2020 ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

APPROVED BY FIU BOARD OF TRUSTEES, APRIL 21st, 2020

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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.

STRATEGY

Mission Statement

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.

Statement of Strategy

FIU is the place of big ideas and close connections. Our University is unique in our broad reach, through research and community engagement, and our meaningful relationships, driven by faculty and staff who care deeply about every student. As the FIU community moves forward with a strategic plan designed for the 21st century, we are poised and ready to take the University to its Next Horizon of student success and research excellence. This vision of FIU's Next Horizon Strategic Plan is driven by bold thinking. It is fueled by building on the cutting-edge research, world-class programs, innovation, and future-forward teaching that has made FIU a leading public research institution.

We are focused on moving from a more traditional institution of higher education to a more 21st century lifelong learner institution of higher education. Technological advances and the rise of artificial intelligence are transforming society and revolutionizing everything – how we communicate, work and play. To stay ahead of the change, higher educational institutions must no longer just *educate* students. That is a linear term that insinuates an end. Instead, we must broaden our research and transition to a new mindset that prioritizes lifelong learning and delivers a personalized learning experience.

FIU serves a diverse student population that represents the future of American public universities. We challenge our students to reach their full potential in an academic environment that is both rigorous and supportive, through innovative approaches to student success and learning, generous scholarships, and a remarkable ethos of care. Indeed, everyone at FIU cares about every student, every day, and in so many different ways. FIU has a deep impact on the lives of people – as an anchor in our community and a driver of economic prosperity. The Next Horizon offers unprecedented opportunities and obligations to impact our community more deeply and to lead more boldly in areas of teaching, research, entrepreneurship, and public policy. The future of FIU is full of promise, hope and opportunity.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

Our strengths and opportunities for the foreseeable future must be framed in a context of responding to the twin dilemmas presented by the COVID-19 Pandemic: how to foster a new normal in which public health can be assured and how to restore Florida's economy so that Florida's workforce returns to full employment in a context of ascending prosperity.

FIU's core strengths to assist with this process lie in our can-do organizational culture, our purpose-driven institutional ethos, and our hard-driving community that thrives on ambiguity, uncertainty and creativity.

We intend to maintain our drive to be ranked as a top-50 public university in additional national rankings including *U.S. News & World Report*. We intend to deepen our efforts to foster student success and research impact with greater focus on restoring our community's public health, economic sustainability, and prosperity. Our resilience-oriented approach will be enhanced and more deeply appreciated. We expect a surge in demand for our learning services as a consequence of the extreme dislocation caused by the coronavirus, however we expect that this surge in demand will focus not just on degree production but as well on competency-based learning. We are ready for the new challenges. We are confident about our ability to respond and succeed in the face of the new urgency presented by the pandemic.

Three Key Initiatives & Investments

1. **Amplify Learner Success & Institutional Affinity** Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. We are focused on intentionally designing the ability of our university to transition from a student centric framework to a framework that recognizes and incentivizes the individual learner and a learner-centric model. This will be foundational to our ability to expand the abilities and the opportunities for our students more broadly defined to gain knowledge in short, interim-based opportunities that are consistent with the changes in our knowledge-based economy.

2. Accelerate Preeminence & Research and Innovation Impact Our second key initiative is designed to achieve our 2025 strategic plan goals. We are leveraging FIU preeminent and emerging preeminent programs and our program of distinction in Environmental Resilience. We are ahead of our research projections with total research expenditures growing by 15% in one year to $226M, placing us 1/3 of the way toward the 2025 goal of $300M. We made similar progress in S&E and non-Medical S&E expenditures. We ranked No. 15 among public universities and 33 globally in patents production in 2019. We achieved No. 40 in the NSF ranking of our program of distinction in Environmental Research; a 'jump' of 15 places from last year. Our aim remains for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

3. Assure Responsible Stewardship Our last key initiative is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, environmental, and entrepreneurial. One such example of this work in action is our program of distinction on environmental resilience which encompasses this core principle. This defines a holistic approach to contribute to sound strategies to build a strong and sustainable future for our institution and the South Florida community. The optimization and impact of our academic and research enterprise requires us to align resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FIU continues to implement high-touch/high-tech strategies to tackle student-level and institutional-level barriers to timely graduation and to improve our students' ability to succeed academically and professionally.

