2025 ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

Board of Trustees Approved April 15, 2025

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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 (FIU) 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

Florida International University (FIU) is a Carnegie R1, preeminent state public research university committed to making an impact locally, in the State of Florida, and around the country and the world. With nearly 55,000 students, FIU has leveraged its scale and is proud to have more than 330,000 alumni leading across industries and sectors, most of which have chosen to build their families and careers in Florida. FIU's strategy is grounded in the *Experience Impact 2030* Strategic Plan, which focuses our university's priorities around three pillars: the FIU Experience; Research Excellence; and Strategic Alliances.

We aim for our students, alumni and community to have an exceptional experience – from academic excellence, student success, extracurricular offerings, facilities, campus life and activities – we expect only the best for our students. We aim to continue to grow our research portfolio and invest in the three Strategic Focus Areas of environment and environmental resilience, health, and innovation and technology. Additionally, as an engine of economic growth and social mobility, we seek to build clinical, industry, academic, and government partnerships that will continue our incredible trajectory of growth and impact.

We continue to support the mission of the State University System of Florida, especially in ensuring student success, research excellence, and the economic and social mobility of our citizens. We are proud to have achieved $326 million in research expenditures in 2024 and contribute toward the System's $2 billion goal. Our external rankings also continue to highlight the incredible accomplishments of our students, faculty, and staff.

FIU continued its rise in national and international rankings in 2024. FIU is now recognized as a TOP 50 public university by *U.S. News and World Report*, *The Wall Street Journal*, *Washington Monthly*, *QS World Rankings*, and *Times Higher Education. U.S. News* ranks FIU a TOP 100 Overall National University. Additionally, FIU was ranked as the #1 university in Florida by *The Wall Street Journal* and *Washington Monthly*. Many individual programs are ranked as leaders in their respective fields, including *U.S. News's* ranking International Business at No. 2.

FIU endorses the Florida Board of Governors' 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.

FIU's focus on evidence-based learning outcomes and cutting-edge research has propelled our national rankings, increased the economic mobility of our students and our community, and led to our designation as a Preeminent Research University in the State University System of Florida. Building on these successes, FIU's *Experience Impact 2030* Strategic Plan provides a strong vision for our next 50 years and is aligned with the goals of the *SUS 30 Extraordinary Impact* strategic plan.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FIU increased our First Time in College (FTIC) 4-year graduation rate to a high of 70 percent for 2023-24 and the overall first to second year retention rate to a high of 92 percent. The University continues efforts to intentionally monitor retention and graduation rates at the university, college, and program level, and implement targeted outreach interventions to support retention and on-time graduation.

Additionally, 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 supporting faculty in a continuous improvement cycle that uses data from their own classrooms to modify instructional design and learning environments to improve the student's learning experience and improve passing rates and persistence to degree. The Gateway project now directly supports 25 courses with more than 40,000 enrolled students annually. Since inception in AY 2013-2014, the average passing rate has increased from 65% to 81% (up from 78% in AY 2022-2023) resulting in more than 50,600 seats saved.

The Gateway project now opens its doors to any faculty member that would like to participate in the continuous improvement cycle. In AY 2023-2024, 182 faculty teaching 975 sections of 97 courses used the Gateway survey to collect data on students' learning experience, resulting in 18,600 student responses. Results indicate significant increases in responses related to feeling prepared for class sessions, feeling attendance was important, receiving enough helpful feedback, and comfort in asking questions in class. This aligns with faculty reported improvement strategies. The Gateway-to-Graduation (G2G) targets courses that have a high impact on 4-year graduation rates by including faculty, often tenure-track, in the continuous improvement process.

The Provost's Hybrid Program continues to certify faculty through an intensive, semester-long course design institute. There are currently 876 certified faculty with 475 teaching 751 sections of hybrid courses in Fall 2024. A comparison of outcomes in hybrid courses to on-campus and online courses indicate that while student success in hybrid courses is at least on par with other modalities, students rate their experience in hybrid courses more positively in almost all measures of engagement and learning assessed using the Gateway survey.

