2021
ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

UBOT Approved 6/16/2021
BOG Approved 6/23/2021

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INTRODUCTION

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

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

STRATEGY
Mission Statement

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

Statement of Strategy

FIU is the place of big ideas and close connections. Those big ideas and close connections became critical for us this past year as we were able to affirm our commitment to our academic and research mission and serve our community during this global pandemic. The broad reach, through research and community engagement, and our meaningful relationships, driven by faculty and staff who care deeply about every student, allowed us to pivot while continuing our critical work.

As the FIU community moves forward with a strategic plan designed for the 21st century, we are poised and ready to take the University to its Next Horizon of student success and research excellence. This vision of FIU's Next Horizon Strategic Plan is driven by bold thinking. It is fueled by an energized and hard-working student community and outstanding faculty conducting cutting-edge research, world-class programs, innovation, and future-forward teaching that has made FIU a fast-rising top 50 public research institution.

This past year affirmed that FIU's strategy and direction towards a more 21st century lifelong learner institution of higher education was timely. COVID-19 served to accelerate the technological advances and the rise of artificial intelligence that are transforming society and revolutionizing everything – how we communicate, work and play. This year as we reflect and plan ahead, our strategy continues to drive us to broaden our research and transition to an evolving mindset that prioritizes lifelong learning and delivers a personalized learning experience sensitive to changing workforce needs and competencies.

As an anchor in our community and a driver of economic prosperity, FIU's strategy is to work with industry and government leaders to ensure that South Florida is poised to support the entire state of Florida through a robust economic recovery that is inclusive of our students, staff, and faculty. The Next Horizon Strategic Plan continues to guide our efforts, unprecedented opportunities and obligations to impact our community more deeply and to lead more boldly in areas of teaching, research, entrepreneurship, and public policy. The future of FIU is full of promise, hope and opportunity.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

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

FIU's core strengths to assist with this process lie in our can-do organizational culture, our purpose-driven institutional ethos, and our hard-driving community that thrives on uncertainty, innovation and creativity. Innovation is certainly key here as Florida and Miami/South Florida are particularly experiencing a catalytic movement. South Florida is poised to affirm its place as a global leader and great city. The greatest cities of the world have strong public research universities and FIU is ready to not only respond to industry but to partner in innovative and transformational ways to ensure that the foundation required to support talent generation and quality standards of living are developed to sustain the long-term economic strengths of our community and our state.

We intend to maintain our drive to be ranked as a top-50 public university in national rankings including *U.S. News & World Report*. We are adapting to respond to the immediate talent and workforce needs of the rapidly expanding technical and innovation sector in our community. Florida's movement towards tech innovation and a state that welcomes and fosters business and business development requires us to be ready. We are ready for the new challenges. We are confident about our ability to respond and succeed in the face of the new urgency presented by the pandemic and the post-COVID opportunities presented by the unprecedented relocation of companies to South Florida.

Three Key Initiatives & Investments

1. Amplify Learner Success & Institutional Affinity Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. The university initiatives and investments will continue to focus on this critical aspect and ensure that the post-pandemic recovery is heralded by the continued retention and graduation success of our students. Our learner-centric model is also supporting the just-in-time needs of our students and graduates responding to a very expansive and agile workforce focused on the innovation and venture capital economy.

2. Accelerate Preeminence & Research and Innovation Impact Our second key initiative is designed to achieve our 2025 strategic plan goals. We are leveraging FIU preeminent and emerging preeminent programs and our program of distinction in Environmental Resilience. We have achieved $237M in total research expenditures, placing us on a path to surpass our prior 2025 goal of $300M. We made similar progress in S&E and non-Medical S&E expenditures, surpassing the Preeminence metric for S&E research expenditures, having reached $210M. In total research, our NSF ranking improved 7 places to No. 74. This year FIU's NIH research funding increased by 38% reaching $44M and placing FIU third in the SUS. Our aim remains for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

3. Assure Responsible Stewardship Our last key initiative is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, environmental, and entrepreneurial. Two major initiatives grab our attention. First, our university-wide DEI program is focused on leveling the playing field for diverse communities who seek opportunity and to make their contributions to our prosperity. Another initiative is our program of distinction on Environmental Resilience which presents a holistic approach to build a strong and sustainable future for our institution and the South Florida community. The optimization and impact of our academic and research enterprise requires us to align resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

In FIU's 2018 Graduation Improvement Plan, we highlighted the importance of identifying and resolving the student-level and institutional-level obstacles to timely graduation. At the time, our 4-Year FTIC Graduation rate was 33.5%. In the three years since that plan was published, we have continued to focus on removing the barriers that impede students' progress. This year, our graduation rate stands at 49.3%. We continue to build the infrastructure to support continued and sustainable improvement in the graduation rate.