FIU's Communication Protocol for Accountability and Strategic Support (ComPASS), developed in 2016 to aid in the University's achievement of its FIUBeyondPossible2020 Performance Funding goals, continues to facilitate University-wide review of student success initiatives. Through intense workshops and general sessions, the University tracks the progress of every FIU student and uses targeted strategies and support to ensure a four-year pathway to graduation.

Investments in a data warehouse and associated business intelligence tools enabled the development of a comprehensive monitoring system. With this tool and the use of coordinated data analytics, FIU is now able to identify students who are encountering academic and/or financial barriers and provide them with targeted support and funding to ensure they can progress towards timely graduation. This system allows academic advisors and a centralized team of student advocates to monitor individual student progress, courses needed for degree progression, and interventions required to keep students on track. This information is shared with central units throughout the University as well as deans, college success teams, and department chairs to ensure that the necessary support is available. This monitoring system has led to more individualized attention and solutions for each student.

To facilitate a collaborative and consistent advising experience for our students, FIU has invested in additional advisors and worked with advising leads throughout the University to develop uniform advising expectations and assessments and to centralize the training, professional development, and information dissemination throughout the undergraduate advising centers in each college. Recognizing the importance of integrating career readiness into students' academic experience, FIU has also invested in imbedding career focused specialists in the academic units. These career specialists are trained in the central career unit, Career and Talent Development (CTD), and are then deployed into the academic units to provide students as well as employers with tailored events, specialized career guidance and programming specific to the majors housed in each college. The liaisons function as subject matter experts to support advisors, deans and chairs with information used in the development of student support initiatives as well as accreditation and other reporting needs. In 2019, CTD launched the Career Partners Program. Through the Fall 2019 and Spring 2020 over 200 advisors and staff attended training and received professional development credit through FIU Human Resources. This 2-hour training was implemented to equip FIU faculty and staff with the necessary tools to have meaningful conversations with students about their career development and planning.

FIU continues to offer individualized academic support to students through collaborative partnerships with faculty and programs. Working with faculty in Biology, Chemistry, Physics, and Psychology, the Center for Academic Success recently designed a variety of tutoring programs which have contributed to an increase in student visits, as well as significant correlations with passing rates in those classes for which the learning strategies programs were developed.

Finally, to ensure that our students graduate in four years and are prepared to thrive in an ever-changing marketplace, FIU has developed several flexible, interdisciplinary STEM programs. With new undergraduate programs in the Internet of Things, Natural and Applied Sciences, and Neuroscience and Behavior, students can graduate in four year with the skills and experiences they need to succeed in a diverse set of strategic careers critical to the economic success of Florida.

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

FIU's rankings continue to improve. Forty-one programs at FIU are ranked in the top 50 *U.S. News & World Report* including the School of Social Work, College of Law, College of Engineering and Computing, the Nicole Wertheim College of Nursing and Health Sciences and the undergraduate international business program.

The Professional Science Master's in Forensic Science is ranked 4th overall and 1st in Real World Training in the Best Online Masters in Forensic Science Programs rankings for 2019.

The Chronicle of Higher Education named FIU a "Great College to Work For®" FIU has now been recognized five times - four years in a row with honor roll designation and has been recognized in all 12 categories twice.

FIU has earned designation as an Innovation and Economic Prosperity University by the Association of Public and Land-grant Universities (APLU). FIU is among the top universities in the world leading the way in innovation, as ranked by the National Academy of Inventors, and FIU is ranked No. 15 in the nation among public universities and No. 33 globally in patents.

