED GOALS	.	.	.	53	49	51	53	53	.
PROPOSED GOALS	.	.	.	.	.	48	49	52	53

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	2	3	6	17	43	.	.	.	.
APPROVED GOALS	.	.	.	.	17	28	34	38	.
PROPOSED GOALS	.	.	.	.	.	55	57	59	61

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	3	3	2	3	.	.	.	.
APPROVED GOALS	.	.	.	2	2	4	4	6	.
PROPOSED GOALS	.	.	.	.	.	4	4	6	7

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	2	2	1	.	.	.	.
APPROVED GOALS	.	.	.	2	1	1	2	3	.
PROPOSED GOALS	.	.	.	.	.	1	3	6	8

KEY PERFORMANCE INDICATORS (CONTINUED)

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Percent of Student Credit Hours in Online Education

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
21	24	25	27	30	33	35	37	40

2. Percent of Student Credit Hours in Hybrid Education

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2	2	4	6	8	10	14	17	20

3. Internships Number of academic internships students participated in during the academic year.

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
N/A	N/A	4,737	4,986	6,101	6,200	6,300	6,400	6,500

4. Percent of First Generation Undergraduate Student Enrollment

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
26%	26%	25%	25%	24%	24%	24%	25%	25%

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	16,587	16,766	16,809	17,115	17,172	17,284	17,258	17,572	17,850
FTIC (Profile Admit)	113	87	123	306	420	200	200	200	200
FCS AA Transfers	12,539	13,034	13,717	13,914	13,887	13,903	14,027	14,141	14,246
Other AA Transfers	787	857	868	890	868	946	957	967	977
Post-Baccalaureates	0	408	714	892	912	990	1,002	1,012	1,022
Other Undergraduates	8,191	7,929	8,000	7,994	8,593	8,634	8,713	8,784	8,856
Subtotal	**38,217**	**39,081**	**40,231**	**41,111**	**41,852**	**41,957**	**42,157**	**42,676**	**43,151**
GRADUATE									
Master's	5,960	5,929	6,030	6,239	6,025	6,272	6,330	6,388	6,475
Research Doctoral	1,301	1,323	1,292	1,348	1,359	1,386	1,427	1,494	1,559
Professional Doctoral	1,056	1,115	1,138	1,183	1,316	1,310	1,360	1,383	1,410
Subtotal	**8,317**	**8,367**	**8,460**	**8,770**	**8,700**	**8,944**	**9,087**	**9,188**	**9,345**
UNCLASSIFIED									
H.S. Dual Enrolled	5,436	5,608	4,399	4,146	5,135	5,871	6,902	8,106	8,500
Other[1]	1,010	1,043	968	1,085	1,199	1,189	1,189	1,189	1,189
Subtotal	**6,446**	**6,651**	**5,367**	**5,231**	**6,334**	**7,060**	**8,091**	**9,295**	**9,689**
TOTAL	52,980	54,099	54,058	55,112	56,886	57,961	59,335	61,159	62,185

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	12,652	13,022	12,802	12,500	12,611	12,703	12,832	12,982	13,031	13,131
UPPER	19,037	19,903	20,533	20,898	21,131	21,460	21,770	22,085	22,404	22,728
GRAD I	4,437	4,418	4,446	4,687	4,986	5,166	5,346	5,526	5,706	5,886
GRAD II	1,258	1,264	1,245	1,216	1,265	1,262	1,272	1,282	1,292	1,303
TOTAL	**37,384**	**38,607**	**39,026**	**39,301**	**39,993**	**40,591**	**41,220**	**41,875**	**42,433**	**43,048**
NON-RESIDENT										
LOWER	807	1,076	1,127	1,219	1,385	1,471	1,557	1,643	1,729	1,815
UPPER	1,634	1,636	1,795	1,895	2,127	2,238	2,348	2,459	2,570	2,680
GRAD I	1,644	1,614	1,644	1,530	1,447	1,461	1,476	1,491	1,506	1,521
GRAD II	608	671	680	696	714	725	737	748	759	771
TOTAL	**4,692**	**4,996**	**5,246**	**5,340**	**5,674**	**5,895**	**6,118**	**6,341**	**6,564**	**6,787**
TOTAL										
LOWER	13,459	14,098	13,929	13,719	13,995	14,174	14,389	14,625	14,760	14,946
UPPER	20,671	21,539	22,328	22,793	23,259	23,698	24,118	24,544	24,974	25,408
GRAD I	6,081	6,032	6,090	6,216	6,433	6,627	6,822	7,017	7,212	7,407
GRAD II	1,865	1,935	1,925	1,913	1,979	1,987	2,009	2,030	2,051	2,074
TOTAL	**42,076**	**43,604**	**44,272**	**44,641**	**45,666**	**46,486**	**47,338**	**48,216**	**48,997**	**49,835**