The Quality Matters (QM) project ensures that online courses at FIU meet national standards in course organization, content delivery, and student engagement. FIU Online is a national leader in the quality of online education, holding the #1 ranking for Quality Matters certified courses since 2021. Our commitment to excellence continues to drive our efforts, having begun in 2011—well ahead of state mandates—with the certification of our first QM course. Today, we certify courses at scale, with 854 courses earning QM certifications. Through our Panther High Quality initiative, launched in 2019 in alignment with Florida Board of Governors' 2025 Strategic Plan, we have certified 604 courses further strengthening our quality standards. This proactive approach to quality assurance not only met the Florida Board of Governors' 2025 Strategic Plan requirements but also reinforces FIU's role as an innovative leader in online education excellence.

Finally, the University's Strategic Plan *Experience Impact 2030* was recently approved by the FIU Board of Trustees and by the Florida Board of Governors. One of three pillars in the Strategic Plan focuses on the FIU Experience with a primary goal of intentionally designing the student journey. This year, FIU will begin efforts to map the student journey to ensure students know how to engage in experiential learning and high-impact practices. FIU will also begin work to enhance and expand student programming, activities, and organizations that engage students.

STRATEGY (cont.)

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

- In 2024, FIU achieved its highest ranking ever in the 2025 *U.S. News and World Report*, ranking 46th among public universities—an increase of 84 spots among public universities and 120 spots overall in the past decade. FIU ranked 1st in the nation for social mobility and 15th for most innovative, and remained 2nd for undergraduate international business for the sixth consecutive year.
- In Fall 2024, *The Wall Street Journal* ranked FIU one of America's best colleges for 2025 – ranked 31st among public universities and 1st in the Florida, also placing FIU in the top 6 for social mobility and first in the nation for student experience at a public university.
- In Spring 2024, Degree Choices ranked FIU 8th nationally for return on investment, based on the cost of attending and the earnings a student can expect.
- In Fall 2024, *Washington Monthly* ranked FIU among the top three public universities in the nation and 1st in Florida in its annual College Guide and Rankings, which recognizes universities for both research excellence and their efforts to ensure the success of all students.
- FIU earned the highest score in the State University System for performance-based funding according to the Florida Board of Governors metrics.
- The Adam Smith Center for Economic Freedom expanded its academic, co-curricular, and experiential offerings. This investment will build on the strong foundation of the Center, including innovative study groups led by Senior Leadership Fellows. The Fellows are all top-level former government leaders, having served as heads of state or senior public servants from the U.S., Latin America, and Europe.
- FIU earned the Carnegie Foundation's Elective Classification in Leadership for Public Purpose, one of only 25 institutions nationwide to receive this honor. This remarkable achievement is a testament to our unwavering commitment to excellence, innovation, and public service.
- FIU Law's graduates continue having success on the Florida Bar exam, exceeding 90% on the July 2024 bar exam.
- SOBEWFF® engaged 1,500+ students, generating $1.5–$2 million annually for scholarships. Programs like the Bacardi Center of Excellence and Vidal-Duart Wine Studies offered hands-on learning, networking, and industry certifications.
- FIU was proud to have its designation as one of APLU's Innovation and Economic Prosperity (IEP) renewed in 2024.
- In Spring 2025, The Chaplin School ranked 31st worldwide and 4th in the U.S. for hospitality management (QS World Rankings 2025). It secured $256,753 in NACUFS grants for Future of Foodservice research and launched a Doctorate in Business Administration (DBA) in Hospitality Management.
- FIU Medicine's Career Advising Program won the 2024 Careers in Medicine Excellence Award from the AAMC, and for the second year in a row, 100% of HWCOM's graduates who participated in *The Match* secured a residency.
- The 2025 *QS World Rankings* recognized FIU's Architecture program in The College of Communications, Architecture & the Arts (CARTA) as a Top 25 program.
- FIU secured nearly $10 million to establish the DoD Center of Excellence for Integrated Renewable Energy and Energy Storage (CIREES), aimed at enhancing the U.S. Army's operational readiness through advanced renewable energy systems and battery storage solutions. CIREES will not only deliver innovative solutions for the U.S. Army but also prepare a highly skilled workforce of engineers to tackle the challenges in energy security, resilience, and efficiency to support our nation's military readiness.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Performance-Based Funding metrics 6 and 8 were adjusted to reflect university-benchmarked data for the new programs of strategic emphasis that were identified by the Board of Governors.