The Chaplin School of Hospitality & Tourism Management ranked No. 12 among public U.S. universities in the world by the 2019 QS World University Rankings, and No. 39 worldwide.

FIU increased its lead as the top school for bar passage in Florida. In February and July 2019, 94.4% of FIU first-time takers passed the bar, 6.7 points above the second place school and 20.4 points above the state average.

The U.S. Department of Education awarded FIU Business over $1M to establish a Center for International Business Education and Research (CIBER).

Herbert Wertheim College of Medicine students matched into some of the most prestigious residency programs in the nation including Mayo Clinic, UCLA, Georgetown, Vanderbilt, and Emory. Of the 119 FIU students who entered the match, 47% will remain in Florida, 47% will complete residencies in primary care specialties, and 27% will continue their residency training in South Florida.

Law professor Charles C. Jalloh joins the roster of 61 Fulbright scholars and specialists at FIU who have taught, researched, provided service, or a combination thereof, at universities, NGOs and other entities across the globe. Jalloh spent six months as Fulbright Distinguished Chair at the Lund University Faculty of Law and the Raoul Wallenberg Institute in Lund, Sweden.

FIU's Department of Emergency Management received accreditation from the Emergency Management Accreditation Program (EMAP). Only six other state universities have earned the recognition from EMAP.

FIU received $1.49M from the National Science Foundation to transform how calculus is taught. The new curriculum will be available to all students taking Calculus by Fall 2021.

Robert Stempel College of Public Health & Social Work Professor Kim Tieu and his team received a $6.6M NIH grant to study how brain cells die in Parkinson's disease and to develop effective drug therapies for Parkinson's. Another team led by Dean Tomas Guilarte, received a $2.31M grant from NIH to continue their cutting-edge research on brain inflammation with a goal of developing novel treatments for brain injury.

FIU's Institute of Environment received $425,000 from the EPA to continue monitoring and improving water quality in the Florida Keys and across South Florida. The project has been ongoing for 25 years and includes water sampling from Biscayne Bay, Florida Bay, Ten Thousand Islands, the Florida Keys and even Bermuda.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	68.6	69.0	67.9	68.2	70.9	.	.	.	.	.
APPROVED GOALS	.	69.5	69.5	69.5	70	70	70	.	.	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70.5*	*71*	*73*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	37,400	38,800	39,300	38,800	39,800	.	.	.	.	.
APPROVED GOALS	.	37,000	39,450	39,500	40,000	40,500	41,000	.	.	.
PROPOSED GOALS	.	.	.	.	.	*40,500*	*41,000*	*41,000*	*41,000*	*41,000*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	17,770	17,300	15,670	11,930	8,670	.	.	.	.	.
APPROVED GOALS	.	.	16,780	16,000	11,300	10,700	10,100	9,500	.	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

4. FTIC Four-Year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	27.1	28.6	33.8	38.9	42.8	.	.	.	.	.
APPROVED GOALS	.	28	31	34	41	43	46	50	.	.
PROPOSED GOALS	.	.	.	.	.	*43*	*46*	*50*	*55*	*60*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	80.4	80.9	86.7	88.0	88.1	.	.	.	.	.
APPROVED GOALS	.	83	82	86.5	89	90	91	92	.	.
PROPOSED GOALS	.	.	.	.	.	*90*	*91*	*92*	*92*	*92*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	46.9	47.7	48.9	46.3	45.1	.	.	.	.	.
APPROVED GOALS	.	48	48	48	49	50	50	.	.	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	51.1	51.3	50.4	52.0	50.5	.	.	.	.	.
APPROVED GOALS	.	52	50	50	50	50	50	.	.	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	54.1	58.7	59.6	56.2	56.5	.	.	.	.	.
APPROVED GOALS	.	56	58	57	56.5	57.5	58.5	60	.	.
PROPOSED GOALS	.	.	.	.	.	*58*	*59*	*60*	*60*	*60*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	68.9	69.1	72.2	74.7	78.6	.	.	.	.	.
APPROVED GOALS	.	71	70.1	73.4	75.1	76.9	78.7	79	.	.
PROPOSED GOALS	.	.	.	.	.	*78.9*	*79.2*	*79.5*	*79.8*	*80*