FIU has developed processes and strategies to continuously review and refine our student support efforts and initiatives. One of the primary tools is FIU's Communication Protocol for Accountability and Strategic Support (ComPASS). ComPASS is a data driven management process used by the President, Provost, Deans, and staff to monitor the university's instructional, curricular, and operational needs and their impact on FIU's mission and position relative to the State's Performance Funding Model and rankings. The process consists of workshops that provide an open discussion and in-depth data analysis with each college to identify best practices, challenges, and opportunities. Additionally, general sessions are held semesterly with the President, Provost, Executive team, Deans, and their staff to identify and evaluate resources, support, and adjustments needed for positive improvement. In April 2020, the university held its 13th ComPASS session which focused on efforts to assist students to graduate on time and improve retention.

FIU's approach to student success is centered on developing critical collaborations throughout the university to identify and resolve barriers students are encountering. Through the facilitation and management of numerous cross-unit working groups, FIU is addressing academic and financial barriers at both the student and institutional level. These working groups come together to ensure that university course offerings facilitate timely graduation, the use of holds preventing students from registering is closely monitored, and students who are experiencing academic and financial difficulties are supported. These collaborative working groups give the university the agility and dexterity needed to address and resolve issues as they arise.

Additionally, we have invested in software solutions that help to build and maintain these critical collaborations. Panther Success Network (PSN, powered by EAB) is FIU's Advisor-Student Case Management system. PSN has been facilitating Advisor to Student interaction and support since 2018. In 2020, FIU expanded the use of the PSN platform to include other university offices (Care Units) to enhance the coordinated support for student success. The following care units were recently added: Center for Academic Success (Tutoring); Career and Talent Development (Career Services); College Life Coaching; Financial Wellness Coaching; Multicultural Programs and Services; Student Access & Success; and the Center for Testing and Career Certification. These additional care units are using the PSN platform to collaboratively assist students by issuing and receiving student referrals between care units, reading and entering contact notes, scheduling student appointments, and messaging students. In the coming year, we will continue to expand the scope of the platform and the number of units working together to support students.

These critical collaborations also include working with the faculty. The Gateway Project, led by FIU's Center for the Advancement of Teaching (CAT) initially identified critical courses with high enrollment, high failure rates, and/or high impact (strong predictor of dropping out or delayed graduation) in 2014-15. The Gateway Project includes communication and collaboration with and amongst department chairs, structured faculty work sessions, and gateway course data collection and analysis. The goal of the sessions is to improve course design and pedagogy with a focus on student learning and success. Since the inception of the Gateway Project over 21,000 more students have passed 21 foundational "gateway" courses than would have at the 2013-14 passing rates (21 courses with > 35,000 enrolled students annually, including Biology, Chemistry, English, History, Psychology, Math, Statistics, Economics). The average passing rate across these courses has increased from 65% to 82%. The reach of the project has expanded to Gateway to Graduation (G2G), which will provide support for improving student success in courses that have historically slowed progress toward graduation.

