2023

ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

BOT Approved April 27, 2023

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INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

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 we continue to help drive the economy of the state and especially our region. We continue to support the mission of the State University System of Florida especially in ensuring student success, research excellence, and economic and social mobility of our citizens. 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 talented, driven, and very diverse body of more than 56,000 students and 290,000 Panther alumni. FIU has improved 62 spots in the last 10 years in the *U.S. News & World Report* rankings, which makes us the fastest rising in public university rankings. *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. DegreeChoices ranks FIU #8 in students' return of investment and #3 among public universities in the same category. *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 international "I" in FIU. Where others see challenges, we see opportunities for solutions. Our research and service efforts take aim at the global issues that Miami is in 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 with over $282 million in research expenditures in 2022.

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 toward furthering its role as 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. 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 $282 million in total research expenditures. We made similar progress in Science & Engineering (S&E) and non-Medical S&E research expenditures, with $250 million and $233 million, respectively. Our NSF rankings improved broadly. In total research, we climbed two places to No. 70, and rankings improved in all the BOG Preeminence S&E subfields, with 6 subfields ranked in the top 100. FIU is now ranked top 50 among public universities in several different research funding categories including Psychology (3rd), Social Sciences (10th), Computer Science (26th), Physical Sciences (33rd), and Environmental Sciences (39th). We have achieved top 50 research rankings among public universities in two Physical Sciences fields, #19 in Chemistry and #46 in Physics. We also achieved top 50 rankings in three engineering fields: #26 in Civil Engineering, #36 in Electrical Engineering, and #47 in Biomedical Engineering.

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. First, FIU has focused on optimizing organizational structures to better serve our students and increase efficiency and effectiveness; this has been achieved through re-organization and resource alignment. 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 continued to increase our FTIC 4-year graduation rate to a high of 59.8% for 2021-22. To continue this success, FIU has developed a culture of continuous improvement when it comes to advancing student progression to timely graduation. This involves regularly monitoring retention, progression, and graduation trends for each academic unit and developing a College Success Plan based on each college's unique challenges and opportunities. These data-informed Success Plans are developed with each College Success Team in the Fall. Progress is tracked through ongoing conversations with College and University Leadership in the Spring and Summer semesters.

Additionally, FIU tracks progression to graduation of various student populations and conducts outreach to students with an indicator that they may be at-risk of attrition, or of becoming off-track for graduation. Examples include outreach to students with holds blocking enrollment, those not enrolled for the upcoming term, those at-risk of drop for non-payment, those at-risk of losing (or who have lost) their financial aid, those with an expiring incomplete grade, those with an early alert in a course, and those with missed critical course milestones/success markers.

Based on lessons learned from these outreaches, we have established several workgroups. We created a Registration Holds Workgroup to review university-wide holds blocking enrollment, streamline access to placing holds, and standardize criteria for hold placement and timing. We have also established a Workgroup for reducing the number of students that are dropped for nonpayment to improve communication and processes related to cancellation. Finally, the University Course Offerings Workgroup uses data to minimize course-related barriers to student progression, reducing late course schedule changes/cancellations, and using data to ensure students have access to the courses they need for progression to timely graduation. Over the next year, we will scale a comprehensive early alert intervention strategy and expand capacity for strategic outreach interventions. In the upcoming year, we plan to implement/expand efforts to analyze return on investment (ROI) and/or impact of the various student success interventions and initiatives and use that data to inform best practices and future efforts.

FIU continues to support efforts related to improving teaching, including the Gateway Project, 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 2015-2016 inception of the Gateway Project, focused on first-to-second-year retention, more than 38,000 additional students have passed 24 foundational "gateway" courses than would have at the 2013-14 passing rates (24 courses with > 40,000 enrolled students annually, including Biology, Chemistry, English, History, Psychology, Math, Statistics, Economics, Religious Studies). The average passing rate across these gateway courses has increased from 65% to 78%, and first-to-second-year retention increased from 85% (2013-14 cohort) to 92% (2020-21 cohort). For Hispanic students, retention increased from 87% to 92%. Reduced attrition positively impacts 4- and 6-year graduation rates, which have increased (e.g., 4-year graduation rates have increased from 33% to 59.8% 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), Calculus I (MAC 2311), Calculus II (MAC 2312), Statics (EGN 3311), Dynamics (EGN 3321), Programming I (COP 2210), Financial Management (FIN 3403), and Calculus for Business (MAC 2233). Each year, another four or five courses will join the project. All course sections will be impacted.

STRATEGY (cont.)