10. BOT Choice: Number of Post-Doctoral Appointees

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ACTUAL	64	75	211	222	242	.	.	.	.	.
APPROVED GOALS	.	74	200	220	235	246	258	270	.	.
PROPOSED GOALS	.	.	.	.	.	*255*	*271*	*276*	*282*	*288*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	3.9	3.9	4.1	4.1	4.2	.	.	.	.	.
APPROVED GOALS	.	3.96	3.99	4.1	4.1	4.1	4.1	4.1	.	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

A. (2). Average SAT Score

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1120*	1129*	1196	1258	1292	.	.	.	.	.
APPROVED GOALS	.	1140*	1160*	1200	1260	1260	1260	1260	.	.
PROPOSED GOALS	.	.	.	.	.	*1260*	*1260*	*1260*	*1260*	*1260*

Note*: Historical scores/goals were based on a different SAT scale standard.

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	1	2	0	1	.	.	.	.	.
APPROVED GOALS	.	1	1	2	2	2	3	3	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*3*	*3*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	88	88	89	90	89.5	.	.	.	.	.
APPROVED GOALS	.	.	.	91	92	92.5	93	.	.	.
PROPOSED GOALS	.	.	.	.	.	*91*	*92*	*93*	*93*	*93*

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

	2011-15	2012-16	2013-17*	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	27	29	34	39	43	.	.	.	.	.
APPROVED GOALS	.	28	31	34	41	43	46	50	.	.
PROPOSED GOALS	.	.	.	.	.	*43*	*46*	*50*	*55*	*60*

Note*: The 2013-17 data will be reported to IPEDS in 2020 as part of their annual data collection cycle.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	4	3	6	7	.	.	.	.	.
APPROVED GOALS	.	1	4	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*8*	*8*

F. Science & Engineering Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	125	134	146	166	192	.	.	.	.	.
APPROVED GOALS	.	130	138	186	195	207	219	.	.	.
PROPOSED GOALS	.	.	.	.	.	*207*	*219*	*227*	*245*	*265*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	114	122	131	153	176	.	.	.	.	.
APPROVED GOALS	.	122	129	134	160	172	184	197	.	.
PROPOSED GOALS	.	.	.	.	.	*178*	*184*	*197*	*210*	*226*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	4	5	5	5	6	.	.	.	.	.
APPROVED GOALS	.	5	5	5	5	6	6	7	.	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*7*	*7*	*7*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
ACTUAL	11	26	66	126	171	.	.	.	.	.
APPROVED GOALS	.	23	34	115	166	182	177	175	.	.
PROPOSED GOALS	.	.	.	.	.	*188*	*182*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	327	327	373	404	433	.	.	.	.	.
APPROVED GOALS	.	326	337	403	438	473	540	.	.	.
PROPOSED GOALS	.	.	.	.	.	*455*	*480*	*506*	*535*	*565*

K. Number of Post-Doctoral Appointees

	FALL 2014	FALL 2015	FALL 2016*	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	64	75	211	222	242	.	.	.	.	.
APPROVED GOALS	64	74	200	220	235	246	258	270	.	.
PROPOSED GOALS	.	.	.	.	.	*255*	*271*	*276*	*282*	*288*

Note*: The Fall 2016 data will be reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report in 2020.

