2022

ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

Approved by FIU Board of Trustees April 26, 2022

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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

As an anchor in our community and a driver of economic prosperity, Florida International University's (FIU's) strategy is to work with industry and government leaders to ensure that South Florida is poised to support the entire state of Florida through a robust economic recovery that is inclusive of our students, staff, and faculty. The Next Horizon Strategic Plan continues to guide our efforts, as we address unprecedented opportunities to impact our community more deeply and to lead more boldly in areas of teaching, research, entrepreneurship, and public policy. FIU endorses the Florida Board of Governor's Statement of Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our campuses. In addition to supporting this legal right, we view this as an integral part of our ability to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service.

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. The vision of FIU's Next Horizon Strategic Plan is driven by bold thinking. It is fueled by an energized and hard-working student community and outstanding faculty who are leading world-class programs, conducting cutting-edge research, and implementing future-focused and innovative teaching methods that have made FIU a fast-rising public research institution with many top-50 nationally ranked programs.

FIU drives real talent and innovation in Miami and globally. Very high research activity and high social mobility come together at FIU to uplift and accelerate learner success in a global city by focusing on the areas of environment, health, innovation, and justice. FIU serves a diverse body of more than 56,000 students and 280,000 Panther alumni. FIU's trajectory in the last 5 years in the *U.S. News & World Report* rankings makes us the fastest rising among Carnegie R1 (Doctoral Universities: Very high research activity) public universities, improving 54 spots within this time period. *U.S. News & World Report* places dozens of FIU programs among the best in the nation, including international business at No. 2 and No. 5 in Social Mobility. *Washington Monthly* ranks FIU among the top 20 public universities contributing to the public good.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

We are proud to call Miami our home. Miami is a dynamic hotspot for technology, innovation, and creation. This multilingual, multinational city puts the "I" in FIU. Where others see challenges, we see opportunities. Our research and service efforts take aim at the global issues that Miami is on the forefront of, including climate change, economic globalization, major population shifts, and health challenges. From the top of the globe to the ocean's floor, FIU researchers are exploring the toughest challenges of our time: sea-level rise, childhood mental health disorders, neurodegenerative disorders, and more. This solutions-center approach is supported by the capacity of a Carnegie R1 Very High Research institution, the only public university in South Florida to achieve this distinction.

We intend to maintain our drive to be recognized as a top-50 public university in national rankings, including by *U.S. News & World Report*. We are adapting to respond to the immediate talent and industry needs of the rapidly expanding technical and innovation sector in our community. Florida's movement toward tech innovation and a state that welcomes and fosters business development requires us to be ready to respond to local and global issues. As an R1 institution, we are confident in our ability to respond to the needs of our community, and we are prepared to turn new challenges into new opportunities.

Three Key Initiatives & Investments

1. Amplify Learner Success & Institutional Affinity Student success is intricately tied to a greater sense of institutional affinity, a well-nurtured sense of belonging, and optimism towards the future. University initiatives and investments will continue to focus on this critical aspect and ensure that the post-pandemic recovery is heralded by the continued improvement in retention and graduation success of our students. Our learner-centric model continues to support the dynamic needs of our students and graduates. Our transformational career redesign efforts are dedicated to aligning our educational opportunities and outcomes to meet and exceed contemporary industry needs. This approach shows the university is responding to very expansive and agile workforce needs focused on the innovation and venture capital economy of our state.

2. Accelerate Preeminence & Research and Innovation Our second key initiative is designed to achieve our 2025 strategic plan goals in research and innovation. We have achieved $246 million in total research expenditures. We made similar progress in Science & Engineering (S&E) and non-Medical S&E research expenditures, with $216 million and $200 million respectively. Our NSF rankings improved broadly. In total research, we climbed two places to No. 72, and rankings improved in all the BOG Preeminence S&E subfields. FIU is now ranked top 50 among public universities in several different research funding categories including Psychology (3rd), Social Sciences (10th), Physical Sciences (33rd), Computer Science (26th), and Environmental Sciences (39th). The *Chronicle of Higher Education* reported FIU as No. 9 in research growth among all universities that more than doubled their research in the decade of 2010 to 2020 (a growth of 114.8%). FIU is ranked No. 73 in National Institutes of Health research funding among public universities, indicating that in the past 8 years FIU has climbed 19 spots in this ranking. Finally, in the latest Carnegie Basic Classification of universities, FIU retained its R1 Classification.