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

- FIU's Institute of Environment received a $5 million grant for the Center for Aquatic Chemistry and Environment. Research focuses on detection of contaminants on aquatic systems along urban corridors.
- FIU received $12.8 million NSF award to expand its Wall of Wind to a prototype facility to simulate hurricane with winds of 200 mph and 10-20-foot storm surge.
- College of Engineering and Computing received $3 million from the U.S. Department of Energy to lead a Consortium for Research and Education in Power and Energy Systems for Sustainable STEM Workforce.
- Dr. Sumit Paudyal was selected by the Department of Energy to lead a Consortium for Research and Education in Power and Energy Systems for Sustainable STEM Workforce by providing an innovative research and educational platform in the intersection of legacy power system analysis, nuclear engineering, and cyber-physical systems.
- U.S. Department of Agriculture and the U.S. Department of Health & Human Services selected Cristina Palacios, chair of the Department of Dietetics and Nutrition at FIU's Robert Stempel College of Public Health & Social Work, to serve on the 2025 Dietary Guidelines Advisory Committee. The committee will advise USDA and HHS on the development of guidelines that form the basis for federal nutrition policy and programs, nutrition education efforts, and health promotion and disease prevention initiatives.
- FIU researchers moved a step closer to producing synthetic arsenic-based drugs in their quest to solve the growing number of antibiotic-resistant infections. The team from the Herbert Wertheim College of Medicine (HWCOM) and the College of Arts, Sciences and Education (CASE) has been awarded a U.S. patent for devising methods for chemically synthesizing arsinothricin (AST), a new arsenic-based antibiotic.
- Researchers from FIU's HWCOM — in collaboration with the National Center for Advancing Translational Sciences, part of the NIH, and University of Arkansas for Medical Sciences — found a possible new way to counteract the effects osteoporosis. The discovery is the first step toward cheaper, effective, easy-to-take treatments for osteoporosis and other diseases associated with bone loss.
- NSF awarded FIU researchers $1 million to continue their work to help thwart cyberattacks — from computers and mobile devices to large-scale networks. The research aims to create security solutions for 5G/6G networks.
- FIU Business' Hollo School of Real Estate was ranked #1 globally and #1 in the United States for the fifth consecutive year, for research productivity by the Journal of Real Estate Literature, continuing a remarkable record of research achievement for the Chapman Graduate School program.
- FIU's Research Center in a Minority Institution won a $19.4 million NIH grant to fight health disparities in multiple diseases, including cancer and early risk factors for Alzheimer's disease —the largest NIH award in FIU's history.
- FIU received $2 million to jumpstart funding to develop a PET/Cyclotron Center at FIU—the first of its kind in the SUS. This year, FIU received an additional $3 million from the Health Resources and Services Administration.
- Endowment of the Diane Ramy Faulconer Collaborative Advanced Rehabilitation/Research & Education (CARE) Center Lab provides high quality rehabilitative clinical resources and techniques to improve rehabilitation research methods with significant impact on the life quality of individuals with disabilities.
- A multi-disciplinary team, led by civil and environmental engineering faculty Dr. Arindam Chowdhury, received a $12.8 million four-year NSF grant to design a national research and testing facility for infrastructure resilience, including water surge studies, at 200 miles per hour wind speeds.
- FIU Law graduates earned the highest first-time passage rate on the Florida Bar Exam for the eighth consecutive July administration. The College has ranked among the top 10 law schools in the country for value-added performance in several studies.
- FIU received formal full membership admission into the Association of Professional Schools of International Affairs (APSIA) in September 2021.
- FIU had record total research expenditures of $282 million and S&E of $250 million.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

FIU has not lowered any of the Performance-Based Funding Metrics from the previous year's goals. We continue to work on innovative student success initiatives to improve retention and graduation rates, with a particular focus on professional development for faculty, industry alignment, and research excellence, especially as we continue to mitigate the impacts of the COVID-19 pandemic.

As a result of the changes to Metric 1: Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) we have developed new goals. We have subsequently increased our goals for Metric 2: Median Wages of Bachelor's Graduates Employed Full-time to more accurately reflect increasing goals for median wages of our graduates.

