2024

ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

BOG Approved June 28, 2024

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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

As an anchor institution and a driver of economic prosperity and social mobility, Florida International University (FIU) is focused on student success, research excellence, and community engagement. FIU is a Carnegie R1 public research university committed to making an impact in South Florida, within the state, and around the world by advancing innovations in the fields of environment and environmental resilience, health, and technology. At FIU, very high research activity and high-quality education come together to uplift the region and accelerate student success in our global city. With over 56,000 students, FIU has leveraged its scale and is proud to have more than 320,000 Panther alumni.

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 surpassed $317 million in research expenditures in 2023 and contribute toward the system's $3 billion goal.

Our external rankings also continue to highlight the incredible accomplishments of our students, faculty, and staff. In 2023, FIU was ranked the #4 public university in the country by the Wall Street Journal. Washington Monthly ranks FIU #19, and DegreeChoices ranks FIU #8 in students' return on investment. U.S. News & World Report places dozens of FIU programs among the best in the nation, including International Business at No. 2.

FIU also 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 university in the State of Florida. Building on these successes, FIU's 2025-30 Strategic Plan will provide a strong vision for our next 50 years and will be aligned with the strategic goals of the State University System.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FIU increased our First Time in College (FTIC) 4-year graduation rate to a high of 64.9 percent for 2022-23; and an overall first to second year retention rate to a high of 92 percent. We have developed an effective approach to student success that spans across academic and central support units. We regularly monitor retention, progression, and graduation trends for each academic unit and use this data for actionable improvement. College Success Teams and cross-unit working groups come together throughout the semester to identify and remove institutional barriers to student success. This year, we are focused on building a coordinated approach to enrollment management and student success. Conversations with the College Success Teams and working groups will be centered around processes and policies related to admissions, enrollment, and transfer, and how they support student success.

Over the past year, FIU has doubled its capacity to reach out to students who may be at risk of attrition or delayed graduation. As a result, the number of indicators used to signal an outreach and the number of students receiving this outreach have increased. In addition to the traditional support provided by the students' academic advisors, FIU's Office of Student Success Operations and Strategy is conducting over 20 different targeted outreaches to nearly 10,000 students each semester. These outreaches are based on indicators related to re-enrollment, academic performance, progression, and graduation.

In addition to retention and graduation rate improvements, FIU has continued to develop its Career Readiness framework. These efforts include the development of a Career Ready Council, focused on bringing together faculty and student services professionals to align curricular and co-curricular opportunities for students to develop critical competencies. In further support of FIU's commitment to ensuring students can demonstrate the skills required to succeed after graduation, FIU has issued over 12,000 digital badges to students through the end of 2023, since the establishment of the Office of Micro-Credentials in 2019.

FIU continues to support efforts related to improving teaching, including the Gateway Project, Gateway to Graduation (G2G) Project, the Provost's Hybrid Program, and the Quality Matters initiatives. These efforts are centered on providing quality professional development to faculty, with a focus on improving the student's learning experience in the classroom and increasing passing rates.

As we continuously seek to improve teaching and learning strategies, the G2G project received funding for courses that have a high impact on 4-year graduation rates in January 2021. This work is ongoing as faculty teams are working together on redesigning Organic Chemistry (CHM 2210), General Biology Labs (BSC 2010L and BSC 2011L), Calculus I (MAC 2311), Calculus II (MAC 2312), Statics (EGN 3311), Dynamics (EGN 3321), Programming I (COP 2210), Financial Management (FIN 3403), and Calculus for Business (MAC 2233).

STRATEGY (cont.)

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

Institutional

- FIU entered a historic alliance with Baptist Health, South Florida's largest not-for-profit health system. This academic and clinical partnership, on behalf of the Herbert Wertheim College of Medicine, establishes a teaching hospital that expands undergraduate and graduate medical education programs, fosters clinical research initiatives, and enhances patient care services.
- FIU ranks No. 15 in National Institutes of Health (NIH) research funding among public universities, according to the Blue Ridge Institute for Medical Research.
- FIU has been named a Fulbright HSI Leader for the second year in a row by the U.S. Department of State's Bureau of Educational and Cultural Affairs.
- FIU has been designated a First Scholars institution by the Center for First-Generation Student Success, in recognition of our commitment to the success of first-generation students.
- The Wall Street Journal's America's Best Colleges 2024 rankings ranked FIU as the No. 29 university in the nation and the fourth-ranked public university.
- Washington Monthly's college guide placed FIU No. 32 nationally in their annual survey. Degree Choices also ranked FIU No. 8 nationally.
- Times Higher Education Impact Rankings ranked FIU No. 2 in the world for impact on Life Below Water, No. 7 for impact on Clean Water and Sanitation and No. 12 for impact on Life on Land.

Program/Faculty

- FIU's Community-Based Research Institute won a $19.4 million NIH grant to address health disparities through research and training—the largest NIH award in FIU's history.
- U.S. DOT awarded FIU faculty a $10 million, five-year grant to establish the FIU Innovative BridgeTechnologies/ Accelerated Bridge Construction University Transportation Center with a focus on elevating bridge engineering through the exploration of advanced materials and technologies, using 3D printing of concrete and steel.
- FIU received a $5 million grant to lead a consortium to tackle some of the major challenges facing nuclear power's future. With teams from the University of Central Florida, the University of New Mexico and Alabama A&M University, FIU researchers will lay the groundwork for modular nuclear reactors, develop computational tools and procedures that will make small nuclear reactors affordable and safe to supply clean and reliable power to the world.
- FIU's Small Business Development Center has won the Small Business Development Center Excellence and Innovation Award from the U.S. Small Business Administration (SBA) in recognition of its support of small businesses and contributions to the local economy.
- FIU is ranked #2 in the nation by the National Science Foundation (NSF) for research funding in psychology and psychiatry.

Student

- FIU students continue to excel in receiving recognition for their academic and research achievements. Joni Spencer was named a Rhodes Scholarship Finalist, Sophia Hemsi received the Ernest F. Hollings Scholarship from the National Oceanic and Atmospheric Association (NOAA), and Melinda Paduani earned the Quad Fellowship.
- Five FIU graduate students received NSF Graduate Research Fellowships.
- Additional student achievements include three Fullbright Scholarships, 12 Gilman Scholarships, two Goldwater Scholarships, one Boren Scholarship, and two Critical Language Scholarships.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

10. BOT Choice: Number of Post-Doctoral Appointees

While FIU experienced an increase in this metric in fall 2021, the adjustment of this metric reflects a more nuanced and gradual decrease in post-doctoral appointees at FIU. This is due in part to the cost of living in South Florida, which impacts the recruitment of post-doctoral appointees. This adjustment is also consistent with our strategy to utilize our resources to hire research-funded faculty and is reflective of the plans that departments have developed for recruiting and retaining post-doctoral appointees.

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, focusing on the following key priorities:

1. Student Success: At FIU, ensuring the success of our students is paramount. We provide the necessary support systems and resources to enable students to remain enrolled and progress towards timely graduation. Through personalized academic advising, tutoring services, and career development programs, we empower students to achieve their educational and professional goals.
2. Academic Innovation: FIU continuously strives to offer academic options that prepare students for their careers through developing new degree programs, enhancing curriculum offerings, and providing innovative experiential learning opportunities. Our goal is to equip students with the skills and knowledge needed to meet the evolving demands of the state's workforce in critical areas. By fostering a culture of innovation and creativity, we prepare students to excel in their chosen fields and make meaningful contributions to society.

FIU is actively focused on growing FTIC enrollment while maintaining transfer student enrollment. FIU continues to reach new records in retention and graduation rates, and it is imperative that we recruit and retain a talented cohort of FTIC students who will thrive in our supportive learning environment. FIU’s recent increases in applications, at a 50 percent increase in 2023-24, indicate that growing FTIC enrollment is an attainable goal, and that this goal continues to allow us to offer a high-quality education to talented students in the state of Florida. In terms of transfer enrollment, FIU will 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+)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	.	.	68.0	72.8	77.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	74.0	75.5	77.0	78.5	80.0	.
PROPOSED GOALS	.	.	.	.	.	*75.5*	*77.0*	*78.5*	*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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	39,800	41,000	40,800	44,900	49,600	.	.	.	.	.
APPROVED GOALS	40,000	40,500	41,000	41,000	45,000	45,000	45,000	45,000	45,000	.
PROPOSED GOALS	.	.	.	.	.	*47,000*	*47,000*	*47,000*	*47,000*	*47,000*

PBF Metric #3 Note: Beginning 2020-21, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2024.

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8,670	3,950	2,970	-1,620	920	.	.	.	.	.
APPROVED GOALS	11,300	9,000	8,500	8,375	7,000	7,000	7,000	7,000	7,000	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

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

	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8,670	5,350	5,330	3,330	1,360	.	.	.	.	.
APPROVED GOALS	.	.	.	.	7,000	7,000	7,000	7,000	7,000	.
PROPOSED GOALS	.	.	.	.	.	*7,000*	*7,000*	*7,000*	*7,000*	*7,000*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	42.8	49.3	59.4	59.8	64.9	.	.	.	.	.
APPROVED GOALS	41.0	43.0	55.0	60.0	61.0	63.0	63.0	65.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	*65.0*	*65.0*	*66.0*	*68.0*	*70.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	88.1	90.4	89.2	88.8	90.8	.	.	.	.	.
APPROVED GOALS	89.0	90.0	91.0	92.0	92.0	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	*92.0*	*92.0*	*92.0*	*92.0*	*92.0*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	45.1	50.5	57.5	59.0	60.9	.	.	.	.	.
APPROVED GOALS	49.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	*50.0*	*42.0*	*43.0*	*45.0*	*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 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	50.5	50.9	50.1	50.3	50.4	.	.	.	.	.
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*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*
ACTUAL	56.5	60.0	63.8	61.5	64.7	.	.	.	.	.
APPROVED GOALS	56.5	58.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*46.0*	*46.0*	*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.

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

	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28
ACTUAL	62.1	65.2	70.7	71.9	70.0	.	.	.	.	.
APPROVED GOALS	.	62.5	63.0	72.0	73.0	74.0	75.0	76.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	*74.0*	*75.0*	*76.0*	*76.0*	*76.0*

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]

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	60.3	63.8	65.0	68.6	72.2	.	.	.	.	.
APPROVED GOALS	.	.	65.3	66.8	69.0	70.0	71.0	72.0	74.0	.
PROPOSED GOALS	.	.	.	.	.	*70.0*	*71.0*	*72.0*	*74.0*	*75.0*

10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	242	260	235	278	262	.	.	.	.	.
.APPROVED GOALS	235	255	235	276	278	279	280	280	280	.
PROPOSED GOALS	.	.	.	.	.	*274*	*272*	*273*	*274*	*275*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	4.2	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	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

A. (2). Average SAT Score

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	1,290	1,270	1,241	1,286	1,284	.	.	.	.	.
APPROVED GOALS	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	.
PROPOSED GOALS	.	.	.	.	.	*1,260*	*1,260*	*1,260*	*1,260*	*1,260*

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

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	3	1	2	3	2	.	.	.	.	.
APPROVED GOALS	2	2	2	2	3	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*3*

Note: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	90	91	91	91	92	.	.	.	.	.
APPROVED GOALS	92	91	92	93	91	91	91	91	91	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	43	49	59	60	65	.	.	.	.	.
APPROVED GOALS	41	43	55	60	61	63	63	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*66*	*68*	*70*

E. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7	7	7	8	7	.	.	.	.	.
APPROVED GOALS	7	7	8	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*9*

F. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	226	237	246	282	317	.	.	.	.	.
APPROVED GOALS	205	230	248	269	296	330	400	415	422	.
PROPOSED GOALS	.	.	.	.	.	*340*	*400*	*417*	*427*	*444*

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes.

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	176	196	200	233	267	.	.	.	.	.
APPROVED GOALS	160	178	200	204	239	245	254	268	275	.
PROPOSED GOALS	.	.	.	.	.	*275*	*300*	*325*	*340*	*350*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	6 of 8	6 of 8	6 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	5 of 8	6 of 8	6 of 8	6 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]

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	171	189	186	184	178	.	.	.	.	.
APPROVED GOALS	166	188	182	180	180	180	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	*180*	*180*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	433	430	460	513	541	.	.	.	.	.
APPROVED GOALS	438	455	480	506	535	565	600	600	612	.
PROPOSED GOALS	.	.	.	.	.	*565*	*600*	*600*	*612*	*625*

K. Number of Post-Doctoral Appointees

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	242	260	235	278	262	.	.	.	.	.
APPROVED GOALS	235	255	235	276	278	279	280	280	280	.
PROPOSED GOALS	.	.	.	.	.	*274*	*272*	*273*	*274*	*275*

L. Endowment Size ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	216	219	276	284	307	.	.	.	.	.
APPROVED GOALS	275	210	250	275	300	325	350	375	400	.
PROPOSED GOALS	.	.	.	.	.	*325*	*350*	*375*	*400*	*425*

M. Science & Engineering Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	192	210	216	250	285	.	.	.	.	.
APPROVED GOALS	195	207	219	227	257	270	287	307	322	.
PROPOSED GOALS	.	.	.	.	.	*290*	*300*	*315*	*325*	*340*

Note: This metric has been added to align with changes in section 1001.7065, Florida Statutes from the 2023 legislative session.

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]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	1	1	2	3	2	.	.	.	.	.
APPROVED GOALS	2	2	2	2	3	3	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	*3*	*3*	*3*	*3*	*3*

Note: The Wall Street Journal/College Pulse "Best U.S. Colleges 2024 (public only)" ranking publication replaces the "Top Public Research University" ranking published by the Center for Measuring University Performance (discontinued).

2. Freshmen in Top 10% of High School Class

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	35	28	29	28	27	.	.	.	.	.
APPROVED GOALS	25	28	31	34	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*30*	*30*	*30*

3. Time to Degree for FTICs in 120hr programs

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	4.8	4.6	4.5	4.3	4.2	.	.	.	.	.
APPROVED GOALS	4.9	4.8	4.7	4.6	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.3*	*4.3*	*4.3*	*4.3*	*4.3*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	79	82	84	87	88	.	.	.	.	.
APPROVED GOALS	75.1	78.9	79.2	84	84	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*84*	*84*	*84*	*84*	*84*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28
ACTUAL	61	65	65	68	72	.	.	.	.	.
APPROVED GOALS	58	62	64	66	68	70	72	74	76	.
PROPOSED GOALS	.	.	.	.	.	*70*	*72*	*74*	*76*	*77*

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

	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	46	55	59	57	56	.	.	.	.	.
APPROVED GOALS	.	.	55	59	59	60	60	61	61	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

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

	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28
ACTUAL	41	49	61	61	66	.	.	.	.	.
APPROVED GOALS	.	44	47	61	61	62	63	65	65	.
PROPOSED GOALS	.	.	.	.	.	*66*	*66*	*67*	*68*	*70*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	10,961	11,828	12,677	12,363	11,472	.	.	.	.	.
APPROVED GOALS	10,700	11,000	12,000	12,700	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]

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	3,788	4,021	4,168	4,472	4,600	.	.	.	.	.
APPROVED GOALS	3,761	3,776	3,791	4,200	4,200	4,200	4,250	4,250	4,250	.
PROPOSED GOALS	.	.	.	.	.	*4,200*	*4,250*	*4,250*	*4,250*	*4,250*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	85	85	86	86	85	.	.	.	.	.
APPROVED GOALS	83	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	22	21	22	20	18	.	.	.	.	.
APPROVED GOALS	23	23	24	24	21	21	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*20*	*20*	*20*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	23	28	30	33	35	.	.	.	.	.
APPROVED GOALS	25	25	25	25	25	25	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*26*	*26*	*26*

13. Percent of Graduate Degrees in STEM & Health

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	37	39	41	39	43	.	.	.	.	.
APPROVED GOALS	35	36	38	41	41	42	42	43	43	.
PROPOSED GOALS	.	.	.	.	.	*42*	*42*	*43*	*43*	*43*

KEY PERFORMANCE INDICATORS (cont.)

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

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

NURSING

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	93	96	91	85	93	.	.	.	.	.
BENCHMARK	91	90	86	82	90	.	.	.	.	.
APPROVED GOALS	89	93	93	93	93	93	93	93	95	.
PROPOSED GOALS	.	.	.	.	.	*93*	*93*	*93*	*95*	*95*

LAW

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	94	89	87	80	89	.	.	.	.	.
BENCHMARK	74	71	71	65	70	.	.	.	.	.
APPROVED GOALS	87	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

PHYSICAL THERAPY

	2017-19	2028-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28
ACTUAL	90	91	91	87	83	.	.	.	.	.
BENCHMARK	92	91	90	88	86	.	.	.	.	.
APPROVED GOALS	.	.	.	92	92	92	92	92	92	.
PROPOSED GOALS	.	.	.	.	.	*92*	*92*	*92*	*92*	*92*

MEDICINE (2YR)

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	100	100	100	100	96	.	.	.	.	.
BENCHMARK	97	97	96	93	92	.	.	.	.	.
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)

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

MEDICINE (4Y-CK)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	99	99	100	99	98	.	.	.	.	.
BENCHMARK	98	98	99	99	98	.	.	.	.	.
APPROVED GOALS	96	96	96	96	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	*98*	*98*	*98*	*98*	*98*

Exam Scores Relative to Benchmarks

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ABOVE / TIED	4	5	5	4	4	*5*	*5*	*5*	*5*	*5*
TOTAL	5	5	5	5	5	*5*	*5*	*5*	*5*	*5*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	7	7	7	8	7	.	.	.	.	.
APPROVED GOALS	7	7	8	8	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	*8*	*8*	*8*	*8*	*8*

16. Percent of Undergraduates Engaged in Research

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028
ACTUAL	.	55	57	56	56	.	.	.	.	.
APPROVED GOALS	.	.	.	57	57	57	57	57	57	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*	*57*

17. Total Research Expenditures ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	226	237	246	282	317	.	.	.	.	.
APPROVED GOALS	205	230	248	269	296	330	400	415	422	.
PROPOSED GOALS	.	.	.	.	.	*340*	*400*	*417*	*427*	*444*

18. Research Expenditures from External Sources ($M)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	108	113	115	141	177	.	.	.	.	.
APPROVED GOALS	.	132	127	134	142	150	165	185	190	.
PROPOSED GOALS	.	.	.	.	.	*180*	*205*	*215*	*222*	*251*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	62	61	63	60	55	.	.	.	.	.
APPROVED GOALS	57	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

20. Number of Licenses/Options Executed Annually

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	6	7	13	15	18	.	.	.	.	.
APPROVED GOALS	6	6	7	12	15	19	20	30	30	.
PROPOSED GOALS	.	.	.	.	.	*19*	*20*	*30*	*30*	*32*

21. Number of Start-up Companies Created

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	0	1	6	3	2	.	.	.	.	.
APPROVED GOALS	3	4	5	6	6	7	7	8	8	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*8*	*8*	*9*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	36	39	85	53	50	.	.	.	.	.
APPROVED GOALS	.	.	.	.	50	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*40*	*40*	*40*	*40*

2. Percent of Student Credit Hours in Hybrid Education

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	12	13	7	11	11	.	.	.	.	.
APPROVED GOALS	.	.	.	.	11	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	*16*	*16*	*16*	*16*	*16*

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	8,618	8,230	6,983	7,319**	7,384	.	.	.	.	.
APPROVED GOALS	.	.	.	.	8,780	8,820	8,820	8,820	8,820	.
PROPOSED GOALS	.	.	.	.	.	*7,400*	*7,500*	*7,600*	*7,700*	*7,800*