3. Assure Responsible Stewardship Our last key initiative is driven by the recognition that FIU has a deep responsibility to be a good steward of our resources: human, economic, environmental, and entrepreneurial. Two major initiatives are focused on FIU's diversity. First, our university-wide Diversity, Equity, and Inclusion (DEI) program is focused on increasing equity for diverse communities who seek opportunity and strive to contribute to our prosperity. Second, our program of distinction on Environmental Resilience presents a diverse, holistic approach to building 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, cultivate discovery and creativity, and promote a positive working environment.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

FIU has remained committed to intentionally developing retention and graduation strategies that decrease institutional barriers and increase collaboration across the university. These efforts ensure a solid infrastructure to support student success, which has led to a 10% increase, from 49.3% to 59.4% in the last year, in our First Time in College (FTIC) Four-Year Graduation Rate.

FIU continues to leverage data to both inform and reach out to our students, as supported by the Division of Information Technology and the Office of Analysis and Information Management. Key data points include the monitoring of FTIC students close to 4- or 6-year graduation, and Associate in Arts (AA) Transfer students close to 2- or 3-year graduation. Our goal is to ensure that students have the courses available to them to successfully complete their degrees. We monitor dropped courses and courses for which students have pending incomplete grades, and we reach out to students who may have stopped out with over 90 credits. Additionally, we reach out to students who are completing their degree requirements but who have not applied to graduate or not registered for a future term.

Over the next year, key strategies related to identifying specific barriers in year-to-year retention will be developed to sustain this improvement in graduation rates. FIU will continue to monitor data dashboards, developing communication matrices to ensure that student success efforts are coordinated and implemented and that the data collected are used to help iterate on developed strategy or inform future strategies. Central support and a continued focus on working closely with college success teams will ensure that we are working as efficiently and effectively as possible in support of our students. Further, the collection of key qualitative data is critical to understanding the student experience and provides greater context for our student success work.

FIU continues to support efforts related to improving teaching, including the Gateway to Graduation (G2G) Project, the Provost's Hybrid Program, and the Quality Matters initiatives. These efforts are centered on providing quality professional development to faculty, with a focus on improving the student's learning experience in the classroom and increasing passing rates. Since the inception of the G2G Project in 2015-2016, over 27,000 more students have passed 21 foundational "gateway" courses than would have at 2013-14 passing rates. The average passing rate across these gateway courses has increased from 65% to 82%, and first-to-second-year retention increased from 85% (2013-14 cohort) to 91% (2019-20 cohort). For Hispanic students, retention increased from 87% to 93%. Reduced attrition positively impacts 4- and 6-year graduation rates, which have increased (e.g., 4-year graduation rates have increased from 33% to 48% since the G2G Project's inception in 2015-16). In January 2021, the G2G project received funding for courses that have a high impact on 4-year graduation rates: redesign teams are currently improving Organic Chemistry (CHM 2210), General Biology Labs (BSC 2010L and BSC 2011L), and Calculus for Business (MAC 2233). Each year, another four or five courses will join the project. All course sections will be affected.

Professional development offerings, such as the faculty-centered FIU OnlineCON and the Center for the Advancement of Teaching (CAT) Faculty Innovations in Student Success Showcase (FISSS), provide unique opportunities for faculty discussion, collaboration, insights, and teaching growth. These efforts seek to provide faculty with high-quality professional development and strive to improve both the learning experience in the classroom and passing rates.

We will continue to focus on developing additional strategies to support students who have been impacted by personal or other external factors, which in turn limit their ability to pay for courses. FIU will continue to build on the success of the Emergency Aid Team's efforts, relying on an expanded team to provide financial wellness education and student support services. Through their work, students will receive a financial wellness education covering key topics (e.g., how to access both scholarship and emergency aid funds), and the team will develop an institutional, proactive outreach method of communication regarding financial aid and other financial-related processes and deadlines. These efforts will be critical to support the success of all students, and particularly key in supporting students who receive Pell grants.

Through efforts such as the Communication Protocol for Accountability and Strategic Support (ComPASS) meetings and strategic collaborative groups across the university, FIU will continue to maintain and scale the initiatives that led to this successful rise in our graduation rate.

STRATEGY (cont.)