PERFORMANCE-BASED FUNDING METRICS

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	68.0	72.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*74.0*	*75.5*	*77.0*	*78.5*	*80.0*

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,800	39,800	41,000	40,800	44,900	.	.	.	.	.
APPROVED GOALS	39,500	40,000	40,500	41,000	41,000	41,000	41,000	41,000	41,000	.
PROPOSED GOALS	.	.	.	.	.	*45,000*	*45,000*	*45,000*	*45,000*	*45,000*

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

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	11,930	8,660	3,950	2,960	-1,630	.	.	.	.	.
APPROVED GOALS	16,000	11,300	9,000	8,500	8,375	8,250	8,125	8,000	8,000	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	11,930	8,660	5,350	5,330	3,320	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	38.9	42.8	49.3	59.4	59.8	.	.	.	.	.
APPROVED GOALS	34	41	43	55	60	61	63	63	65	.
PROPOSED GOALS	.	.	.	.	.	*61*	*63*	*63*	*65*	*65*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	88.0	88.1	90.4	89.2	88.8	.	.	.	.	.
APPROVED GOALS	86.5	89	90	91	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	46.3	45.1	50.5	57.5	59.0	.	.	.	.	.
APPROVED GOALS	48	49	50	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 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	52.0	50.5	50.9	50.1	50.3	.	.	.	.	.
APPROVED GOALS	50	50	50	50	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	56.2	56.5	60.0	63.8	61.5	.	.	.	.	.
APPROVED GOALS	57	56.5	58	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	56.1	62.1	65.2	70.7	71.9	.	.	.	.	.
APPROVED GOALS	.	.	63	63	72	73	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	*73*	*74*	*75*	*76*	*76*

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	58.2	60.3	63.8	65.0	68.6	.	.	.	.	.
APPROVED GOALS	.	.	.	65	67	68	70	71	72	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*71*	*72*	*74*

10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	222	242	260	235	278	.	.	.	.	.
APPROVED GOALS	220	235	255	235	276	278	279	280	280	.
PROPOSED GOALS	.	.	.	.	.	*278*	*279*	*280*	*280*	*280*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	4.1	4.2	4.3	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.1	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 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	1,258	1,292	1,270	1,241	1,286	.	.	.	.	.
APPROVED GOALS	1,200	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	.
PROPOSED GOALS	.	.	.	.	.	*1,260*	*1,260*	*1,260*	*1,260*	*1,260*

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

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	1	1	2	3	.	.	.	.	.
APPROVED GOALS	2	2	2	2	2	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*3*

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	90	89.5	91	91	91	.	.	.	.	.
APPROVED GOALS	91	92	91	92	93	94	94	94	94	.
PROPOSED GOALS	.	.	.	.	.	*91*	*91*	*91*	*91*	*91*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	39	43	49	59.4	59.8	.	.	.	.	.
APPROVED GOALS	34	41	43	55	60	61	63	63	65	.
PROPOSED GOALS	.	.	.	.	.	*61*	*63*	*63*	*65*	*65*

E. National Academy Memberships

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

F. Science & Engineering Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	166	192	210	216	250	.	.	.	.	.
APPROVED GOALS	186	195	207	219	227	245	265	287	300	.
PROPOSED GOALS	.	.	.	.	.	*257*	*270*	*287*	*307*	*322*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	153	176	196	200	233	.	.	.	.	.
APPROVED GOALS	134	160	178	200	204	212	228	242	256	.
PROPOSED GOALS	.	.	.	.	.	*239*	*245*	*254*	*268*	*275*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	5 of 8	6 of 8	6 of 8	6 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	5 of 8	5 of 8	6 of 8	6 of 8	6 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	*7 of 8*	*7 of 8*	*7 of 8*	*7 of 8*	*7 of 8*

I. Utility Patents Awarded [over three calendar years]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	126	171	189	186	184	.	.	.	.	.
APPROVED GOALS	115	166	188	182	180	180	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	*180*	*180*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	404	433	430	460	513	.	.	.	.	.
APPROVED GOALS	403	438	455	480	506	535	565	600	600	.
PROPOSED GOALS	.	.	.	.	.	*535*	*565*	*600*	*600*	*612*

K. Number of Post-Doctoral Appointees

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	222	242	260	235	278	.	.	.	.	.
APPROVED GOALS	220	235	255	235	276	278	279	280	280	.
PROPOSED GOALS	.	.	.	.	.	*278*	*279*	*280*	*280*	*280*

L. Endowment Size ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	209	216	219	276	284	.	.	.	.	.
APPROVED GOALS	275	275	210	250	275	300	325	350	363	.
PROPOSED GOALS	.	.	.	.	.	*300*	*325*	*350*	*375*	*400*

KEY PERFORMANCE INDICATORS

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

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	1	1	2	3	.	.	.	.	.
APPROVED GOALS	2	2	2	2	2	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*3*