**Correction

4. Percent of First Generation Undergraduate Student Enrollment

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
ACTUAL	25	23	22	20	20	.	.	.	.	.
APPROVED GOALS	.	.	.	.	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*25*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	41,794	41,160	39,862	39,213	38,715	.	.	.	.	.
APPROVED GOALS	41,554	41,629	40,991	39,344	39,141	40,053	40,471	40,758	40,758	.
PROPOSED GOALS	.	.	.	.	.	*40,053*	*40,471*	*40,758*	*40,814*	*40,864*
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	8,999	9,462	9,831	9,569	9,238	.	.	.	.	.
APPROVED GOALS	9,111	9,077	9,588	9,963	9,189	9,166	9,166	9,166	9,166	.
PROPOSED GOALS	.	.	.	.	.	*9,166*	*9,166*	*9,166*	*9,166*	*9,166*

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

UNDERGRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
FTIC: New	4,105	3,914	4,067	4,418	5,171	*5,650*	*5,700*	*5,775*	*5,775*	*5,775*
FTIC: Returning	13,385	13,240	12,542	12,258	12,514	*12,953*	*13,232*	*13,394*	*13,450*	*13,500*
Transfer: FCS w/ AA	14,365	14,315	13,561	12,538	11,190	*11,190*	*11,190*	*11,190*	*11,190*	*11,190*
Other Undergraduates	8,917	8,644	8,633	8,947	8,852	*9,240*	*9,290*	*9,340*	*9,340*	*9,340*
Post-Baccalaureates	1,022	1,047	1,059	1,052	988	*1,020*	*1,059*	*1,059*	*1,059*	*1,059*
Subtotal	**41,794**	**41,160**	**39,862**	**39,213**	**38,715**	***40,053***	***40,471***	***40,758***	***40,814***	***40,864***
GRADUATE	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Master's	6,010	6,360	6,593	6,382	6,065	*5,987*	*5,987*	*5,987*	*5,987*	*5,987*
Research Doctoral	1,509	1,547	1,645	1,674	1,672	*1,650*	*1,650*	*1,650*	*1,650*	*1,650*
Professional Doctoral	1,480	1,555	1,593	1,513	1,501	*1,529*	*1,529*	*1,529*	*1,529*	*1,529*
Subtotal	**8,999**	**9,462**	**9,831**	**9,569**	**9,238**	***9,166***	***9,166***	***9,166***	***9,166***	***9,166***
TOTAL	**50,793**	**50,622**	**49,693**	**48,782**	**47,953**	***49,219***	***49,637***	***49,924***	***49,980***	***50,030***

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.

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	10	10	11	11	11	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*15*	*15*	*15*

ENROLLMENT PLANNING (cont.)

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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	12	13	11	12	12	.	.	.	.	.
APPROVED GOALS	13	14	14	15	15	16	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	*16*	*17*	*17*	*17*	*17*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
LOWER	14,524	14,264	13,734	12,890	13,300	*13,929*	*14,547*	*14,768*	*14,928*	*14,966*	*14,966*
UPPER	25,372	26,559	27,308	26,088	25,014	*24,052*	*24,518*	*24,578*	*24,638*	*24,638*	*24,638*
GRAD 1	6,248	6,430	6,853	7,129	6,778	*6,503*	*6,419*	*6,419*	*6,419*	*6,419*	*6,419*
GRAD 2	2,150	2,258	2,362	2,445	2,417	*2,390*	*2,394*	*2,394*	*2,394*	*2,394*	*2,394*
TOTAL	**48,294**	**49,511**	**50,257**	**48,552**	**47,509**	***46,874***	***47,878***	***48,159***	***48,379***	***48,417***	***48,417***

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2029-30
UNDERGRADUATE											
All Distance (100%)	36	39	85	53	50	*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%)	12	13	7	11	11	*16*	*16*	*16*	*16*	*16*	*16*
Classroom (0-49%)	52	48	8	36	39	*44*	*44*	*44*	*44*	*44*	*44*
GRADUATE											
All Distance (100%)	26	29	73	38	37	*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	10	12	13	11	*13*	*13*	*13*	*13*	*13*	*13*
Classroom (0-49%)	64	61	14	49	52	*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. 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 Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

DEFINITIONS (cont.)

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

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

Preeminence Research University (PRE)

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

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the 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. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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

PRE-F: Total 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 only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". 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-L: 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: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and 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. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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

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. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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

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: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-16: 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. 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).

STATE UNIVERSITY SYSTEM OF FLORIDA