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

Actual & Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	7,103	8,395	9,192	9,957	11,007	12,498	13,477	14,493	15,894	16,142
Hybrid (50-79%)	545	689	1,457	2,092	2,861	3,787	5,391	6,659	7,947	8,071
Classroom (0-50%)	26,471	26,539	25,597	24,458	23,386	21,587	19,639	18,017	15,893	16,141
Subtotal	**34,119**	**35,623**	**36,246**	**36,507**	**37,254**	**37,872**	**38,507**	**39,169**	**39,734**	**40,354**
GRADUATE										
Distance (80-100%)	1,422	1,469	1,502	1,671	1,828	2,067	2,561	3,076	3,520	3,603
Hybrid (50-79%)	72	60	77	96	571	689	795	905	926	948
Classroom (0-50%)	6,453	6,438	6,437	6,363	6,014	5,858	5,475	5,066	4,817	4,930
Subtotal	**7,947**	**7,967**	**8,016**	**8,130**	**8,412**	**8,614**	**8,831**	**9,047**	**9,263**	**9,481**

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

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Engineering	14.0101	STEM	--	--	250	06/2019
Graphic Design	50.0409	GAP ANALYSIS	FAMU, UF, USF_SP	--	116	06/2019
Interdisciplinary Global Studies	30.2001	GLOBAL	UCF, UF	YES	800	03/2019
Public Health	51.2201	HEALTH	UF, USF	--	250	06/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	--	45	6/2019
Internet of Things (IoT)	15.999	STEM	--	YES	50	03/2019
DOCTORAL PROGRAMS						
Engineering and Computing Education	14.9999	STEM	--	--	40	06/2019
Doctor of Architecture	4.0902	STEM	--	--	20	06/2019

New Programs For Consideration by University in 2019-21-

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Sciences	30.0101	STEM	NCF, USF-T, UWF	--	150	08/2019
Disaster Management	43.0302	--	--	--	150	08/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marine Affairs	26.1302	STEM	--	--	30	03/2020
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	--	45	06/2020
Linguistics	16.0101	GLOBAL	UF	--	15	03/2020
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T	--	400	03/2021

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
4. Four Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
6. University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

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

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
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 most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating 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 the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled 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 US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
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, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

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

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

FIU is actively examining both the student-level and the institutional-level obstacles to timely graduation. The University has identified multiple student risk factors to progression and graduation including unmet financial need, high school GPA, ethnicity, major, and housing. Surveys and focus groups further identified lack of engagement and connection to peers, as well as outside work responsibilities, as factors leading to low progression or graduation.

FIU created a data analytics and support team to provide a series of individualized workshops for each college throughout the University with the goal of better understanding student performance, progression, and timely graduation. As a result, colleges have implemented strategies to better support students and share practices University-wide to provide a more consistent and effective means to impact the graduation rate. Colleges have also collaborated to improve the quality of instruction and programming by leveraging resources to impact outcomes. As an example, the College of Business and College of Nursing and Health Sciences Health Services Administration (HSA) programs have collaborated to offer accounting courses in a convenient scheduling format specifically designed for the HSA students. This has resulted in improved passing rates, which has reduced the number of students in jeopardy of not graduating on time.

To compliment college efforts, initiatives to address the needs of at-risk students include centrally coordinated outreach campaigns to students who are nearing graduation to assure they stay on track and register for the courses they need to graduate; identification and strategic scholarship deployment to assist students with unmet financial need; an interactive degree mapping tool which will create up-to-date personalized pathways to completion for each student; the implementation of the Educational Advisory Board's (EAB) Student Success Collaborative that enables advisors to identify at-risk students, reach out to them with individualized messaging, and coordinate with a University-wide support network to meet the students' needs; the development of an FIU Life Coaching program to provide support to students who are struggling academically and help them cultivate the skills they need to succeed such as coping strategies, critical thinking, time management, study habits, and goal setting; and the development of a Career Ready Strategic Initiative to create meaningful on-campus work opportunities for students which will keep them engaged on campus and working in an environment that supports their academic goals as well as helping provide them the skills they need to be successful after graduation.

