

**2019**  
**Accountability Plan**

**FLORIDA**  
**INTERNATIONAL**  
**UNIVERSITY**



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**



## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*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.*



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## 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

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

For FIU, geography is destiny. At once, given the dynamic international communities, the local and the global mesh. South Florida and Miami are key centers for international business, the arts, culture, health care, and education. Major drivers of the economy include tourism, entertainment, and small business development. FIU is both a major contributor to our local economy and graduates the future leaders and innovators in those fields. South Florida has been ranked as the leading center for startups in the US by the Kauffman Index, a testament to the vibrancy and entrepreneurship of the South Florida community.

The growth and dynamism of Miami reflect that of Florida in general. With nearly 1,000 new migrants per day to the state, the demand for jobs is nearly insatiable. The Florida Chamber Foundation Florida 2030 Project estimates that 1.7 million more jobs will be needed in the state within 11 years. In part the project calls for a renewed focus on talent supply and education to help the state prepare for this growth. Closer to home, South Florida's Beacon Council has pushed the development of seven sectors of the local economy to foster job creation and community well-being.

As we edge into the third decade of this 21st century, we are spearheading a renewed clarity and intentionality about how to respond to the era ahead – rapid change driven by a collision between humanity and technology that promises to be profound. This era, powered by exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Since our inception in 1972 we have been nimble in adapting to the rapid transformation of South Florida amidst the explosion of alternative education providers and the spreading reality and influence of digital community, social media, and do-it-yourself learning. Florida is at the crossroads of these changes and FIU embraces these challenges as opportunities. South Florida and Miami are crucibles of transformation – requiring deeper agility, flexibility, and efficiency in a context of strained budgets and narrowing understandings of higher education productivity.

New approaches to performance and accountability focusing on student success, efficiency, and innovation, drive decision-making and expectations for national prominence. Now more than ever, fiduciaries question traditional approaches that have guided us for decades. We have responded to these changes with an intense review of what our purpose is and how we conduct our business. We have continued to work with our stakeholders, mainly our students who drive demand for key programs that adjust to our community and business needs. We have seen results that propel us to ask deeper questions, to be bolder in our search for answers, and to set an even higher bar for our own performance.

This workplan offers a pathway to enable intensified learner success, and more impactful research and creative work that provides solutions to our community. It represents the deep thinking and intense debate of dozens, if not hundreds, of concerned faculty, students, and members of our community including our Board of Trustees. It reflects Board of Governors priorities and the recognition that bigger is not better and that excellence as a top fifty public university is within reach.



## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

*What are your major capabilities, opportunities and challenges for improvement?*

For over four decades, FIU has positioned itself as South Florida's anchor institution, leading in technological, environmental, educational, and cultural innovations designed to solve some of the greatest challenges of our time. FIU has always been focused on enriching the lives of our local and global communities, particularly because of the ethnic, racial, cultural, and linguistic diversity reflected by our students, faculty, and staff. Today, FIU graduates over 10,000 undergraduate students per year. They begin their post-educational employment with above state average salaries. An analytics tool developed by Emsi utilizing over 107 million LinkedIn profiles indicates that over 80% of FIU graduates remain in Florida and continue to contribute to the economy, and provide a great return on investment. FIU now sits at the crossroads of the Americas as well as its own destiny.

This past year marked another significant milestone in the history of FIU. Our strength in research productivity continues to increase, now with \$197M in total annual research expenditures up from \$177M. Patent production is once again at an all-time high of 66, surpassing the 43 patents produced last year. Student success follows a similar impressive trend with our student retention and 4-year graduation hitting all time highs of 90% and 38% respectively. Our FTIC profile has hit a historic high of 4.1 GPA and 1257 SAT. This has been recognized by various external ranking agencies, most notably US News & World report where FIU earned a top 100 public university ranking and the Carnegie Commission on Higher Education reaffirmation of our Very High Research Designation.

FIU aspires to be widely recognized as a top 50 public research university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. FIU has an opportunity to creatively respond to the changing landscape of higher education. Our graduates are entering a workforce in which machines process data, perform technological functions, and compute scientific calculations more efficiently and accurately than humans.