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

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	25	35	28	29	28	.	.	.	.	.
APPROVED GOALS	27	25	28	31	34	37	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.9	4.8	4.6	4.5	4.3	.	.	.	.	.
APPROVED GOALS	5.0	4.9	4.8	4.7	4.6	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.5*	*4.5*	*4.5*	*4.5*	*4.5*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	75	79	82	84	87	.	.	.	.	.
APPROVED GOALS	73.4	75.1	78.9	79.2	84	84	84	84	84	.
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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	57	61	65	65	68	.	.	.	.	.
APPROVED GOALS	58	58	62	64	66	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	*68*	*70*	*72*	*74*	*76*

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

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	42	46	55	59	57	.	.	.	.	.
APPROVED GOALS	.	.	.	55	59	59	60	60	61	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*60*	*61*	*61*

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	36	41	49	61	61	.	.	.	.	.
APPROVED GOALS	.	.	44	47	61	61	62	63	65	.
PROPOSED GOALS	.	.	.	.	.	*61*	*62*	*63*	*65*	*65*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	10,404	10,961	11,828	12,677	12,363	.	.	.	.	.
APPROVED GOALS	9,900	10,700	11,000	12,000	12,700	12,700	12,700	12,800	12,800	.
PROPOSED GOALS	.	.	.	.	.	*12,000*	*12,000*	*12,000*	*12,000*	*12,000*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3,690	3,788	4,021	4,168	4,472	.	.	.	.	.
APPROVED GOALS	3,745	3,761	3,776	3,791	4,200	4,200	4,200	4,250	4,250	.
PROPOSED GOALS	.	.	.	.	.	*4,200*	*4,200*	*4,250*	*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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	85	85	85	86	86	.	.	.	.	.
APPROVED GOALS	83	83	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	22	22	21	22	20	.	.	.	.	.
APPROVED GOALS	24	23	23	24	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*21*	*21*	*21*	*21*	*21*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	24	23	28	30	33	.	.	.	.	.
APPROVED GOALS	25	25	25	25	25	25	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*26*	*26*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	35	36.7	39	41	39	.	.	.	.	.
APPROVED GOALS	36	35	36	38	41	41	42	42	43	.
PROPOSED GOALS	.	.	.	.	.	*41*	*42*	*42*	*43*	*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	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	89	93	96	91	82	*93*	*93*	*93*	*93*	*95*
US Average	92	91	90	86	82	.	.	.	.	.
LAW	88	94	89	87	80	*85*	*85*	*85*	*85*	*85*
US Average	66	74	71	71	65	.	.	.	.	.
MEDICINE (2YR)	99	100	100	100	100	*96*	*96*	*96*	*96*	*96*
US Average	96	97	97	96	93	.	.	.	.	.

CROSS-YEAR	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
MEDICINE (4Y-CK)	99	99	99	100	99	*96*	*96*	*96*	*96*	*96*
US Average	97	98	98	99	99	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	92	90	91	91	87	*92*	*92*	*92*	*92*	*92*
US Average	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	4	4	5	5	4	*4*	*4*	*4*	*4*	*4*
TOTAL	5	5	5	5	5	*5*	*5*	*5*	*5*	*5*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

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

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	3	2	5	11	N/A	.	.	.	.	.
APPROVED GOALS	13	5	10	12	14	16	18	18	18	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

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

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	55	57	56	.	.	.	.	.
APPROVED GOALS	.	.	.	.	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*	*57*

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	196	226	237	246	282	.	.	.	.	.
APPROVED GOALS	186	205	230	248	269	290	330	400	415	.
PROPOSED GOALS	.	.	.	.	.	*296*	*330*	*400*	*415*	*422*

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	96	108	113	115	141	.	.	.	.	.
APPROVED GOALS	.	.	132	127	134	142	150	165	185	.
PROPOSED GOALS	.	.	.	.	.	*142*	*150*	*165*	*185*	*190*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	66	62	61	63	60	.	.	.	.	.
APPROVED GOALS	55	57	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4	6	7	13	15	.	.	.	.	.
APPROVED GOALS	4	6	6	7	12	15	19	20	30	.
PROPOSED GOALS	.	.	.	.	.	*15*	*19*	*20*	*30*	*30*

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1	0	1	6	3	.	.	.	.	.
APPROVED GOALS	1	3	4	5	6	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*	*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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	33	36	39	85	53	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*50*	*40*	*40*	*40*	*40*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	10	12	13	7	11	.	.	.	.	.
APPROVED GOALS	.	.	.	.	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*11*	*16*	*16*	*16*	*16*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	6,826	8,618	8,230	6,983	9,040	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7,000	7,200	7,400	7,600	7,600	.
PROPOSED GOALS	.	.	.	.	.	*8,780*	*8,820*	*8,820*	*8,820*	*8,820*

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
ACTUAL	25%	25%	23%	22%	20%	.	.	.	.	.
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	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	41,796	41,794	41,160	39,862	39,213	.	.	.	.	.
APPROVED GOALS	41,957	41,554	41,629	40,991	39,344	39,987	40,395	40,684	40,684	.
PROPOSED GOALS	.	.	.	.	.	*39,141*	*40,053*	*40,471*	*40,758*	*40,758*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	8,778	8,999	9,462	9,831	9,569	.	.	.	.	.
APPROVED GOALS	8,944	9,111	9,077	9,588	9,963	10,196	10,325	10,325	10,325	.
PROPOSED GOALS	.	.	.	.	.	9,189	*9,166*	*9,166*	*9,166*	*9,166*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	4,542	4,105	3,914	4,067	4,418	*4,900*	*4,950*	*4,950*	*4,950*	*4,950*
FTIC: Returning	13,308	13,385	13,240	12,542	12,258	*12,281*	*12,838*	*13,167*	*13,404*	*13,404*
Transfer: FCS w/ AA	13,761	14,366	14,315	13,561	12,538	*11,800*	*12,005*	*12,005*	*12,005*	*12,005*
Other Undergraduates	9,263	8,917	8,644	8,633	8,947	*9,140*	*9,240*	*9,290*	*9,340*	*9,340*
Post-Baccalaureates	922	1,021	1,047	1,059	1,052	*1,020*	*1,020*	*1,059*	*1,059*	*1,059*
Subtotal	**41,796**	**41,794**	**41,160**	**39,862**	**39,213**	***39,141***	***40,053***	***40,471***	***40,758***	***40,758***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	5,906	6,010	6,360	6,593	6,382	*6,000*	*6,000*	*6,000*	*6,000*	*6,000*
Research Doctoral	1,452	1,509	1,547	1,645	1,674	*1,673*	*1,650*	*1,650*	*1,650*	*1,650*
Professional Doctoral	1,420	1,480	1,555	1,593	1,513	*1,516*	*1,516*	*1,516*	*1,516*	*1,516*
Subtotal	**8,778**	**8,999**	**9,462**	**9,831**	**9,569**	***9,189***	***9,166***	***9,166***	***9,166***	***9,166***
TOTAL	**50,574**	**50,793**	**50,622**	**49,693**	**48,782**	***48,330***	***49,219***	***49,637***	***49,924***	***49,924***

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

ENROLLMENT PLANNING (cont.)

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	12	12	13	11	12	.	.	.	.	.
APPROVED GOALS	.	13	14	14	15	15	16	17	17	.
PROPOSED GOALS	.	.	.	.	.	*15*	*16*	*17*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	14,251	14,524	14,264	13,734	12,890	*13,304*	*14,047*	*14,472*	*14,702*	*14,702*	*14,702*
UPPER	24,283	25,372	26,559	27,308	26,088	*25,004*	*24,370*	*24,725*	*24,783*	*24,783*	*24,783*
GRAD 1	6,294	6,248	6,430	6,853	7,129	*6,778*	*6,372*	*6,372*	*6,372*	*6,372*	*6,372*
GRAD 2	2,107	2,150	2,258	2,362	2,445	*2,416*	*2,418*	*2,400*	*2,400*	*2,400*	*2,400*
TOTAL	**46,935**	**48,294**	**49,511**	**50,257**	**48,552**	***47,502***	***47,207***	***47,969***	***48,257***	***48,257***	***48,257***

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

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	33	36	39	85	53	*50*	*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%)	10	12	13	7	11	*11*	*16*	*16*	*16*	*16*
Classroom (0-49%)	57	52	48	8	36	*39*	*44*	*44*	*44*	*44*
GRADUATE										
All Distance (100%)	24	26	29	73	38	*37*	*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%)	9	10	10	12	13	*11*	*13*	*13*	*13*	*13*
Classroom (0-49%)	67	64	61	14	49	*52*	*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.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Public Health (Revised)	51.2201	Health	FSU, FGCU, UF, USF, UWF	30-40%	245	3/2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	Hybrid 100%	45	3/2024
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2024-26

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

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	--	65	3/2025
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
FinTech	30.7104	STEM	UCF	Hybrid 100%	55	3/2025
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better 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.

DEFINITIONS (cont.)

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

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

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

KPI-19: Research Expenditures Funded from External Sources: This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

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

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

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

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

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

STATE UNIVERSITY SYSTEM OF FLORIDA