STRATEGY (cont.)

Enrollment Management

Florida International University (FIU) is committed to transforming lives through the delivery of high-quality education, groundbreaking research, and active community engagement. Our enrollment management strategy is designed to uphold this commitment.

The FIU *Experience Impact 2030* Strategic Plan outlines key goals related to ensuring that FIU is a destination university for students across the state, nation, and globe. To achieve this goal, FIU remains focused on:

1. Providing every student with an exceptional and seamless student success experience that gives them the knowledge, skills, and abilities they need to succeed;
2. Maximizing the Return on Investment of an FIU degree with a focus on equipping students with the skills and knowledge needed to meet the evolving demands of the state's workforce in critical areas; and
3. Investing in academic innovation, both through our degree programs and our research.

FIU is committed to meeting the educational needs of Florida's FTIC population, with a commitment to offer a high-quality education to qualified and talented students in the state. FIU will also continue to work with our key state college partners to ensure we are developing transfer pathways that support student success and create a seamless transition. By providing these pathways for student success, we contribute to the social and economic mobility of our community and beyond.

FIU is dedicated to preparing graduate students to meet the demands of Florida's and the nation's growing economies. We are focused on maintaining enrollment in master's degree programs that align with the needs of our local and state economies, providing students with the skills and expertise necessary to excel in their respective fields. Additionally, we are committed to maintaining doctoral degree offerings to enhance knowledge generation and research excellence, further solidifying FIU's position as a leader in cutting-edge research and innovation.

PERFORMANCE-BASED FUNDING METRICS

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	68.0	72.8	77.2	76.4	.	.	.	.	.
APPROVED GOALS	.	.	.	74.0	75.5	77.0	78.5	80.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	*77.0*	*78.5*	*80.0*	*80.0*	*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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	41,000	40,800	44,900	49,600	50,400	.	.	.	.	.
APPROVED GOALS	40,500	41,000	41,000	45,000	47,000	47,000	47,000	47,000	47,000	.
PROPOSED GOALS	.	.	.	.	.	*51,000*	*52,000*	*53,000*	*54,000*	*55,000*

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

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	3,950	2,970	-1,630	920	-450	.	.	.	.	.
APPROVED GOALS	9,000	8,500	8,375	7,000	7,000	7,000	7,000	7,000	7,000	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	49.3	59.4	59.8	64.9	70.0	.	.	.	.	.
APPROVED GOALS	43.0	55.0	60.0	61.0	65.0	65.0	66.0	68.0	70.0	.
PROPOSED GOALS	.	.	.	.	.	*66.0*	*68.0*	*70.0*	72.0	*74.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	90.4	89.2	88.8	90.8	91.5	.	.	.	.	.
APPROVED GOALS	90.0	91.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	*92.0*	*93.0*	*93.0*	*94.0*	*95.0*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	50.5	57.5	59.0	60.9	61.4	.	.	.	.	.
APPROVED GOALS	50.0	50.0	50.0	50.0	50.0	42.0	43.0	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	*39.0*	*40.0*	*42.0*	*44.0*	*45.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	50.9	50.1	50.3	50.4	50.5	.	.	.	.	.
APPROVED GOALS	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	*50.0*	*50.0*	*50.0*	*50.0*	*50.0*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	60.0	63.8	61.5	64.7	67.1	.	.	.	.	.
APPROVED GOALS	58.0	60.0	60.0	60.0	60.0	46.0	46.0	48.0	51.0	.
PROPOSED GOALS	.	.	.	.	.	*42.0*	*42.0*	*45.0*	*48.0*	*51.0*

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	65.2	70.7	71.9	70.0	70.6	.	.	.	.	.
APPROVED GOALS	62.5	63.0	72.0	73.0	74.0	75.0	76.0	76.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	*75.0*	*76.0*	*77.0*	*78.0*	*79.0*

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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	63.8	65.0	68.6	72.2	73.0	.	.	.	.	.
APPROVED GOALS	.	65.3	66.8	69.0	70.0	71.0	72.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	*75.0*	*76.0*	*77.0*	*78.0*	*79.0*