By 2025, artificial intelligence, robotics, and advanced technology will have radically and permanently transformed the nature of work. We will ensure our graduates are driving innovation and imagination as they enter a global workforce. Additionally, we are aware that Miami-Dade County has, in the last ten years, enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties. Our FIU and the local FIU community are therefore increasingly active participants in the *Gig Economy*. In fact, Miami leads the United States in terms of new business creation.

We will tailor our strategic vision so that our institutional systems encompass the necessary flexibility, diversity, and agility to meet the needs of our metropolitan region's ever-expanding role in the Gig Economy. To this end, FIU will continue to advance the institution's mission to be a top 50 public university by placing laser-like focus on aligning FIU's entire academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### **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. Our first key initiative is therefore designed to deliberately support learners at every phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique strengths and opportunities. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment-ready, proud FIU graduates, who are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates lifelong learning and builds synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs.

### **2. Accelerate Preeminence & Research and Innovation Impact**

Our second key initiative is designed to advance our current academic standing by leveraging FIU preeminent and emerging preeminent programs that focus on generating new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. During the next three years, we will focus on optimizing interdisciplinary collaboration through our Preeminent and Emerging Preeminent programs to seek large center research grants, and grants that focus on technological innovation, as well as on graduate student training. To that effect, one of our Emerging Preeminent Programs received the largest National Institutes of Health (NIH) grant in FIU's history (\$13.1M), and three of our Preeminent programs submitted applications for doctoral student training grants to the NIH. Our aim is for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

### **3. Assure Responsible Stewardship**

Our 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. We will therefore implement sound strategies to build a strong and sustainable future for our institution and the South Florida community. In addition, we will refine our institutional practices to more efficiently and effectively administer resources to optimize cost savings and revenues while maintaining the highest quality of service. We will consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Over the last few years, we have been very intentionally realigning key initiatives and areas of the University to foster a results-oriented approach to student learning, timely graduation, and financial support.

The University has invested in enterprise-wide software to connect students to their coordinated support teams, which include faculty, advisors, tutors, and college-life coaches. We are using predictive analytics in the platform to quickly identify students who are not being successful and provide support or redirection pathways to help students find programs in which they can be successful. The results of these efforts can be seen in our increased retention and graduation rates, as well as in the number of students who are successfully earning the credits they attempt. For full-time in-state FTICs, the percent of successfully completed SCH increased from 88% to 90% between Fiscal Years 16/17 and 17/18 (Fall, Spring, Summer). That number rose to 91% in Fall 18.

FIU’s Communication Protocol for Accountability and Strategic Support (ComPASS), developed in 2016 to aid in the University’s achievement of its *FIUBeyondPossible2020* Performance Funding goals, continues to facilitate University-wide review of student success initiatives. At each session, Deans provide the University leadership with updates and results of their initiatives as well as new initiatives and protocol for assessing those initiatives.

Colleges and programs are focused on reviewing their curriculum to assure students have a 4-year pathway to graduation. For example, the College of Arts, Sciences, and Education is working with each department on a curriculum mapping project to evaluate the program, required courses, and student learning outcomes to ensure that students have the skills and knowledge needed to be successful in the workforce. The College of Engineering and Computing recently established a new school dedicated to education research and curricular transformation. The School of Universal Computing, Construction, and Engineering Education (SUCCEED) is working with programs in the college to modify curriculums with long pre-requisite chains and to increase the number of sections and modalities of critical courses.

The University has established an Emergency Aid Response Team to quickly respond to student requests for emergency aid. The team, composed of staff from multiple student service areas, meets regularly to support students who encounter financial emergencies. This response team is working with existing student financial support programs such as the Food Pantry, Homeless Waivers, Emergency Loans, Short-term Loans, Retention and Graduation grants, and other scholarships. Between Fall 2014 and Spring 2018, over 2,000 students have utilized these services and 97% have been retained or graduated. Additionally, initiatives such as completion and retention scholarships are increasingly being implemented by colleges across the University. Pilot programs in the College of Business and the College of Nursing have already assisted over 150 students to continue their education and graduate from the University.