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

- From 2019 to 2020 research awards grew from $157M to $197M (a 25% increase).
- Six startup companies were created based on FIU technologies, the largest number in the history of FIU. Thirteen license options were executed and licensing income totaled $236K. Over $1M in research funding was received in connection to a license option.
- FIU was awarded 61 patents in the fields of renewable energy, medicine, computer science, engineering, and more. This maintains FIU's rank among the top 25 public universities in the world for the number of U.S. utility patents produced according to the 'Top 100 Worldwide Universities Granted U.S. Utility Patents in 2019' report.
- The Air Force Office of Scientific Research awarded FIU an extension additional $4.82M to expand its groundbreaking research on origami antennas through the Transforming Antennas Center.
- The USAID Office of U.S. Foreign Disaster Assistance, awarded a $4.2M, three-year cooperative agreement to the FIU Extreme Events Institute Disaster Risk and Resilience in the Americas program.
- Robert Stempel College of Public Health & Social Work Professor Kim Tieu and his team received a $6.6M NIH grant to study how brain cells die in Parkinson's disease and to develop effective drug therapies for Parkinson's.
- FIU was recognized as the University of Distinction in Environmental Resilience by the Board of Governors. FIU joined the Global Council for Science and the Environment to address environmental sustainability in the world through linking actionable science to national and international policy. FIU was ranked by the Times Higher Education World University Rankings as #1 in Florida, #3 in the US, and #9 in the world impact on life below water FIU was ranked #1 in the US training students to make a difference in the climate crisis by College Magazine.
- FIU hosted The Role Of Water, a focused national dialogue in Washington, D.C. that explored opportunities for federal, state, local, corporate and university collaboration on solutions and technologies relating to water quality, water resilience and long-term restoration efforts. The discussion was the launch of a national initiative led by FIU to increase recognition of the importance of water quality research and multi-sector collaboration.
- FIU's Jack D. Gordon Institute for Public Policy and Applied Research Center was awarded year two of the Intelligence Community Centers for Academic Excellence Critical Technologies and Intelligence Program. The overall grant is $2 million over three years and brought in local educational partners.
- FIU, in partnership with Florida Power & Light, established the Artificial Intelligence-based Renewable Microgrid at our Engineering Center. The one of its kind "living lab" allows for research, design, study, simulation of future renewable power plant, microgrid, resiliency and many aspects of the smart grid.
- The global health pandemic crisis has resulted in over 110,000 restaurants closed permanently, and the Chaplin School is the only hospitality program in the country that stepped up and created the SOBEWFF® and Chaplin School Hospitality Industry Relief Fund, which has distributed over $1.6M in grants to independently owned and operated restaurants and bars in Miami-Dade, Broward, and Palm Beach counties.
- CARTA Miami Beach Urban Studios 3D printed and assembled more than 6,363 face shields for front line workers and minority-owned businesses, healthcare workers and those serving the disabled.
- FIU medical student Jennifer Knight was awarded a National Health Service Corps Scholarship by the United States Department of Health and Human Services. The award is an incentive for students to practice primary health care in underserved urban, rural and frontier communities hardest hit by the doctor shortage.
- FIU was once again named one of the best colleges in the nation to work for by the Great Colleges to Work For program. The university also achieved honor roll designation with recognition in all 12 categories.
- FIU created the Equity Action Initiative to identify and implement initiatives that can begin the lifelong work to impactfully address the issues of inclusion, and equity. A core advisory group was tasked to review and recommend initiatives to enhance equality, dignity, inclusion and belonging in an effort to seek permanent reforms that will make our community and our world a better place.
- As the No. 2 public institution in the nation for Quality Matters certified courses, FIU achieved top placement for many of its online degree programs in the *U.S. News & World Report's* rankings. The rankings highlight FIU's commitment to quality and underscore the university's dedication to excellence in online learning.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

FIU made progress towards the Performance Based Metric goals assessed in the 2021 Accountability Plan. In particular, FIU's goals for metric 4 are being increased as a result of success in our ongoing efforts to increase the 4-year graduation rate of our students. Though FIU exceeded many of its goals for the current cycle, there is currently insufficient data to predict if these improvements will be sustainable going forward due to the residual effects of the COVID-19 pandemic. FIU will need to gather more data before confidently setting more ambitious goals.

For the new metrics (9a and 9b), we made the most reliable projections possible based on the data available. FIU is projecting to increase at a steady rate from 55% in 2019-21 to 59% in 2023-25 for the 2-Year Full-Time FCS AA-Transfer Graduation Rate, as this is more in line with the changes that we observed from 2014-16 to 2017-19. Once further institutional initiatives are implemented that focus on improving the 2-Year Full-Time FCS AA-Transfer Graduation Rate and the institution can estimate the impact of those initiatives, FIU will be able to consider more aggressive goals for future years. There exists significantly more data and mechanisms in place for 6-Year Pell FTIC Graduation Rate. Thus, FIU is confident that we can continue to show steady year-over-year increases in this metric.