L. Endowment Size ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	179	174	196	209	216	.	.	.	.	.
APPROVED GOALS	.	225	250	275	275	300	300	315	.	.
PROPOSED GOALS	.	.	.	.	.	*210*	*250*	*275*	*300*	*325*

KEY PERFORMANCE INDICATORS

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

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	1	2	0	1	.	.	.	.	.
APPROVED GOALS	.	1	1	2	2	2	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*3*	*3*

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	18	18	25	25	35	.	.	.	.	.
APPROVED GOALS	.	19	20	27	25	26	26	27	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*31*	*34*	*37*	*40*

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5.1	5.1	5.1	4.9	4.8	.	.	.	.	.
APPROVED GOALS	.	4.5	4.5	5	4.9	4.8	4.7	4.6	.	.
PROPOSED GOALS	.	.	.	.	.	*4.8*	*4.7*	*4.6*	*4.5*	*4.5*

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	57	55	55	57	61	.	.	.	.	.
APPROVED GOALS	.	52	57	58	58	59	60	61	.	.
PROPOSED GOALS	.	.	.	.	.	*62*	*64*	*66*	*68*	*70*

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	51	54	55	56	62	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*62.5*	*63*	*63.5*	*64*	*64.5*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	26	28	31	36	41	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*44*	*47*	*51*	*56*	*61*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	8,494	9,076	9,519	10,404	10,961	.	.	.	.	.
APPROVED GOALS	.	8,600	8,800	9,900	10,700	11,000	11,300	11,600	.	.
PROPOSED GOALS	.	.	.	.	.	*11,000*	*11,300*	*11,600*	*11,900*	*12,200*

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3,684	3,605	3,730	3,690	3,789	.	.	.	.	.
APPROVED GOALS	.	3,597	3,630	3,745	3,761	3,776	3,791	3,806	.	.
PROPOSED GOALS	.	.	.	.	.	*3,776*	*3,791*	*3,806*	*3,806*	*3,806*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	85	84	84	85	85	.	.	.	.	.
APPROVED GOALS	.	86	86	83	83	84.5	84.5	84.5	.	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	25	25	24	22	22	.	.	.	.	.
APPROVED GOALS	.	24	24	24	23	24	25	25	.	.
PROPOSED GOALS	.	.	.	.	.	*23*	*24*	*24*	*25*	*25*

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	25	27	30	33	36	.	.	.	.	.
APPROVED GOALS	.	28	31	33	35	37	40	40	.	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*39*	*40*	*40*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	24	24	25	24	23	.	.	.	.	.
APPROVED GOALS	.	24	24	25	25	25	25	25	.	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*25*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	32	34	35	35	37	.	.	.	.	.
APPROVED GOALS	.	33	34	36	35	36	36	37	.	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*37*	*37*	*37*

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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	88	87	87	89	93	*93*	*93*	*93*	*93*	*93*
US Average	*87*	*88*	*90*	*92*	*91*	.	.	.	.	.
LAW	84	87	87	88	94	*85*	*85*	*85*	*85*	*85*
Florida Average	*69*	*66*	*69*	*66*	*74*	.	.	.	.	.
MEDICINE (2YR)	99	99	99	99	100	*96*	*96*	*96*	*96*	*96*
US Average	*96*	*96*	*96*	*96*	*97*	.	.	.	.	.

CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	96	94	97	99	99	*96*	*96*	*96*	*96*	*96*
US Average	*95*	*96*	*96*	*97*	*98*	.	.	.	.	.
MEDICINE (4Y-CS)	98	98	97	97	97	*96*	*96*	*96*	*96*	*96*
US Average	*96*	*97*	*96*	*96*	*95*	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	81	89	92	92	90	*92*	*92*	*92*	*92*	*92*
US Average	*91*	*92*	*92*	*92*	92	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	4	4	4	5	5	6	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6	6

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	4	3	6	7	.	.	.	.	.
APPROVED GOALS	.	1	4	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*8*	*8*

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	4	5	13	3	2	.	.	.	.	.
APPROVED GOALS	.	8	8	13	5	7	10	13	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*12*	*14*	*16*	*18*

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	163	171	177	196	226	.	.	.	.	.
APPROVED GOALS	.	166	175	186	205	220	236	252	.	.
PROPOSED GOALS	.	.	.	.	.	*230*	*236*	*252*	*272*	*294*