## Key Achievements for Last Year (2017 -2018)

### STUDENT ACHIEVEMENTS

1. Students from FIU's Communication and Media study abroad program worked with the Spanish-based, non-profit organization Professional Emergency Aid (PROEM-AID) to help save refugees in the Aegean and Mediterranean seas.
2. Computer Science Ph.D. Student, Mozghan Azimpourkivi, created a custom two-factor authentication system called Pixie that uses a personal photo to replace the cumbersome process of using crypto-based hardware security keys or use of secondary verification codes.
3. Psychology graduate Hector Peguero, was recently awarded a Fulbright Student Research Grant for his project to identify the subjective beliefs about HIV and related stigmas among sexual minority populations in Mysore, India while participating in a Study Abroad program in India.
4. FIU Alternative Breaks (aB) program enables students to organize and get involved with social issues domestically and abroad while experiencing diverse cultures and environments. In the past year, students participating in the aB program completed an estimated 498,000 hours of service and worked with over 35 community partners globally and throughout the United States.

### FACULTY ACHIEVEMENTS

1. FIU faculty held 66 patents in 2018, an increase of 57% from 2017 (43 patents).
2. Chemistry faculty Yuan Liu's patented invention of a high throughput measurement of DNA base lesion repair capacity in human cell and tissue has high potential in fighting cancer. The technology was applied for screening human prostate cancer cells and successfully identified novel compounds that can significantly suppress prostate cancer progression.
3. The Air Force's Office of Scientific Research awarded electrical engineering professor Stavros V. Georgakopoulos a \$4.8M grant to launch the Center for Physically Reconfigurable and Deployable Multifunctional Antennas.
4. School of Computer and Information Science (SCIS) faculty Mark A. Finlayson was awarded the prestigious National Science Foundation CAREER award to develop new artificial intelligence techniques to improve minority engagement in STEM and computing in middle-school classrooms in Miami Dade County Public Schools.

### PROGRAM ACHIEVEMENTS

1. FIU Law had the highest pass rate of any Florida law school on the July 2017, February 2018, and July 2018 Florida Bar Exams. FIU Law exceeded the statewide average pass rate by about 20 points.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution (RCMI) with a \$13.1 million grant from the National Institute on Minority Health and Health Disparities (NIMHD). This is the largest NIH award in University history.
3. The FIU Model UN team ranked #3 in North America at the close of the 17-18 fiscal year.

### INSTITUTIONAL ACHIEVEMENTS

1. The Chronicle of Higher Education named FIU a "Great College to Work For®" for the fourth time and for the third time in a row FIU has been recognized with Honor Roll status for creating an exceptional work environment.
2. The U.S. Department of Commerce's National Institute of Standards and Technology (NIST) granted FIU, and its partner New America, a cooperative agreement to host the annual National Initiative for Cybersecurity Education (NICE) Conference and Expo for five years.
3. FIU President Mark B. Rosenberg was appointed as the Association of Public and Land-grant Universities (APLU) representative on the U.S. Department of Labor's Task Force on Apprenticeship Expansion.





## PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	70.9	68.6	69.0	67.9	68.2	.	.	.	.
APPROVED GOALS	.	.	69.5	69.5	69.5	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	68.5	69	70	70

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,200	37,400	38,800	39,300	38,800	.	.	.	.
APPROVED GOALS	.	.	37,000	39,450	39,500	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	38,900	39,100	39,403	39,708

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17,550	17,760	17,300	15,670*	11,930	.	.	.	.
APPROVED GOALS	.	.	.	16,780	16,000	15,900	15,500	15,100	.
PROPOSED GOALS	.	.	.	.	.	11,300	10,700	10,100	9,500

Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

### 4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	24.8	27.2	28.6	33.8	38.9	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	76.9	80.4	80.9	86.7*	88.0	.	.	.	.
APPROVED GOALS	.	.	83	82	86.5	88	90	90	.
PROPOSED GOALS	.	.	.	.	.	89	90	91	92

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.1	46.9	47.7	48.9	46.3	.	.	.	.
APPROVED GOALS	.	.	48	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	45	46	48	50

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	51.0	51.1	51.4	50.4	52.0	.	.	.	.
APPROVED GOALS	.	.	52	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	50	50	50

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52.4	54.1	58.7	59.6	56.2	.	.	.	.
APPROVED GOALS	.	.	56	58	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	56.5	57.5	58.5	60

### 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	67.6	68.9	69.1	72.2	74.7	.	.	.	.
APPROVED GOALS	.	.	71	70.1	73.4	75.1	76.9	78.7	.
PROPOSED GOALS	.	.	.	.	.	75.1	76.9	78.7	79

### 10.1 Current BOT Choice: Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85.3	84.2	83.6	84.5	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

### 10.2 Future BOT Choice: Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	.	.	74	200	220	235	246	258	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	3.9	3.9	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	3.96	3.99	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

### 1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1121*	1120*	1129*	1196	1257	.	.	.	.
APPROVED GOALS	.	.	1140*	1160*	1200	1200	1200	1200	.
PROPOSED GOALS	.	.	.	.	.	1260	1260	1260	1260

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3

### 3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	84	88	88	89	90.2	.	.	.	.
BOARD OF GOVERNORS	84	87	88	89	90.2	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	92.5	93	
PROPOSED GOALS	.	.	.	.	.	91	92	93	94

### 4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	25	27	29	34	39	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

Note\*: Current Florida statute (1001.7065) requires using older graduation rates as reported by IPEDS.



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

### 6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	107	125	134	146	166	.	.	.	.
APPROVED GOALS	.	.	130	138	186	195	207	219	.
PROPOSED GOALS	.	.	.	.	.	173	185	198	212

### 7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	100	114	122	131	153	.	.	.	.
APPROVED GOALS	.	.	122	129	134	141	149	158	.
PROPOSED GOALS	.	.	.	.	.	160	172	184	197

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	2	4	5	5	5	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	6	6	.
PROPOSED GOALS	.	.	.	.	.	5	6	6	7



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	6	11	26	66	126	.	.	.	.
APPROVED GOALS	.	.	23	34	115	155	171	177	.
PROPOSED GOALS	.	.	.	.	.	166	182	177	175

### 10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	257	327	327	373	404	.	.	.	.
APPROVED GOALS	.	.	326	337	403	438	473	540	.
PROPOSED GOALS	.	.	.	.	.	425	447	470	494

### 11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	49	64	74	200	220	235	.	.	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note\*: Florida statute (1001.7065) requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

### 12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	177	179	174	196	209	.	.	.	.
APPROVED GOALS	.	.	225	250	275	275	300	300	.
PROPOSED GOALS	.	.	.	.	.	275	300	300	315



## KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

### Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	18	18	25	25	.	.	.	.
APPROVED GOALS	.	.	19	20	27	30	32	34	.
PROPOSED GOALS	.	.	.	.	.	25	26	26	27

### Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.3	5.1	5.1	5.1	4.9	.	.	.	.
APPROVED GOALS	.	.	4.5	4.5	5	4.9	4.8	4.7	.
PROPOSED GOALS	.	.	.	.	.	4.9	4.8	4.7	4.6

### Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	53	57	55	55	57	.	.	.	.
APPROVED GOALS	.	.	52	57	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61

### Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,067	8,494	9,076	9,518	10,403	.	.	.	.
APPROVED GOALS	.	.	8,600	8,800	9,900	10,200	10,600	10,900	.
PROPOSED GOALS	.	.	.	.	.	10,700	11,000	11,300	11,600



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
<b>Nursing</b>	<b>82</b>	<b>88</b>	<b>87</b>	<b>87</b>	<b>89</b>	<b>89</b>	<b>90</b>	<b>92</b>	<b>93</b>
<i>US Average</i>	85	87	88	90	92	.	.	.	.
<b>Law</b>	<b>79</b>	<b>84</b>	<b>87</b>	<b>87</b>	<b>88</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>
<i>Florida Average</i>	74	69	66	69	66	.	.	.	.
<b>Medicine (2Yr)</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
<i>US Average</i>	96	96	96	96	96	.	.	.	.
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
<b>Medicine (4Y-CK)</b>	<b>100</b>	<b>96</b>	<b>94</b>	<b>97</b>	<b>99</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
<i>US Average</i>	97	95	96	96	97	.	.	.	.
<b>Medicine (4Y-CS)</b>	<b>100</b>	<b>98</b>	<b>98</b>	<b>97</b>	<b>97</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
<b>Physical Therapy</b>	<b>75</b>	<b>81</b>	<b>89</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>
<i>US Average</i>	90	91	92	92	92	.	.	.	.
<b>Exam Scores Relative to Benchmarks</b>									
ABOVE OR TIED	4	4	4	4	5	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6

Note: An asterisk (\*) indicates the passing rate is preliminary.



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,610	3,684	3,605	3,730	3,960	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,040	4,080	4,120

#### Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85	84	84	85	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

#### Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	25	25	24	22	.	.	.	.
APPROVED GOALS	.	.	24	24	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	25

#### Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	24	25	27	30	33	.	.	.	.
APPROVED GOALS	.	.	28	31	33	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	35	37	40	40

#### Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	22	24	24	25	24	.	.	.	.
APPROVED GOALS	.	.	24	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

#### Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	31	32	34	35	35	.	.	.	.
APPROVED GOALS	.	.	33	34	36	37	38	39	.
PROPOSED GOALS	.	.	.	.	.	35	36	36	37





## KEY PERFORMANCE INDICATORS *(CONTINUED)*

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

#### Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	8	4	5	13	3	.	.	.	.
APPROVED GOALS	.	.	8	8	13	13	14	14	.
PROPOSED GOALS	.	.	.	.	.	5	7	10	13

#### Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	133	163	171	177	196	.	.	.	.
APPROVED GOALS	.	.	166	175	186	191	200	209	.
PROPOSED GOALS	.	.	.	.	.	205	220	236	252

#### Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	64	52	49	46	49	.	.	.	.
APPROVED GOALS	.	.	53	49	48	49	52	53	.
PROPOSED GOALS	.	.	.	.	.	50	53	54	55

#### Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	6	17	43	66	.	.	.	.
APPROVED GOALS	.	.	.	17	55	57	59	61	.
PROPOSED GOALS	.	.	.	.	.	57	59	61	55

#### Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	3	2	3	4	.	.	.	.
APPROVED GOALS	.	.	2	2	4	4	6	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	10



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	2	2	1	1	.	.	.	.
APPROVED GOALS	.	.	2	1	1	3	6	8	.
PROPOSED GOALS	.	.	.	.	.	3	4	5	6

### 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

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
24	25	27	30	35	35	37	40	40

#### 2. Percent of Student Credit Hours in Hybrid Education

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
2	4	6	8	10	11	11.5	12	12.5

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

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
N/A	4,737	4,986	6,101	6,826	6,894	6,963	7,033	7,103

#### 4. Percent of First Generation Undergraduate Student Enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
26%	25%	25%	24%	24%	25%	25%	25%	25%



## ENROLLMENT PLANNING

### Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	39,081	40,231	41,111	41,852	41,796	.	.	.	.
APPROVED GOALS	.	.	.	41,276	41,957	42,157	42,676	43,151	.
PROPOSED GOALS	.	.	.	.	.	41,554	41,629	41,466	41,107
<b>GRADUATE</b>									
ACTUAL	8,367	8,460	8,770	8,700	8,778	.	.	.	.
APPROVED GOALS	.	.	.	9,087	8,944	9,087	9,188	9,345	.
PROPOSED GOALS	.	.	.	.	.	9,111	9,077	9,218	9,364

### Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	16,853	16,932	17,421	17,592	17,850	17,352	17,401	17,188	16,290
FCS AA Transfers	13,034	13,717	13,914	13,887	13,760	13,981	13,992	14,027	14,350
Other AA Transfers	857	868	890	868	847	932	933	935	957
Post-Baccalaureates	408	714	892	912	942	900	908	900	900
Other Undergraduates	7,929	8,000	7,994	8,593	8,397	8,389	8,395	8,416	8,610
<b>Subtotal</b>	<b>39,081</b>	<b>40,231</b>	<b>41,111</b>	<b>41,852</b>	<b>41,796</b>	<b>41,554</b>	<b>41,629</b>	<b>41,466</b>	<b>41,107</b>
<b>GRADUATE</b>									
Master's	5,929	6,030	6,239	6,025	5,906	6,186	6,151	6,292	6,438
Research Doctoral	1,323	1,292	1,348	1,359	1,452	1,474	1,475	1,475	1,475
Professional Doctoral	1,115	1,138	1,183	1,316	1,420	1,451	1,451	1,451	1,451
<b>Subtotal</b>	<b>8,367</b>	<b>8,460</b>	<b>8,770</b>	<b>8,700</b>	<b>8,778</b>	<b>9,111</b>	<b>9,077</b>	<b>9,218</b>	<b>9,364</b>
<b>TOTAL</b>	<b>47,448</b>	<b>48,691</b>	<b>49,881</b>	<b>50,552</b>	<b>50,574</b>	<b>50,665</b>	<b>50,706</b>	<b>50,684</b>	<b>50,471</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

### Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	13	12	10	11	12	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	14	16	18



## ENROLLMENT PLANNING *continued*

### Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	13,022	12,802	12,500	12,611	12,824	13,015	13,050	13,477	13,739	13,553
UPPER	19,903	20,533	20,898	21,131	21,895	22,664	23,131	23,156	23,204	23,718
GRAD I	4,418	4,446	4,687	4,986	4,967	4,972	5,165	5,135	5,253	5,375
GRAD II	1,264	1,245	1,216	1,265	1,442	1,524	1,499	1,499	1,499	1,499
<b>TOTAL</b>	<b>38,607</b>	<b>39,026</b>	<b>39,301</b>	<b>39,993</b>	<b>41,128</b>	<b>42,175</b>	<b>42,845</b>	<b>43,267</b>	<b>43,695</b>	<b>44,145</b>
<b>NON-RESIDENT</b>										
LOWER	1,076	1,127	1,219	1,385	1,427	1,518	1,452	1,500	1,529	1,508
UPPER	1,636	1,795	1,895	2,127	2,389	2,718	2,524	2,527	2,532	2,588
GRAD I	1,614	1,644	1,530	1,447	1,328	1,276	1,381	1,373	1,405	1,437
GRAD II	671	680	696	714	664	626	690	690	690	690
<b>TOTAL</b>	<b>4,996</b>	<b>5,246</b>	<b>5,340</b>	<b>5,674</b>	<b>5,807</b>	<b>6,138</b>	<b>6,047</b>	<b>6,090</b>	<b>6,156</b>	<b>6,223</b>
<b>TOTAL</b>										
LOWER	14,098	13,929	13,719	13,995	14,251	14,533	14,502	14,977	15,268	15,061
UPPER	21,539	22,328	22,793	23,259	24,283	25,382	25,655	25,683	25,736	26,306
GRAD I	6,032	6,090	6,216	6,433	6,294	6,248	6,546	6,508	6,658	6,812
GRAD II	1,935	1,925	1,913	1,979	2,107	2,150	2,189	2,189	2,189	2,189
<b>TOTAL</b>	<b>43,604</b>	<b>44,272</b>	<b>44,641</b>	<b>45,666</b>	<b>46,935</b>	<b>48,313</b>	<b>48,892</b>	<b>49,357</b>	<b>49,851</b>	<b>50,368</b>

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 that degree-seeking students enroll. 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 of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	24%	25%	27%	30%	33%	36%	37%	38%	39%	40%
Hybrid (50-79%)	2%	4%	6%	8%	10%	12%	13%	14%	15%	16%
Classroom (0-50%)	75%	71%	67%	63%	57%	52%	50%	48%	46%	44%
<b>GRADUATE</b>										
Distance (80-100%)	18%	19%	21%	22%	24%	27%	28%	29%	30%	30%
Hybrid (50-79%)	1%	1%	1%	7%	9%	10%	11%	12%	13%	13%
Classroom (0-50%)	81%	80%	78%	71%	67%	63%	61%	59%	57%	57%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Digital Arts	50.0102	STEM	UCF, UF	---	85	08/2019
Neuroscience and Behavior	42.2706	STEM	FAU, UNF	---	500	12/2019
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	03/2020
Public Health	51.2201	Health	UF, USF	---	250	06/2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Internet of Things (IoT)	15.999	STEM	---	Yes	50	08/2019
Genetic Counseling	51.000	Health	---	---	18	06/2020
<b>DOCTORAL PROGRAMS</b>						
Doctor of Design	4.0902	---	---	---	20	08/2019
Digital Communication and Media	9.0702	STEM	---	50-75%	15	06/2020

### New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Marine Affairs	26.1302	STEM	---	---	30	03/2021
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	---	45	06/2021
<b>DOCTORAL PROGRAMS</b>						
Occupational Therapy	51.2306	Health	UF	---	45	06/2021
Linguistics	16.0101	Global	UF	---	15	03/2021
Pharmacy	51.2001	Health	FAMU, UF, USF_T	---	400	03/2022