Finally, FIU projects that its BOT Choice Metric (Number of Post-Doctoral Appointees) will be negatively impacted by COVID-19. Many of our postdoctoral appointees are international and their ability to work on research projects at FIU was hindered by COVID-19 travel restrictions. Monetary shortfalls caused by budget cutbacks, as well as the university's transition to remote learning due to COVID-19 local community conditions and the need to enforce limited occupancy for labs and research spaces, also affected FIU's ability to increase the number post-doctoral appointees. However, we believe this will be short term and as a result we are proposing to decrease the fall 2020 goal from 271 to 235. We will continue to grow our number of post-doctoral appointees during the out years and maintain our previously set goals.

PERFORMANCE-BASED FUNDING METRICS

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.0	67.9	68.2	70.9	72.3	.	.	.	.	.
APPROVED GOALS	69.5	69.5	69.5	70	70	70	70.5	71	73	.
PROPOSED GOALS	.	.	.	.	.	73	73.5	74	74.5	75

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	38,800	39,300	38,800	39,800	41,000	.	.	.	.	.
APPROVED GOALS	37,000	39,450	39,500	40,000	40,500	41,000	41,000	41,000	41,000	.
PROPOSED GOALS	.	.	.	.	.	41,000	41,000	41,000	41,000	41,000

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	17,300	15,670	11,920	8,670	3,950	.	.	.	.	.
APPROVED GOALS	.	16,780	16,000	11,300	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	8,500	8,375	8,250	8,125	8,000

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	28.6	33.8	38.9	42.8	49.3	.	.	.	.	.
APPROVED GOALS	28	31	34	41	43	46	50	55	60	.
PROPOSED GOALS	.	.	.	.	.	55	57	59	61	63

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	80.9	86.7	88.0	88.1	90.4	.	.	.	.	.
APPROVED GOALS	83	82	86.5	89	90	91	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	91	92	92	92	92

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	47.7	48.9	46.3	45.1	50.5	.	.	.	.	.
APPROVED GOALS	48	48	48	49	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	51.3	50.4	52.0	50.5	50.9	.	.	.	.	.
APPROVED GOALS	52	50	50	50	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	58.7	59.6	56.2	56.5	60.0	.	.	.	.	.
APPROVED GOALS	56	58	57	56.5	58	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

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

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	31.9	33.4	41.5	45.6	54.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	55	56	57	58	59

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	54.7	55.7	58.2	60.3	63.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	65.3	66.8	68.3	69.8	71.3

10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	75	211	222	242	260	.	.	.	.	.
APPROVED GOALS	74	200	220	235	255	271	276	282	288	.
PROPOSED GOALS	.	.	.	.	.	235	276	282	288	288

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	3.9	4.1	4.1	4.2	4.3	.	.	.	.	.
APPROVED GOALS	4.0	4.0	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 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	1129	1196	1258	1292	1270	.	.	.	.	.
APPROVED GOALS	1140	1160	1200	1260	1260	1260	1260	1260	1260	.
PROPOSED GOALS	.	.	.	.	.	1260	1260	1260	1260	1260

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

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

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	2	0	1	1	.	.	.	.	.
APPROVED GOALS	1	1	2	2	2	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	88	89	90	89.5	91	.	.	.	.	.
APPROVED GOALS	.	.	91	92	91	92	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	92	93	93	93	93

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	29	34	39	43	49	.	.	.	.	.
APPROVED GOALS	28	31	34	41	43	46	50	55	60	.
PROPOSED GOALS	.	.	.	.	.	55	57	59	61	63

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	4	3	6	7	7	.	.	.	.	.
APPROVED GOALS	1	4	6	7	7	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

F. Science & Engineering Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	134	146	166	192	210	.	.	.	.	.
APPROVED GOALS	130	138	186	195	207	219	227	245	265	.
PROPOSED GOALS	.	.	.	.	.	219	227	245	265	287

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	122	131	153	176	196	.	.	.	.	.
APPROVED GOALS	122	129	134	160	178	184	197	210	226	.
PROPOSED GOALS	.	.	.	.	.	200	204	212	228	242

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5 of 7	5 of 7	5 of 7	6 of 7	6 of 7	.	.	.	.	.
APPROVED GOALS	5 of 7	5 of 7	5 of 7	5 of 7	6 of 7	6 of 7	7 of 7	7 of 7	7 of 7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	7	7

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
ACTUAL	26	66	126	171	189	.	.	.	.	.
APPROVED GOALS	23	34	115	166	188	182	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	182	180	180	180	180