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	84	83	81	96	108	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*132*	*141*	*151*	*163*	*176*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	6	17	43	66	62	.	.	.	.	.
APPROVED GOALS	.	.	17	55	57	59	61			.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	3	2	3	4	6	.	.	.	.	.
APPROVED GOALS	.	2	2	4	6	6	7	10	.	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*12*	*15*	*19*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	2	2	1	1	0	.	.	.	.	.
APPROVED GOALS	.	2	1	1	3	4	5	6	.	.
PROPOSED GOALS	.	.	.	.	.	*4*	*5*	*6*	*6*	*7*

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.

1. Percent of Student Credit Hours in Online Education

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	25	27	30	33	36	.	.	.	.	.
APPROVED GOALS	.	.	.	.	35	37	40	40	.	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*39*	*40*	*40*

2. Percent of Student Credit Hours in Hybrid Education

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4	6	8	10	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	11	11.5	12	12.5	.	.
PROPOSED GOALS	.	.	.	.	.	*13*	*14*	*15*	*16*	*16*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4,737	4,986	6,101	6,826	8,618	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6,894	6,963	7,033	7,103	.	.
PROPOSED GOALS	.	.	.	.	.	*8,660*	*8,700*	*8,740*	*8,780*	*8,820*

4. Percent of First Generation Undergraduate Student Enrollment

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ACTUAL	25%	25%	24%	24%	25%	.	.	.	.	.
APPROVED GOALS	.	.	.	.	25%	25%	25%	.	.	.
PROPOSED GOALS	.	.	.	.	.	*25%*	*25%*	*25%*	*25%*	*25%*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	40,231	41,111	41,852	41,796	41,794	.	.	.	.	.
APPROVED GOALS	.	.	41,276	41,957	41,554	41,629	41,466	41,107	.	.
PROPOSED GOALS	.	.	.	.	.	*41,629*	*41,466*	*41,107*	*41,220*	*41,220*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	8,460	8,770	8,700	8,778	8,999	.	.	.	.	.
APPROVED GOALS	.	.	9,087	8,944	9,111	9,077	9,218	9,364	.	.
PROPOSED GOALS	.	.	.	.	.	*9,077*	*9,218*	*9,364*	*9,364*	*9,364*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	4,557	4,669	4,386	4,542	4,105	*3,930*	*3,930*	*3,930*	*3,930*	*3,930*
FTIC: Returning	12,375	12,752	13,206	13,308	13,385	*13,619*	*13,428*	*13,125*	*13,158*	*13,122*
Transfer: FCS w/ AA	13,717	13,914	13,888	13,761	14,365	*14,300*	*14,317*	*14,285*	*14,333*	*14,355*
Transfer: Other	8,870	8,888	9,468	9,263	8,917	*8,876*	*8,887*	*8,867*	*8,897*	*8,911*
Post-Baccalaureates	712	888	904	922	1,022	*904*	*904*	*900*	*902*	*902*
Subtotal	**40,231**	**41,111**	**41,852**	**41,796**	**41,794**	***41,629***	***41,466***	***41,107***	***41,220***	***41,220***

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	6,030	6,239	6,025	5,906	6,010	*6,001*	*6,077*	*6,180*	*6,180*	*6,180*
Research Doctoral	1,292	1,348	1,359	1,452	1,509	*1,553*	*1,586*	*1,607*	*1,607*	*1,607*
Professional Doctoral	1,138	1,183	1,316	1,420	1,480	*1,523*	*1,555*	*1,577*	*1,577*	*1,577*
Subtotal	**8,460**	**8,770**	**8,700**	**8,778**	**8,999**	***9,077***	***9,218***	***9,364***	***9,364***	***9,364***
TOTAL	**48,691**	**49,881**	**50,552**	**50,574**	**50,793**	***50,706***	***50,684***	***50,471***	***50,584***	***50,584***

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, 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]