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

- FIU emerged as the No. 1 university in Florida, with the highest number of points—97—in the history of the State's performance-based funding system (99 points after adjustment by the BOG for retroactive changes).
- FIU had a record number of national rankings, with a total of 83 Top-50 rankings: FIU had a record rise in all major national rankings to become the most improved university in Florida and one of the most improved universities in America. FIU moved up an average of 17 spots, including 25 spots in *Washington Monthly* (to No. 18), 17 spots in *Times Higher Education* (to No. 58), and 10 spots in *U.S. News & World Report* (to No. 95). FIU moved up in *Times Higher Ed* Impact Rankings to No. 6 in the nation and is Top 50 in all 17 sustainable development goals categories.
- FIU graduated a record 16,678 students in academic year 2020-2021, compared to 15,686 in 2019-2020.
- FIU had record retention and graduation rates. FTIC [Full-time] 2-year Retention Rate (GPA>2.0) increased from 88.1% to 90.4%. FTIC [Full-time] 4-year Graduation Rate increased from 42.8% to 49.3%. FTIC [Full-& Part-time] 6-year Graduation Rate increased from 61% to 65%.
- FIU had a record [Full-time] 2-year AA transfer graduation rate, which increased from 45.6% to 54.9%.
- FIU had a record percentage of students employed or reenrolled, which increased from 70.9% to 72.3%.
- FIU had a record number of licenses executed: an increase of 7 to 13, while maintaining the number of annual patents at 62 to retain a Top-20 National ranking in this category.
- FIU had record science and engineering research expenditures, achieving $210 million in S&E expenditures.
- FIU had a record year in the headcount of personnel supported by external grants. There were 4,511 individuals supported by grants, second in the State University System only to the University of Florida.
- FIU's Institute of Environment received a 4-year, $4.75 million NSF renewal of its Florida Coastal Everglades Long Term Ecological Research (FCE-LTER) program. This is the fourth renewal since the program's founding in 2000. The program has more than 150 collaborators and students from academic institutions, agencies, and non-governmental organizations.
- A team of scientists, including Dr. Kevin Boswell from FIU's Institute of Environment, will conduct a $9 million study funded by NOAA to estimate the number of Greater Amberjack in U.S. waters of the South Atlantic Ocean and Gulf of Mexico. The team includes FIU, the University of South Florida, and 14 other universities.
- The College of Law's bar passage rate was the highest in Florida for the seventh consecutive year. A research study, after adjusting for the graduates' academic credentials and the difficulty of each graduate's bar exam, ranked FIU Law first in the country for bar exam overperformance, immediately above Stanford Law School.
- FIU has been named a Great College to Work For a record 6 years in a row by the *Chronicle of Higher Education*. FIU received an honor roll designation, with recognition in 11 out of 12 categories. In addition, FIU is one of six large public 4-year institutions in the nation – and one of only two public institutions in Florida – to achieve honor roll designation, which recognizes institutions for creating exceptional work environments.
- FIU greatly expanded its DEI efforts. Numerous initiatives have been launched through the Equity Action Initiative, which is led by inaugural DEI Vice Provost of Diversity Equity and Inclusion El pagnier Kay Hudson. FIU now has a majority of departments and colleges with DEI plans. StartUP FIU Procurement, with funding from JP Morgan, helped 22 companies secure $6 million in new contracts, and helped FIU increase its minority procurement spending from 12 to 15%.
- As the No. 1 institution in the nation for Quality Matters-certified courses, FIU once again achieved top placement for many of its online degree programs in the *U.S. News & World Report's* newly released rankings. The rankings highlight FIU's commitment to quality and underscore the university's dedication to excellence in online learning. FIU is currently ranked No. 53 in the nation in the Best Online Bachelor's Degree Programs list and No. 42 among public universities in the nation.
- FIU's Steven J. Green School of International & Public Affairs has been named a full member of the Association of Professional Schools of International Affairs (APSIA), making it the first university in Florida to achieve this prestigious designation and one of only 25 U.S. and 40 APSIA member schools in the world.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

As we balance the impact of the COVID-19 pandemic with the university's efforts to support and improve the student experience, we are closely monitoring our metrics to identify the most appropriate goals. Several metrics have shown considerable improvement, while others have decreased slightly or remained stable. Our goals have been adjusted to reflect these observed patterns.