Institutional impediments to timely graduation are being addressed through resolving operational inefficiencies, optimizing course offerings, aligning course outcomes, and reviewing program curricula. A new initiative, Coordinated Care 360, will reduce students' need to visit multiple offices to solve problems. Enrollment, advising, and other critical areas of student support will collaborate to empower student support staff to develop a more holistic and coordinated method for addressing student needs. Integrated technologies will be utilized to facilitate the sharing of information and creation of a solutions centered support network.

FIU is addressing course level barriers by partnering with both Ad Astra and EAB to provide analytics on course offerings, course completion rates, bottle neck courses, and course capacity trends. The Academic and Career Success team will work with deans and chairs to understand the findings and develop solutions to course offering obstacles. Academic Affairs and the Office of Academic Planning and Accountability have been working with colleges to review and revise program curriculum to assure students who stay on path can graduate within four years and to give students alternative pathways to success, such as the recently approved BA in Biology with tracks specifically designed to align with potential career paths, the BA in Internet of Things, and the BA in Computer Science. Additionally, more flexible programs such as Interdisciplinary Studies have been redesigned to be workforce focused and are offered as completion degree options for students who struggle to complete their programs in a timely manner.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

FIU implemented the Advanced Financial Aid Strategic (AFAS) packaging system in consultation with Ruffalo Noel Levitz beginning in the 2015-2016 Academic Year. The 2018-2019 Academic Year marks the fourth year using this system. AFAS is predicated on enrolling full time undergraduates with the goal of completion in four years. Merit and Need-Based Institutional aid is awarded to ensure students can complete 30 credits each academic year. The model is also designed to improve year over year retention by ensuring students receive consistent aid packages each year as long as their Expected Family Contribution (EFC) remains stable. Institutional Merit scholarships are intentionally designed so that students must complete 30 credits each academic year with a minimum 3.0 GPA and to also keep students on track to four-year graduation.

Considering over half of all undergraduates at FIU receive a Pell grant, the university implemented our Golden Promise program beginning with the 2017-2018 Academic year. Golden Promise guarantees that tuition and fees for 30 credits will be covered with a combination of federal, state, and institutional grants and scholarships for all incoming First Time in College Freshman Florida Residents with a 0 EFC. Students must complete 30 credits with a minimum 2.0 GPA each Academic Year to remain in the program (inclusive of Summer enrollment). Preliminary results for the first cohort is reflecting that at the end of the Spring 2018 semester 1,294 Golden Promise students with a 2.0 or better GPA are on track to complete 30 credits.

To enhance the impact and utility of our foundation funded scholarships, we are expanding the scope and size of our current Scholarship Office. This expanded Office will fulfill the administrative duties of collecting applications, advertising, answering student questions, awarding funds, and stewardship reporting. Through these support efforts and their associated data management systems, we will identify populations of eligible students who may face specific barriers to full-time enrollment and four-year graduation, and we will develop scholarship plans to remediate the effects of these barriers. To maximize the success of these efforts, FIU is reviewing donor agreements and when possible, aligning these agreements with our student success objectives.

FIU has utilized completion grants to mitigate the situation when finances serve as sole detriment to graduation. Our data shows that students with unmet need are more likely to drop out or stop out and re-enroll. Low-income students who transfer in with a GPA under 3.0 are at an even greater risk of dropping out. Those students who are able to persist often reach the end of their savings in the final year of college. Nationally, approximately 15% of students drop out with 75% of their credits completed, mainly for financial reasons. Many students stop out to save money so that they can re-enroll. FIU has found that scholarships ranging from $500 to $1,500 can make the difference between enrolling full-time, completing a degree on time, or dropping out.

Emergency Aid generally consists of small grants, scholarships, and short-term loans of $1,500 or less to assist with completion or unexpected costs. Food Pantries, housing assistance, and transportation assistance are also included. FIU already has most of these programs and analysis of our data show a positive relationship between users of these services and term to term retention and graduation. Our ultimate deliverable will be a coordinated and measured process for identifying and assisting students who have financial emergencies to enable continued enrollment and graduation.

FIU is participating in a project titled the Emergency Aid Lab, funded by the Gates Foundation, on building a comprehensive emergency aid program. FIU, along with the University of Washington, Lane Community College, and Austin Community College are part of the Innovation Cohort who are experimenting and developing comprehensive Emergency Aid Programs that will become scalable to other Higher Education Institutions across the US. The project and our program are scheduled to be completed by September 2018.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/23/18
(Chair, University of Board of Trustees)