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	12	10	11	12	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	13	14	16	18	.	.
PROPOSED GOALS	.	.	.	.	.	*14*	*16*	*18*	*18*	*18*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	13,929	13,719	13,995	14,251	14,524	*14,284*	*14,410*	*14,308*	*14,126*	*14,178*
UPPER	22,328	22,793	23,259	24,283	25,372	*26,574*	*25,236*	*25,140*	*24,937*	*25,101*
GRAD 1	6,090	6,216	6,433	6,294	6,248	*6,437*	*6,324*	*6,359*	*6,422*	*6,440*
GRAD 2	1,925	1,913	1,979	2,107	2,150	*2,258*	*2,422*	*2,481*	*2,526*	*2,526*
TOTAL	**44,272**	**44,641**	**45,666**	**46,935**	**48,294**	***49,553***	***48,392***	***48,288***	***48,011***	***48,245***

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	25	27	30	33	36	*37*	*38*	*39*	*40*	*40*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	4	6	8	10	12	*13*	*14*	*15*	*16*	*16*
Classroom (0-49%)	71	67	63	57	52	*50*	*48*	*46*	*44*	*44*
GRADUATE										
All Distance (100%)	19	21	22	24	26	*28*	*29*	*30*	*30*	*30*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	7	9	10	*11*	*12*	*13*	*13*	*13*
Classroom (0-49%)	80	78	71	67	64	*61*	*59*	*57*	*57*	*57*

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

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 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Engineering Management	15.1501	STEM	---	50%	300	6/2021
Global Sustainable Tourism	30.3301	STEM	UF	100%	90	3/2021
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	3/2021
Public Health	51.2201	HEALTH	UF, USF, FSU, FGCU	50-75%	250	06/2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.1301	STEM	FSU	30%	110	06/2020
Cognitive Neuroscience	42.2706	STEM	----	--	Companion to PhD	06/2020
Health Science	51.000	Health	FGCU, UCF, UNF	75-100%	100	03/2021
DOCTORAL PROGRAMS						
Cognitive Neuroscience	42.2706	STEM	FAU	--	20	06/2020

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Genetic Counseling	51.2299	Health	USF	---	18	06/2022
Marine Affairs	26.1302	STEM	--	--	30	03/2022
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	--	45	6/2022
DOCTORAL PROGRAMS						
Counseling and School Psychology	13.1199	Education	--	--	15	06/2022
Digital Communication and Media	09.0702	STEM	---	50-75%	15	06/2022
Linguistics	16.0101	GLOBAL	UF	--	15	03/2022

DEFINITIONS

Performance Based Funding (PBF)

PBF-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 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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-baccs) 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. 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.

PBF-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. 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). 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. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).

DEFINITIONS (cont.)

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

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: 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.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on 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+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

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

PBF-10.UF: 6-Year Graduation Rates (FT only): 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. Only full-time students are included in this 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).

DEFINITIONS (cont.)

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 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).

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 a degree-seeking student 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) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortolios, (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).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: 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).

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 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.

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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 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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

PRE-E: 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.

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

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

PRE-H: National Ranking in Research Expenditures: The NSF identifies 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 online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) 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)".

PRE-J: Doctoral Degrees Awarded Annually: Includes Doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: 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 (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 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.

DEFINITIONS (cont.)

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 the university to the Common Data Set.

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

KPI-4: 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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& 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 were not excluded. Source: State University Database System (SUDS).

KPI-6: 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 a degree-seeking student 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-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & 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).

DEFINITIONS (cont.)

KPI-10: 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. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: 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 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).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of 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).

KPI-14: Licensure & Certification Exam 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. 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.

KPI-15: 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.

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, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

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

KPI-18: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded [from the USPTO]: 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.

KPI-20: Number of Licenses/Options Executed Annually: 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.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

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 (eg, 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.

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.

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 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 institution educational plant surveys.

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 1009.24(17), F.S.).

STATE UNIVERSITY SYSTEM OF FLORIDA