The metrics below have been steadily improving and, thus, the goals have been adjusted accordingly:

- **Metric 4. FTIC Four-Year Graduation Rate**
  FIU's focus on the importance of identifying and resolving student- and institutional-level obstacles to timely graduation resulted in surpassing our 4-Year FTIC Graduation rate goal of 55% for the 2017 cohort by more than four percentage points (59.4%) and surpassing the previous year's rate by 10%. However, we do not anticipate sustaining such large year-to-year increases going forward. Consequently, we are projecting that increases will occur more gradually.
- **9A NEW BOG Choice: 2-Year Full-Time FCS AA-Transfer Graduation Rate**
  Through the facilitation and management of numerous cross-unit working groups, FIU is addressing academic and financial barriers at both the student and institutional levels. These efforts resulted in surpassing our 2-Year Full-Time FCS AA-Transfer Graduation Rate goal of 55% by more than four percentage points (59.3%). This increase is projected to be sustained at 60%.

The metric listed below has been re-examined and more appropriate goals have been proposed:

- **Metric 10. BOT Choice: Number of Post-Doctoral Appointees**
  As a result of FIU's efforts to increase the number of research faculty at the university, the proposed goals, starting in 2022, were reduced by an average of seven post-doctoral appointments in the next 3 years.

The goals for Metrics 2, 3, 7, 8, and 9 will not be adjusted from the previous year's approved goals. Although the Average Cost to the Student (Metric 3) has improved in the past 2 years, it is unlikely that these improvements will be sustained at the same level once CARES Act and other emergency funds are no longer provided.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	66.3	68.3	65.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	66	*67*	*68*	*69*	*70*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	39,300	38,800	39,800	41,000	40,800	.	.	.	.	.
APPROVED GOALS	39,450	39,500	40,000	40,500	41,000	41,000	41,000	41,000	41,000	.
PROPOSED GOALS	.	.	.	.	.	*41,000*	*41,000*	*41,000*	*41,000*	*41,000*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	15,670	11,930	8,660	3,950	2,970	.	.	.	.	.
APPROVED GOALS	16,780	16,000	11,300	9,000	8,500	8,375	8,250	8,125	8,000	.
PROPOSED GOALS	.	.	.	.	.	*8,375*	*8,250*	*8,125*	*8,000*	*8,000*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	33.8	38.9	42.8	49.3	59.4	.	.	.	.	.
APPROVED GOALS	31	34	41	43	55	57	59	61	63	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*63*	*63*	*65*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	86.7	88.0	88.1	90.4	89.2	.	.	.	.	.
APPROVED GOALS	82	86.5	89	90	91	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	48.9	46.3	45.1	50.5	57.5	.	.	.	.	.
APPROVED GOALS	48	48	49	50	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	50.4	52.0	50.5	50.9	50.1	.	.	.	.	.
APPROVED GOALS	50	50	50	50	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	59.6	56.2	56.5	60.0	63.8	.	.	.	.	.
APPROVED GOALS	58	57	56.5	58	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	33.4	41.5	45.6	54.9	59.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	55	56	57	58	59	.
PROPOSED GOALS	.	.	.	.	.	*59*	*59*	*60*	*60*	*61*

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	55.7	58.2	60.3	63.8	65.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	65.3	66.8	68.3	69.8	71.3	.
PROPOSED GOALS	.	.	.	.	.	*66.8*	*68.3*	*69.8*	*71.3*	*72*

10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	211	222	242	260	235	.	.	.	.	.
APPROVED GOALS	.	.	.	.	235	276	282	288	288	.
PROPOSED GOALS	.	.	.	.	.	*276*	*278*	*279*	*280*	*280*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	4.1	4.1	4.2	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.0	4.1	4.1	4.1	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 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	1196	1258	1292	1270	1241	.	.	.	.	.
APPROVED GOALS	1160	1200	1260	1260	1260	1260	1260	1260	1260	.
PROPOSED GOALS	.	.	.	.	.	*1260*	*1260*	*1260*	*1260*	*1260*

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

B. Public University National Ranking [Top 50 rankings based on BOG's official list of publications]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	2	0	1	1	2	.	.	.	.	.
APPROVED GOALS	1	2	2	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*3*	*3*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	89	90	89.5	91	91	.	.	.	.	.
APPROVED GOALS	.	91	92	91	92	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*93*	*93*	*93*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	34	39	43	49	59	.	.	.	.	.
APPROVED GOALS	31	34	41	43	55	57	59	61	63	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*63*	*63*	*65*

E. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	3	6	7	7	7	.	.	.	.	.
APPROVED GOALS	4	6	7	7	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

F. Science & Engineering Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	146	166	192	210	216	.	.	.	.	.
APPROVED GOALS	138	186	195	207	219	227	245	265	287	.
PROPOSED GOALS	.	.	.	.	.	*227*	*245*	*265*	*287*	*300*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	131	153	176	196	200	.	.	.	.	.
APPROVED GOALS	129	134	160	178	200	204	212	228	242	.
PROPOSED GOALS	.	.	.	.	.	*204*	*212*	*228*	*242*	*256*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5 of 7	5 of 7	6 of 7	6 of 7	6 of 7	.	.	.	.	.
APPROVED GOALS	5 of 7	5 of 7	5 of 7	6 of 7	6 of 7	6 of 7	7 of 7	7 of 7	7 of 7	.
PROPOSED GOALS	.	.	.	.	.	*6 of 7*	*7 of 7*	*7 of 7*	*7 of 7*	*7 of 7*

I. Utility Patents Awarded [over three calendar years]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	66	126	171	189	186	.	.	.	.	.
APPROVED GOALS	.	.	.	.	182	180	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	*180*	*180*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	373	404	433	430	460	.	.	.	.	.
APPROVED GOALS	.	.	.	.	480	506	535	565	600	.
PROPOSED GOALS	.	.	.	.	.	*506*	*535*	*565*	*600*	*600*

K. Number of Post-Doctoral Appointees

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	211	222	242	260	235	.	.	.	.	.
APPROVED GOALS	200	220	235	255	235	276	282	288	288	.
PROPOSED GOALS	.	.	.	.	.	*276*	*278*	*279*	*280*	*280*

L. Endowment Size ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	196	209	216	219	276	.	.	.	.	.
APPROVED GOALS	250	275	275	210	250	275	300	325	350	.
PROPOSED GOALS	.	.	.	.	.	*275*	*300*	*325*	*350*	*363*

KEY PERFORMANCE INDICATORS

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

1. Public University National Ranking [Number of Top 50 Rankings based on BOG's official list of publications]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	2	0	1	1	2	.	.	.	.	.
APPROVED GOALS	1	2	2	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*3*	*3*

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	25	25	35	28	29	.	.	.	.	.
APPROVED GOALS	20	27	25	28	31	34	37	40	40	.
PROPOSED GOALS	.	.	.	.	.	*34*	*37*	*40*	*40*	*40*

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	5.1	4.9	4.8	4.6	4.5	.	.	.	.	.
APPROVED GOALS	4.5	5.0	4.9	4.8	4.7	4.6	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.6*	*4.5*	*4.5*	*4.5*	*4.5*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	72	75	79	82	84	.	.	.	.	.
APPROVED GOALS	70.1	73.4	75.1	78.9	79.2	79.5	79.8	80	80	.
PROPOSED GOALS	.	.	.	.	.	*84*	*84*	*84*	*84*	*84*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	55	57	61	65	65	.	.	.	.	.
APPROVED GOALS	57	58	58	62	64	66	68	70	72	.
PROPOSED GOALS	.	.	.	.	.	*66*	*68*	*70*	*72*	*74*

6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	55	56	62	65	71	.	.	.	.	.
APPROVED GOALS	.	.	.	62.5	63	63.5	64	64.5	66	.
PROPOSED GOALS	.	.	.	.	.	*72*	*73*	*74*	*75*	*76*

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	31	36	41	49	61	.	.	.	.	.
APPROVED GOALS	.	.	.	44	47	51	56	61	64	.
PROPOSED GOALS	.	.	.	.	.	61	61	*62*	63	65

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	9,519	10,404	10,961	11,828	12,678	.	.	.	.	.
APPROVED GOALS	8,800	9,900	10,700	11,000	12,000	12,200	12,400	12,600	12,800	.
PROPOSED GOALS	.	.	.	.	.	*12,700*	*12,700*	*12,700*	*12,800*	*12,800*