J. Doctoral Degrees Awarded Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	327	373	404	433	430	.	.	.	.	.
APPROVED GOALS	326	337	403	438	455	480	506	535	565	.
PROPOSED GOALS	.	.	.	.	.	480	506	535	565	600

K. Number of Post-Doctoral Appointees

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	75	211	222	242	260	.	.	.	.	.
APPROVED GOALS	74	200	220	235	255	271	276	282	288	.
PROPOSED GOALS	.	.	.	.	.	235	276	282	288	288

L. Endowment Size ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	174	196	209	216	219	.	.	.	.	.
APPROVED GOALS	225	250	275	275	210	250	275	300	325	.
PROPOSED GOALS	.	.	.	.	.	250	275	300	325	350

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	1	2	0	1	1	.	.	.	.	.
APPROVED GOALS	1	1	2	2	2	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

2. Freshmen in Top 10% of High School Class

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	18	25	25	35	28	.	.	.	.	.
APPROVED GOALS	19	20	27	25	28	31	34	37	40	.
PROPOSED GOALS	.	.	.	.	.	31	34	37	40	40

3. Time to Degree for FTICs in 120hr programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5.1	5.1	4.9	4.8	4.6	.	.	.	.	.
APPROVED GOALS	4.5	4.5	5.0	4.9	4.8	4.7	4.6	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	4.7	4.6	4.5	4.5	4.5

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	69	72	75	79	82	.	.	.	.	.
APPROVED GOALS	71	70.1	73.4	75.1	78.9	79.2	79.5	79.8	80	.
PROPOSED GOALS	.	.	.	.	.	79.2	79.5	79.8	80	80

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

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	55	55	57	61	65	.	.	.	.	.
APPROVED GOALS	52	57	58	58	62	64	66	68	70	.
PROPOSED GOALS	.	.	.	.	.	64	66	68	70	72

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25
ACTUAL	54	55	56	62	65	.	.	.	.	.
APPROVED GOALS	.	.	.	.	62.5	63	63.5	64	64.5	.
PROPOSED GOALS	.	.	.	.	.	*63*	*63.5*	*64*	*64.5*	*66*

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

	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25
ACTUAL	28	31	36	41	49	.	.	.	.	.
APPROVED GOALS	.	.	.	.	44	47	51	56	61	.
PROPOSED GOALS	.	.	.	.	.	*47*	*51*	*56*	*61*	*64*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	9,076	9,519	10,404	10,961	11,828	.	.	.	.	.
APPROVED GOALS	8,600	8,800	9,900	10,700	11,000	11,300	11,600	11,900	12,200	.
PROPOSED GOALS	.	.	.	.	.	*12,000*	*12,200*	*12,400*	*12,600*	*12,800*

9. Graduate Degrees Awarded [First Majors Only]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	3,605	3,730	3,690	3,788	4,021	.	.	.	.	.
APPROVED GOALS	3,597	3,630	3,745	3,761	3,776	3,791	3,806	3,806	3,806	.
PROPOSED GOALS	.	.	.	.	.	*3,791*	*3,806*	*3,806*	*3,806*	*3,840*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	84	84	85	85	85	.	.	.	.	.
APPROVED GOALS	86	86	83	83	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	25	24	22	22	21	.	.	.	.	.
APPROVED GOALS	24	24	24	23	23	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*25*	*25*	*25*

12. Percent of Undergraduate FTE in Online Courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	27	30	33	36	39	.	.	.	.	.
APPROVED GOALS	28	31	33	35	37	38	39	40	40	.
PROPOSED GOALS	.	.	.	.	.	*77*	*39*	*40*	*40*	*40*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	24	25	24	23	28	.	.	.	.	.
APPROVED GOALS	24	24	25	25	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*26*

14. Percent of Graduate Degrees in STEM & Health

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	34	35	35	37	40	.	.	.	.	.
APPROVED GOALS	33	34	36	35	36	36	37	37	37	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*40*	*41*	*42*

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

CALENDAR YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NURSING	87	87	89	93	96	93	93	93	93	93
US Average	88	90	92	91	90	.	.	.	.	.
LAW	87	87	88	94	89	85	85	85	85	85
Florida Average	66	69	66	74	71	.	.	.	.	.
MEDICINE (2YR)	99	99	99	100	100	96	96	96	96	96
US Average	96	96	96	97	97	.	.	.	.	.

CROSS-YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
MEDICINE (4Y-CK)	94	97	99	99	99	96	96	96	96	96
US Average	96	96	97	98	98	.	.	.	.	.

MULTI-YEAR	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25
PHYSICAL THERAPY	89	92	92	90	91	92	92	92	92	92
US Average	92	92	92	92	91	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ABOVE OR TIED	2	4	4	4	5	4	4	4	4	4
TOTAL	5	5	5	5	5	5	5	5	5	5

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

16. National Academy Memberships

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	4	3	6	7	7	.	.	.	.	.
APPROVED GOALS	1	4	6	7	7	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	8	8	8	8

17. Faculty Awards

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	5	13	3	2	5	.	.	.	.	.
APPROVED GOALS	8	8	13	5	10	12	14	16	18	.
PROPOSED GOALS	.	.	.	.	.	12	14	16	18	18

18. Total Research Expenditures ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	171	177	196	226	237	.	.	.	.	.
APPROVED GOALS	166	175	186	205	230	236	252	272	294	.
PROPOSED GOALS	.	.	.	.	.	248	269	309	350	401

19. Research Expenditures from External Sources ($M)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	83	81	96	108	113	.	.	.	.	.
APPROVED GOALS	.	.	.	.	132	141	151	163	176	.
PROPOSED GOALS	.	.	.	.	.	127	134	142	150	165

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	17	43	66	62	61	.	.	.	.	.
APPROVED GOALS	.	17	55	57	60	60	60	60	60	.
PROPOSED GOALS	*.*	*.*	*.*	*.*	*.*	*60*	*60*	*60*	*60*	*60*

21. Number of Licenses/Options Executed Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2	3	4	6	7	.	.	.	.	.
APPROVED GOALS	.	2	4	6	6	7	12	15	19	.
PROPOSED GOALS	*.*	*.*	*.*	*.*	*.*	*7*	*12*	*15*	*19*	*20*

22. Number of Start-up Companies Created

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2	1	1	0	1	.	.	.	.	.
APPROVED GOALS	.	1	1	3	4	5	6	6	7	.
PROPOSED GOALS	*.*	*.*	*.*	*.*	*.*	*5*	*6*	*6*	*7*	*7*

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

1. Percent of Student Credit Hours in Online Education

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	27	30	33	36	39	.	.	.	.	.
APPROVED GOALS	.	.	.	.	37	38	39	40	40	.
PROPOSED GOALS	.	.	.	.	.	*77*	*39*	*40*	*40*	*40*

2. Percent of Student Credit Hours in Hybrid Education

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	6	8	10	12	13	.	.	.	.	.
APPROVED GOALS	.	.	.	.	13	14	15	16	16	.
PROPOSED GOALS	.	.	.	.	.	*9*	*15*	*16*	*16*	*16*

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	4,986	6,101	6,826	8,618	8,230	.	.	.	.	.
APPROVED GOALS	.	.	.	.	8,660	8,700	8,740	8,780	8,820	.
PROPOSED GOALS	.	.	.	.	.	*8,700*	*8,740*	*8,780*	*8,820*	*8,820*

4. Percent of First Generation Undergraduate Student Enrollment

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
ACTUAL	25%	24%	24%	25%	23%	.	.	.	.	.
APPROVED GOALS	.	.	.	.	25%	25%	25%	25%	25%	.
PROPOSED GOALS	.	.	.	.	.	*24%*	*25%*	*25%*	*25%*	*25%*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	41,111	41,852	41,796	41,794	41,160	.	.	.	.	.
APPROVED GOALS	.	41,276	41,957	41,554	41,629	41,466	41,107	41,220	41,220	.
PROPOSED GOALS	.	.	.	.	.	*40,991*	*40,882*	*41,017*	*41,331*	*41,592*

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	8,770	8,700	8,778	8,999	9,462	.	.	.	.	.
APPROVED GOALS	.	9,087	8,944	9,111	9,077	9,218	9,364	9,364	9,364	.
PROPOSED GOALS	.	.	.	.	.	*9,588*	*9,827*	*10,041*	*10,046*	*10,046*

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
FTIC: New	4,669	4,386	4,542	4,105	3,914	3,930	4,000	4,000	4,000	4,000
FTIC: Returning	12,752	13,206	13,308	13,385	13,240	13,123	12,864	12,933	13,107	13,145
Transfer: FCS w/ AA	13,914	13,888	13,761	14,366	14,315	14,247	14,095	14,095	14,127	14,300
Transfer: Other	8,888	9,468	9,263	8,917	8,644	8,644	8,876	8,942	9,050	9,100
Post-Baccalaureates	888	904	922	1,021	1,047	1,047	1,047	1,047	1,047	1,047
Subtotal	**41,111**	**41,852**	**41,796**	**41,794**	**41,160**	**40,991**	**40,882**	**41,017**	**41,331**	**41,592**

GRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Master's	6,239	6,025	5,906	6,010	6,360	6,435	6,649	6,866	6,871	6,871
Research Doctoral	1,348	1,359	1,452	1,509	1,547	1,589	1,612	1,608	1,608	1,608
Professional Doctoral	1,183	1,316	1,420	1,480	1,555	1,564	1,566	1,567	1,567	1,567
Subtotal	**8,770**	**8,700**	**8,778**	**8,999**	**9,462**	**9,588**	**9,827**	**10,041**	**10,046**	**10,046**
TOTAL	**49,881**	**50,552**	**50,574**	**50,793**	**50,622**	**50,579**	**50,709**	**51,058**	**51,377**	**51,638**

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

ENROLLMENT PLANNING (cont.)

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	10	11	12	12	13	.	.	.	.	.
APPROVED GOALS	.	.	.	13	14	16	18	18	18	.
PROPOSED GOALS	.	.	.	.	.	*14*	*15*	*15*	*16*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOWER	13,719	13,995	14,251	14,524	14,264	14,028	13,958	13,825	13,874	13,995
UPPER	22,793	23,259	24,283	25,372	26,559	26,189	26,111	26,203	26,278	26,438
GRAD 1	6,216	6,433	6,294	6,248	6,430	6,804	6,884	7,113	7,345	7,351
GRAD 2	1,913	1,979	2,107	2,150	2,258	2,343	2,381	2,400	2,398	2,398
TOTAL	**44,641**	**45,666**	**46,935**	**48,294**	**49,511**	**49,364**	**49,334**	**49,541**	**49,895**	**50,182**

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
UNDERGRADUATE										
All Distance (100%)	27	30	33	36	39	*77*	*39*	*40*	*40*	*40*
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	6	8	10	12	13	9	15	16	16	16
Classroom (0-49%)	67	63	57	52	48	14	46	44	44	44
GRADUATE										
All Distance (100%)	21	22	24	26	29	60	30	30	30	30
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	7	9	10	10	14	13	13	13	13
Classroom (0-49%)	78	71	67	64	61	26	57	57	57	57

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2021-22

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 2020 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Engineering Management	15.1501	STEM	---	50%	300	6/2022
Global Languages Cultures and Literatures	16.0101	Global	FAU, NCF, UF, USF	50%	75	3/2022
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	3/2022
Public Health	51.2201	Health	FSU, FGCU, UF, USF	50-75%	250	12/2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MBA in Cybersecurity Risk Management	43.0303	STEM	USF	50%	50	12/2021
School Psychological Sciences and Methodology	42.2805	Education	----	--	Companion to PhD	12/2021
DOCTORAL PROGRAMS						
School Psychological Sciences and Methodology	42.2805	Education	UF, USF	--	25	12/2021

New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

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

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least 25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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

DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis

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

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant

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

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

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

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University)*

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

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. 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. Full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-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 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. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are not included. 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: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

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

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

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

DEFINITIONS (cont.)

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

Key Performance Indicators (KPI)

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

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

DEFINITIONS (cont.)

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

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

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

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

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

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

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

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

KPI-12: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: 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-15: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-16: 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-17: 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-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

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

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

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

Enrollment Planning (ENRL)

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

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

DEFINITIONS (cont.)

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

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

STATE UNIVERSITY SYSTEM OF FLORIDA

UNIVERSITY of WEST FLORIDA

FAMU — FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

UNF — UNIVERSITY of NORTH FLORIDA

UCF

UF | UNIVERSITY of FLORIDA

FLORIDAPOLY

UNIVERSITY OF SOUTH FLORIDA — A PREEMINENT RESEARCH UNIVERSITY

New College of Florida — THE HONORS COLLEGE

FAU — Florida Atlantic University

Florida Gulf Coast University

FIU — FLORIDA INTERNATIONAL UNIVERSITY