10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	260	235	278	262	274	.	.	.	.	.
APPROVED GOALS	255	235	276	278	274	272	273	274	275	.
PROPOSED GOALS	.	.	.	.	.	*274*	*280*	*285*	*290*	*295*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	4.3	4.3	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	.	.	.	.	.	*4.3*	*4.3*	*4.3*	*4.3*	*4.3*

A. (2). Average SAT Score

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1,270	1,241	1,286	1,284	1,287	.	.	.	.	.
APPROVED GOALS	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	.
PROPOSED GOALS	.	.	.	.	.	*1,287*	*1,290*	*1,293*	*1,296*	*1,300*

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. Starting Fall 2024, CLT scores translated to the SAT scale have also been added.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1	2	3	2	5	.	.	.	.	.
APPROVED GOALS	2	2	2	3	3	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*4*	*4*	*5*

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	91	91	91	92	93	.	.	.	.	.
APPROVED GOALS	91	92	93	91	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*93*	*94*	*95*	*96*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	49	59	60	65	70	.	.	.	.	.
APPROVED GOALS	43	55	60	61	65	65	66	68	70	.
PROPOSED GOALS	.	.	.	.	.	*66*	*68*	*70*	*72*	*74*

E. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	7	7	8	7	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	8	8	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*8*	*9*	*10*	*12*	*14*

F. Total Research Expenditures ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	237	246	282	306	326	.	.	.	.	.
APPROVED GOALS	230	248	269	296	340	400	417	427	444	.
PROPOSED GOALS	.	.	.	.	.	*400*	*417*	*427*	*444*	*460*

Note: FIU's FY2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

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

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	196	200	233	263	279	.	.	.	.	.
APPROVED GOALS	178	200	204	239	275	300	325	340	350	.
PROPOSED GOALS	.	.	.	.	.	*300*	*325*	*340*	*350*	*400*

Note: FIU's FY2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	6 of 8	6 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	6 of 8	6 of 8	6 of 8	7 of 8	7 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*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	189	186	184	178	170	.	.	.	.	.
APPROVED GOALS	188	182	180	180	180	180	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	*180*	*180*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	430	460	513	541	518	.	.	.	.	.
APPROVED GOALS	455	480	506	535	565	600	600	612	625	.
PROPOSED GOALS	.	.	.	.	.	*538*	*548*	*558*	*571*	*584*

K. Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	260	235	278	262	274	.	.	.	.	.
APPROVED GOALS	255	235	276	278	274	272	273	274	275	.
PROPOSED GOALS	.	.	.	.	.	*274*	*277*	*280*	*285*	*290*

L. Endowment Size ($M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	219	276	284	307	338	.	.	.	.	.
APPROVED GOALS	210	250	275	300	325	350	375	400	425	.
PROPOSED GOALS	.	.	.	.	.	*355*	*374*	*392*	*404*	*416*

M. Science & Engineering Research Expenditures ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	210	216	250	281	296	.	.	.	.	.
APPROVED GOALS	207	219	227	257	290	300	315	325	340	.
PROPOSED GOALS	.	.	.	.	.	*300*	*315*	*325*	*340*	*380*

Note: FIU's FY2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

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]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1	2	3	2	5	.	.	.	.	.
APPROVED GOALS	2	2	2	3	3	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*4*	*4*	*5*

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	28	29	28	27	25	.	.	.	.	.
APPROVED GOALS	28	31	34	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.6	4.5	4.3	4.2	4.2	.	.	.	.	.
APPROVED GOALS	4.8	4.7	4.6	4.5	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	*4.2*	*4.2*	*4.2*	*4.2*	*4.2*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82	84	87	88	88	.	.	.	.	.
APPROVED GOALS	78.9	79.2	84	84	84	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*88*	*89*	*90*	*91*	*92*

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]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	65	65	68	72	72	.	.	.	.	.
APPROVED GOALS	62	64	66	68	70	72	74	76	77	.
PROPOSED GOALS	.	.	.	.	.	*73*	*74*	*76*	*77*	*78*

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

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	55	59	57	56	56	.	.	.	.	.
APPROVED GOALS	.	55	59	59	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*57*	*58*	*59*	*60*	*60*

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	49	61	61	66	71	.	.	.	.	.
APPROVED GOALS	44	47	61	61	66	66	67	68	70	.
PROPOSED GOALS	.	.	.	.	.	*67*	*69*	*71*	*73*	*75*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	11,828	12,677	12,363	11,472	11,504	.	.	.	.	.
APPROVED GOALS	11,000	12,000	12,700	12,000	12,000	12,000	12,000	12,000	12,000	.
PROPOSED GOALS	.	.	.	.	.	*12,000*	*12,000*	*12,000*	*12,000*	*12,000*

9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4,021	4,168	4,472	4,600	4,319	.	.	.	.	.
APPROVED GOALS	3,776	3,791	4,200	4,200	4,200	4,250	4,250	4,250	4,250	.
PROPOSED GOALS	.	.	.	.	.	*4,250*	*4,250*	*4,250*	*4,250*	*4,350*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	85	86	86	85	85	.	.	.	.	.
APPROVED GOALS	85	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	21	22	20	18	17	.	.	.	.	.
APPROVED GOALS	23	24	24	21	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*20*	*20*	*20*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	28	30	33	35	37	.	.	.	.	.
APPROVED GOALS	25	25	25	25	25	25	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	*37*	*37*	*38*	*39*	*39*

13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	39	41	39	43	47	.	.	.	.	.
APPROVED GOALS	36	38	41	41	42	42	43	43	43	.
PROPOSED GOALS	.	.	.	.	.	*43*	*45*	*46*	*47*	*49*

KEY PERFORMANCE INDICATORS (cont.)

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

14. Professional Licensure & Certification Exam First-time Pass Rates

NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	96	91	85	93	93	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	93	93	93	93	93	93	93	95	95	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*95*	*95*	*95*

LAW

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	89	87	80	89	89	.	.	.	.	.
BENCHMARK	71	71	65	70	77	.	.	.	.	.
APPROVED GOALS	85	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	91	91	87	83	80	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	.	.	92	92	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	100	100	100	96	99	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	96	96	96	96	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	*96*	*96*	*96*	*96*	*96*

KEY PERFORMANCE INDICATORS (cont.)

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

MEDICINE (4Y-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	99	100	99	98	100	.	.	.	.	.
BENCHMARK	98	99	99	98	98	.	.	.	.	.
APPROVED GOALS	96	96	96	96	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	*98*	*98*	*98*	*98*	*98*

Exam Scores Relative to Benchmarks

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ABOVE / TIED	5	5	4	4	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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	7	7	8	7	8	.	.	.	.	.
APPROVED GOALS	7	8	8	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*9*	*10*	*12*	*14*

16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	55	57	56	56	53	.	.	.	.	.
APPROVED GOALS	.	.	57	57	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*	*57*

17. Total Research Expenditures ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	237	246	282	306	326	.	.	.	.	.
APPROVED GOALS	230	248	269	296	340	400	417	427	444	.
PROPOSED GOALS	.	.	.	.	.	*400*	*417*	*427*	*444*	*460*

Note: FIU's FY2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

18. Research Expenditures from External Sources ($M)

	2019-20	2020-21	2021-22	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	113	115	141	169	182	.	.	.	.	.
APPROVED GOALS	132	127	134	142	180	205	215	222	251	.
PROPOSED GOALS	.	.	.	.	.	*197*	*209*	*221*	*248*	*280*

Note: FIU's FY2023 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	61	63	60	55	55	.	.	.	.	.
APPROVED GOALS	60	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7	13	15	18	19	.	.	.	.	.
APPROVED GOALS	6	7	12	15	19	20	30	30	32	.
PROPOSED GOALS	.	.	.	.	.	*20*	*30*	*30*	*32*	*35*

21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	1	6	3	2	2	.	.	.	.	.
APPROVED GOALS	4	5	6	6	7	7	8	8	9	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*9*	*10*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	39	85	53	50	48	.	.	.	.	.
APPROVED GOALS	.	.	.	.	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	13	7	11	11	10	.	.	.	.	.
APPROVED GOALS	.	.	.	.	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*16*	*16*	*16*

Institution Specific Goal #3 Internships

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	8,230	6,983	7,319	7,384	7,661	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7,400	7,500	7,600	7,700	7,800	.
PROPOSED GOALS	.	.	.	.	.	*7,500*	*7,600*	*7,700*	*7,800*	*7,900*

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
ACTUAL	23%	22%	20%	20%	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	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	41,160	39,862	39,213	38,715	39,470	.	.	.	.	.
APPROVED GOALS	41,629	40,991	39,344	39,141	40,053	40,471	40,758	40,814	40,864	.
PROPOSED GOALS	.	.	.	.	.	*40,435*	*40,714*	*41,178*	*41,426*	*41,508*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	9,462	9,831	9,569	9,238	9,226	.	.	.	.	.
APPROVED GOALS	9,077	9,588	9,963	9,189	9,166	9,166	9,166	9,166	9,166	.
PROPOSED GOALS	.	.	.	.	.	*8,901*	*9,090*	*9,165*	*9,165*	*9,165*

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	3,914	4,067	4,418	5,171	5,240	5,700	5,775	5,775	5,775	5,775
FTIC: Returning	13,240	12,542	12,258	12,514	13,964	14,026	14,230	14,694	14,941	15,024
Transfer: FCS w/ AA	14,315	13,561	12,538	11,190	10,706	11,000	11,000	11,000	11,000	11,000
Other Undergraduates	8,644	8,633	8,947	8,852	8,609	8,650	8,650	8,650	8,650	8,650
Post-Baccalaureates	1,047	1,059	1,052	988	951	1,059	1,059	1,059	1,059	1,059
Subtotal	**41,160**	**39,862**	**39,213**	**38,715**	**39,470**	40,435	40,714	41,178	41,425	41,508

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	6,360	6,593	6,382	6,065	6,089	5,821	5,950	5,950	5,950	5,950
Research Doctoral	1,547	1,645	1,674	1,672	1,641	1,650	1,650	1,650	1,650	1,650
Professional Doctoral	1,555	1,593	1,513	1,501	1,496	1,430	1,490	1,565	1,565	1,565
Subtotal	**9,462**	**9,831**	**9,569**	**9,238**	**9,226**	8,901	9,090	9,165	9,165	9,165
TOTAL	**50,622**	**49,693**	**48,782**	**47,953**	**48,696**	49,336	49,804	50,343	50,590	50,673

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.

ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10	11	11	11	10	.	.	.	.	.
APPROVED GOALS	.	.	.	.	15	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*15*	*15*	*15*

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	13	11	12	12	13	.	.	.	.	.
APPROVED GOALS	14	14	15	15	16	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*17*	*17*	*17*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	14,264	13,734	12,890	13,300	13,924	14,584	14,925	15,107	15,411	15,573	15,627
UPPER	26,559	27,308	26,088	25,014	24,044	24,297	24,718	24,718	24,718	24,718	24,718
GRAD 1	6,430	6,853	7,129	6,778	6,513	6,528	6,240	6,379	6,379	6,379	6,379
GRAD 2	2,258	2,362	2,445	2,417	2,391	2,341	2,298	2,343	2,399	2,399	2,399
TOTAL	**49,511**	**50,257**	**48,552**	**47,509**	**46,871**	**47,750**	**48,181**	**48,547**	**48,907**	**49,069**	**49,123**

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. Small differences found when totaling FTE by course level are due to rounding. 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.

ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
UNDERGRADUATE											
All Distance (100%)	39	85	53	50	48	40	40	40	40	40	40
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	13	7	11	11	10	16	16	16	16	16	16
Classroom (0-49%)	48	8	36	39	42	44	44	44	44	44	44
GRADUATE											
All Distance (100%)	29	73	38	37	36	30	30	30	30	30	30
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	10	12	13	11	10	13	13	13	13	13	13
Classroom (0-49%)	61	14	49	52	53	57	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. Small differences found when totaling FTE by method of instruction are due to rounding. 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.

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 Commerce 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 Commerce 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. 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. 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, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

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: 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 Wall Street Journal/College Pulse.

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. 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

PRE-F: Total Annual 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.

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 counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. 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.

PRE-M: Total Annual 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.

DEFINITIONS (cont.)

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: 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 Wall Street Journal/College Pulse.

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.

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. 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).

DEFINITIONS (cont.)

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. 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).

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.

DEFINITIONS (cont.)

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

KPI-16: 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-17: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-18: Research Expenditures Funded from External Sources: This metric reports the 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-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

KPI-20: 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-21: 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).

ENRL-5: Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).

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