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3,730	3,690	3,788	4,021	4,168	.	.	.	.	.
APPROVED GOALS	3,630	3,745	3,761	3,776	3,791	3,806	3,806	3,806	3,840	.
PROPOSED GOALS	.	.	.	.	.	*4,200*	*4,200*	*4,200*	*4,250*	*4,250*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	84	85	85	85	86	.	.	.	.	.
APPROVED GOALS	86	83	83	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	24	22	22	21	22	.	.	.	.	.
APPROVED GOALS	24	24	23	23	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*25*	*25*	*25*	*25*

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	25	24	23	28	30	.	.	.	.	.
APPROVED GOALS	24	25	25	25	25	25	25	25	26	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*26*	*26*

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35	35	37	39	41	.	.	.	.	.
APPROVED GOALS	34	36	35	36	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*41*	*41*	*42*	*42*	*43*

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	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	87	89	93	96	91	93	93	93	93	93
US Average	90	92	91	90	86	.	.	.	.	.
LAW	87	88	94	89	87	85	85	85	85	85
Florida Average	69	66	74	71	71	.	.	.	.	.
MEDICINE (2YR)	99	99	100	100	100	96	96	96	96	96
US Average	96	96	97	97	96	.	.	.	.	.

CROSS-YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
MEDICINE (4Y-CK)	97	99	99	99	100	96	96	96	96	96
US Average	96	97	98	98	99	.	.	.	.	.

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	92	92	90	91	91	92	92	92	92	92
US Average	92	92	92	91	90	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	4	4	4	5	5	5	5	5	5	5
TOTAL	5	5	5	5	5	5	5	5	5	5

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	3	6	7	7	7	.	.	.	.	.
APPROVED GOALS	4	6	7	7	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	13	3	2	5	11	.	.	.	.	.
APPROVED GOALS	8	13	5	10	12	14	16	18	18	.
PROPOSED GOALS	.	.	.	.	.	*14*	*16*	*18*	*18*	*18*

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	55	57	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	57	*57*

18. Total Research Expenditures ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	177	196	226	237	246	.	.	.	.	.
APPROVED GOALS	175	186	205	230	248	269	309	350	401	.
PROPOSED GOALS	.	.	.	.	.	*269*	*290*	*330*	*400*	*415*

19. Research Expenditures from External Sources ($M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	81	96	108	113	115	.	.	.	.	.
APPROVED GOALS	.	.	.	132	127	134	142	150	165	.
PROPOSED GOALS	.	.	.	.	.	*134*	*142*	*150*	*165*	*185*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	43	66	62	61	63	.	.	.	.	.
APPROVED GOALS	17	55	57	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	3	4	6	7	13	.	.	.	.	.
APPROVED GOALS	2	4	6	6	7	12	15	19	20	.
PROPOSED GOALS	.	.	.	.	.	*12*	*15*	*19*	*20*	*30*

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	1	1	0	1	6	.	.	.	.	.
APPROVED GOALS	1	1	3	4	5	6	6	7	7	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*7*	*7*	*8*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Institution Specific Goal #1: Percent of Student Credit Hours in Online Education

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	30	33	36	39	85	.	.	.	.	.
APPROVED GOALS	.	.	.	.	77	39	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

Institution Specific Goal #2: Percent of Student Credit Hours in Hybrid Education

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	8	10	12	13	9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	9	15	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*16*	*16*	*16*

Institution Specific Goal #3: Internships (Number of academic internships students participated in during the academic year)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	6,101	6,826	8,618	8,230	6,983	.	.	.	.	.
APPROVED GOALS	.	.	.	.	8,700	8,700	8,740	8,780	8,820	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,200*	*7,400*	*7,600*	*7,600*

Institution Specific Goal #4: Percent of First Generation Undergraduate Student Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
ACTUAL	24%	25%	25%	23%	22%	.	.	.	.	.
APPROVED GOALS	.	.	.	.	25%	25%	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	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	41,852	41,796	41,794	41,160	39,862	.	.	.	.	.
APPROVED GOALS	41,276	41,957	41,554	41,629	40,991	40,882	41,017	41,331	41,592	.
PROPOSED GOALS	.	.	.	.	.	*39,344*	*39,987*	*40,395*	*40,684*	*40,684*

GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	8,700	8,778	8,999	9,462	9,831	.	.	.	.	.
APPROVED GOALS	9,087	8,944	9,111	9,077	9,588	9,827	10,041	10,046	10,046	.
PROPOSED GOALS	.	.	.	.	.	*9,963*	*10,196*	*10,325*	*10,325*	*10,325*

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	4,386	4,542	4,105	3,914	4,067	4,350	4,400	4,400	4,400	4,400
FTIC: Returning	13,206	13,308	13,385	13,240	12,542	12,329	12,477	12,619	12,722	12,722
Transfer: FCS w/ AA	13,888	13,761	14,366	14,315	13,561	12,906	13,251	13,467	13,603	13,603
Other Undergraduates	9,468	9,263	8,917	8,644	8,633	8,700	8,800	8,850	8,900	8,900
Post-Baccalaureates	904	922	1,021	1,047	1,059	1,059	1,059	1,059	1,059	1,059
Subtotal	**41,852**	**41,796**	**41,794**	**41,160**	**39,862**	***39,344***	***39,987***	***40,395***	***40,684***	***40,684***
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	6,025	5,906	6,010	6,360	6,593	6,619	6,779	6,846	6,846	6,846
Research Doctoral	1,359	1,452	1,509	1,547	1,645	1,604	1,607	1,607	1,607	1,607
Professional Doctoral	1,316	1,420	1,480	1,555	1,593	1,740	1,810	1,872	1,872	1,872
Subtotal	**8,700**	**8,778**	**8,999**	**9,462**	**9,831**	**9,963**	**10,196**	**10,325**	**10,325**	**10,325**
TOTAL	**50,552**	**50,574**	**50,793**	**50,622**	**49,693**	**49,307**	**50,183**	**50,720**	**51,009**	**51,009**

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

ENROLLMENT PLANNING (cont.)

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	11	12	12	13	11	.	.	.	.	.
APPROVED GOALS	.	.	13	14	14	15	15	16	17	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*16*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LOWER	13,995	14,251	14,524	14,264	13,734	13,646	13,696	13,834	13,934	14,006	14,006
UPPER	23,259	24,283	25,372	26,559	27,308	26,395	25,698	26,228	26,544	26,765	26,765
GRAD 1	6,433	6,294	6,248	6,430	6,853	7,105	7,132	7,304	7,376	7,376	7,376
GRAD 2	1,979	2,107	2,150	2,258	2,362	2,465	2,546	2,601	2,649	2,649	2,649
TOTAL	**45,666**	**46,935**	**48,294**	**49,511**	**50,257**	**49,611**	**49,072**	**49,967**	**50,503**	**50,796**	**50,796**

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

	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	30	33	36	39	85	40	40	40	40	40
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	8	10	12	13	7	16	16	16	16	16
Classroom (0-49%)	63	57	52	48	8	44	44	44	44	44
GRADUATE										
All Distance (100%)	22	24	26	29	73	30	30	30	30	30
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	7	9	10	10	12	13	13	13	13	13
Classroom (0-49%)	71	67	64	61	14	57	57	57	57	57

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. *An error with courses taken data affecting 2020-21 FTE counts was identified following FIU's BOT approval. The revision was made in collaboration with FIU's Data Administrator and the Board's ODA staff. The change did not affect FIU's proposed goals.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

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 2021 Accountability Plan list for programs under consideration for 2022-23.

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						
Global Languages Cultures and Literatures	16.0101	Global	FAU, NCF, UF, USF	30%	75	3/2022
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	3/2023
Public Health (REVISED)	51.2201	Health	FSU, FGCU, UF, USF, UWF	30-40%	245	3/2023
Sport and Exercise Science	31.0505	STEM	FAU, FGCU, UCF, UWF	50%	120	3/2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MBA in Cybersecurity	11.1003	STEM	UWF, UCF, FAMU	50%	50	12/2021
Psychological Sciences in Education	42.2799	STEM	UF, UNF	--	Companion to PhD	6/2023
DOCTORAL PROGRAMS						
Psychological Sciences in Education	42.2799	STEM	UF	--	24	6/2023

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($30,000+) 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 $30,000) 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 all 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 State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*
Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

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

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

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

DEFINITIONS (cont.)

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

Preeminence Research University (PRE)

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

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

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

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as 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).

DEFINITIONS (cont.)

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

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

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

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

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

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

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

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

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: 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, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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

DEFINITIONS (cont.)

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

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

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

KPI-6: 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 are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as 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-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better 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, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

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

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

DEFINITIONS (cont.)

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

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

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

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

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA