

# 2026 ACCOUNTABILITY PLAN

## FLORIDA INTERNATIONAL UNIVERSITY

**BOT Approved April 20, 2026**





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2030 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

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

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



## STRATEGY

### Mission Statement

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

### Statement of Strategy

Florida International University (FIU) is a Carnegie R1, preeminent state public research university committed to making an impact locally, in the State of Florida, and around the country and the world. With over 55,000 students, FIU has leveraged its scale and is proud to have more than 350,000 alumni leading across industries and sectors, most of which have chosen to build their families and careers in Florida. FIU's strategy is grounded in the *Experience Impact 2030* Strategic Plan, which focuses our university's priorities around three pillars: the FIU Experience; Research Excellence; and Strategic Alliances.

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

We continue to support the mission of the State University System of Florida, especially in ensuring student success, research excellence, and the economic and social mobility of our citizens. We are proud to have achieved \$326 million in research expenditures in 2024 and contribute to the System's over \$2.2 billion total. Our external rankings also continue to highlight the incredible accomplishments of our students, faculty, and staff.

FIU continued its rise in national and international rankings in 2025-26. FIU is recognized, for the second year in a row as #1 for Economic and Social Mobility, and a Top 50 public university by *U.S. News and World Report*, *The Wall Street Journal*, *Washington Monthly*, *QS World Rankings*, and *Times Higher Education*. *U.S. News* ranks FIU a Top 100 Overall National University. Additionally, FIU was, for the second year in a row, ranked as the #1 university in Florida by *The Wall Street Journal* and *Washington Monthly*. Many individual programs are ranked as leaders in their respective fields, including *U.S. News's* ranking International Business at No. 2.

FIU endorses the Florida Board of Governors' Statement of Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our campuses. In addition to supporting this legal right, we view this as an integral part of our ability to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service.

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



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress

#### Area 1: Economic Freedom

The Adam Smith Center for Economic Freedom launched two new degree programs, sustaining a growing global convening portfolio, and initiating targeted faculty recruitment. The Center's evolution from research center to degree-granting unit reflects direct alignment with BOG priorities and the legislature's mandate to advance scholarship on free markets and individual prosperity. Progress against key metrics is documented below.

- The Adam Smith Center launched both a Bachelor of Science and a Master of Science in Business and Government Leadership, advancing the metric for growing enrollment in economics, international business, and policy programs.
- The Center's public engagement portfolio includes the annual *CapitaF* colloquium, the Senior Leadership Fellows program, and an international essay competition marking the 250th anniversary of The Wealth of Nations. The Civic Circle Fellowship — a student-led initiative connecting academic inquiry to civic and professional practice — launches in 2026.
- Targeted searches for nationally and globally recognized faculty in economics, political economy, and free-market thought are underway, supported by an active postdoctoral fellowship program.

#### Area 2. Risk and Resilience Mitigation: Natural and Built Environment

FIU advanced this area of expertise through structural reorganization, significant federal investment, and expanded research infrastructure. A dedicated Vice Provost for Environmental Resilience now leads cross-university coordination, and a university-wide resilience framework is being finalized. Progress against key metrics is documented below.

- Dr. Michael Heithaus was appointed Vice Provost for Environmental Resilience and the Biscayne Bay Campus.
- FIU expanded this area to include national security and defense risk and resilience mitigation under Dr. Brian Fonseca, in the newly created role of Vice Provost for Defense and National Security. In March 2026, FIU secured \$11.5 million in federal investment to establish two new research laboratories at the Biscayne Bay Campus — the Marine Robotics and Autonomous Systems Lab and the Coastal Conservation and Restoration Laboratory.
- Multiple FIU faculty in resilience and environmental science were inducted into the Academy of Science, Engineering and Medicine of Florida (ASEMFL) in 2025, including Institute of Environment Director Todd A. Crowl.

#### Area 3. Health: Precision Imaging and Personalized Health

FIU made consequential advances in health infrastructure, clinical partnerships, and center development in 2025–26. A \$250 million Academic Medical Center is under development, a new cardiovascular research center launched with \$11.7 million in philanthropic investment, and the university's clinical training enterprise with Baptist Health South Florida is fully operational. Progress against key metrics is documented below.

- The more than \$250 million, 163,000-square-foot, Academic Medical Center breaks ground May 27, 2026, with a 2028 opening.
- The new cardiovascular research center launched in January 2026 with an \$11.7 million investment from the Florida Heart Research Foundation.
- The FIU–Baptist Health Academic Medical Center Enterprise is operational. Residency programs in internal medicine, neurology, and diagnostic radiology launched. FIU expanded alliances with Nicklaus Children's Hospital.

FIU licensed First Ascent Medical to commercialize research in precision medicine and the company now offers per its website: "rapid, personalized treatment insights for any cancer category in an average of 10 days."



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

FIU had a First Time in College 4-year graduation rate of 67.3 percent for 2024-25 and an overall first-to-second-year retention rate of 91.7 percent. The University closely monitors retention and graduation outcomes to implement targeted outreach and interventions that support retention and degree completion. FIU also continues to strengthen teaching and learning through several key initiatives. These efforts support faculty in a continuous improvement cycle that uses classroom-level data to refine instructional design and learning environments in ways that improve the student learning experience, course success, and persistence to degree.

The Gateway Project supports 25 courses with more than 40,000 enrolled students annually. Since its inception in AY 2013-2014, the average passing rate has increased from 65 percent to 82 percent, up from 78 percent in AY 2022-2023, resulting in more than 57,800 seats saved. FIU expanded this project to any faculty member interested and as a result, AY 2024-2025 saw a 46 percent increase in the number of courses included (1,587 sections across 266 courses), resulting in 26,716 student responses. A total of 712 faculty used these data to develop action plans that informed modifications to instructional design and/or teaching strategies. Results continue to show meaningful gains, particularly in Hybrid courses, in areas such as student preparedness, perceptions of the importance of attendance, receipt of helpful feedback, and comfort asking questions in class. These findings align with faculty-reported improvement strategies.

An extension of the Gateway project is the G2G initiative, which targets courses with a high impact on 4-year graduation rates by engaging faculty in the continuous improvement process. A highlight of the AY 2024-25 work was connecting faculty teaching upper-division biology, microbiology, and genetics to create Mentoring at Scale opportunities within and across their classes.

The Provost's Hybrid Program continues to certify faculty through an intensive, semester-long course design institute, with 906 faculty currently certified. In AY 2024-2025, 592 certified faculty taught 1,435 sections with 79,846 instances of enrollment. Comparison of outcomes across Hybrid, on-campus, and online modalities indicates that student success in Hybrid courses is on par with other modalities, and that students report more positive experiences in Hybrid courses across most measures of engagement and learning.

The Quality Matters and Panther High Quality initiatives continue to ensure that FIU's online courses meet national standards in course organization, content delivery, and student engagement. FIU Online remains a national leader in the quality of online education, holding the number one ranking for Quality Matters certified courses since 2021. FIU has now certified 929 courses through Quality Matters; in addition to the 667 additional courses certified through the Panther High Quality initiative.

These efforts reflect FIU's continued focus on strengthening the student experience, improving progression and degree completion, and aligning academic quality and student success strategies with broader institutional priorities.



## STRATEGY (cont.)

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

#### Rankings, Recognition & Preeminence

- FIU was designated a Preeminent Research University, the youngest in Florida to achieve this distinction.
- FIU ranked #1 in the State University System (BOG metrics) and #6 among U.S. public universities. (Washington Monthly)
- FIU's undergraduate International Business program ranked #2 in the U.S. (sixth consecutive year); the master's program rose to #5 nationally. (U.S. News & World Report)
- FIU Real Estate ranked #1 globally for research productivity, with five faculty among the top 27 worldwide.
- The Chaplin School ranked #3 among U.S. publics and #23 globally, and #1 in Florida; Architecture ranked #22 among U.S. publics. (QS)
- FIU was named a Great College to Work For (Honor Roll in all 10 categories) and gained national attention for AI research diagnosing concussions via voice analysis; Caplin News was also named Best Student News Organization in the Green Eyeshade Awards.

#### Student Success & Academic Outcomes

- FIU Herbert Wertheim College of Medicine achieved a 100% residency placement rate for the Class of 2026—the fourth consecutive perfect Match Day—with a record number staying in Florida.
- FIU's Physical Therapy program achieved a 98% first-time NPTE pass rate, and Undergraduate Nursing achieved a 94% first-time NCLEX pass rate.
- FIU Law graduates achieved an 89.3% first-time Florida Bar pass rate on the July 2025 exam — among the highest in the past decade.
- Stempel College reached an 85.7% four-year graduation rate, ranked #15 among public schools of public health in NIH funding, and saw NIH Contact PI funding grow from \$15.2M to \$19.0M.

#### Academic Programs & Student Opportunities

- FIU Medicine launched a joint residency with Baptist Health, sponsoring eight accredited programs and matching 44+ inaugural residents.
- The College of Engineering & Computing launched a new Bachelor of Science in Data Science and Artificial Intelligence.
- FIU Law launched a Graduate Certificate in National Security and Military Law.
- The Green School launched a Washington, D.C. Semester program and opened its new West Wing honoring Ambassador Steven J. Green.

#### Research Growth & Major Funding

- FIU secured a five-year, \$3M NSF Research Traineeship (Q-STAR) in quantum science and emerging technologies.
- FIU's Center for Translational Science received an \$11.4M award to develop treatments for congenital heart and pulmonary vascular disease in children.
- FIU's Applied Research Center secured a \$20M DOE agreement supporting nuclear cleanup research and STEM workforce development.
- The Nicole Wertheim College of Nursing and Health Sciences received DoD funding for autism drowning prevention research.
- Florida's Congressional delegation secured \$9.3M in direct federal earmarks, and millions more at federal agencies, to support FIU's research leadership in engineering, environmental science, and coastal resilience.
- The College of Arts, Sciences, and Education achieved a new institutional high of \$80.6M in research expenditures and launched the AI Collaborative Hub.



## STRATEGY (cont.)

### Enrollment Strategy

Florida International University (FIU) is committed to transforming lives through high-quality education, groundbreaking research, and meaningful strategic alliances that further our local, national, and global impact. FIU's enrollment management strategy is designed to support this mission and to advance the goals of the FIU Experience Impact 2030 Strategic Plan.

FIU's enrollment strategy supports the university's continued advancement as a leading public research institution with broad reach, strong student demand, and a commitment to student success. It is centered on sustaining a high-quality student experience, strengthening student progression and success, and aligning academic opportunities with workforce needs and the university's strategic focus areas: Environment and Resilience, Health and Technology and Innovation.

To that end, FIU is committed to maintaining overall undergraduate and graduate enrollment. At the undergraduate level, FIU will continue to serve Florida's first-time-in-college population with access to a high-quality education within an environment designed to support retention, timely degree completion, and post-graduation success. FIU will also continue to work closely with its state college partners to strengthen transfer pathways, reduce barriers to transition, and support degree attainment.

This work is guided by the university's broader commitment to a more seamless and integrated student experience. FIU will continue to align recruitment, enrollment, academic support, and student success strategies in ways that help students navigate clear pathways, connect with the appropriate opportunities and supports at the right time, and realize the full value of their FIU degree. In doing so, the university strengthens both student outcomes and institutional effectiveness.

At the graduate level, FIU is committed to maintaining enrollment in master's and doctoral programs that reflect institutional priorities and respond to the evolving needs of Florida's economy and the nation's workforce. Master's degree programs play an important role in developing talent in high-demand fields, while doctoral education remains essential to FIU's research mission, knowledge generation, and national competitiveness. Together, these efforts support the university's continued advancement in innovation, research excellence, and public impact.

To support this strategy, FIU is undertaking coordinated strategic enrollment planning efforts across the institution, aligning academic and administrative leadership around shared priorities related to recruitment, retention, student success, and program alignment to ensure an intentional approach to enrollment management.



## PERFORMANCE-BASED FUNDING METRICS

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	68.0	72.8	77.2	76.4	77.3	.	.	.	.	.
APPROVED GOALS	.	.	74.0	75.5	77.0	78.5	80.0	80.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	78.5	80.0	80.0	80.0	80.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	40,800	44,900	49,600	50,400	52,200	.	.	.	.	.
APPROVED GOALS	41,000	41,000	45,000	47,000	51,000	52,000	53,000	54,000	55,000	.
PROPOSED GOALS	.	.	.	.	.	52,200	53,000	54,000	55,000	56,000

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	2,970	-1,630	920	-450	-2,540	.	.	.	.	.
APPROVED GOALS	8,500	8,375	7,000	7,000	7,000	7,000	7,000	7,000	7,000	.
PROPOSED GOALS	.	.	.	.	.	7,000	7,000	7,000	7,000	7,000

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

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	59.4	59.8	64.9	70.0	67.3	.	.	.	.	.
APPROVED GOALS	55.0	60.0	61.0	65.0	66.0	68.0	70.0	72.0	74.0	.
PROPOSED GOALS	.	.	.	.	.	68.0	70.0	72.0	74.0	76.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	89.2	88.8	90.8	91.5	90.5	.	.	.	.	.
APPROVED GOALS	91.0	92.0	92.0	92.0	92.0	93.0	93.0	94.0	95.0	.
PROPOSED GOALS	.	.	.	.	.	93.0	93.0	94.0	95.0	95.0



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	34.6	34.4	36.6	37.6	39.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	39.0	40.0	42.0	44.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.0	44.0	45.0	45.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	50.1	50.3	50.4	50.5	53.2	.	.	.	.	.
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

Note: Beginning 2024-25, changes were implemented to expand federal financial aid eligibility as part of the FAFSA Simplification Act.

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	39.1	39.4	42.3	42.9	44.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	42.0	42.0	45.0	48.0	51.0	.
PROPOSED GOALS	.	.	.	.	.	45.0	46.0	48.0	50.0	50.0

Note: Outcomes in the table above reflect the revised Programs of Strategic Emphasis list approved by the Board in November 2023.



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29	2027-30
ACTUAL	70.7	71.9	70.0	70.6	71.7	.	.	.	.	.
APPROVED GOALS	63.0	72.0	73.0	74.0	75.0	76.0	77.0	78.0	79.0	.
PROPOSED GOALS	.	.	.	.	.	76.0	77.0	78.0	79.0	80.0

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]

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	65.0	68.6	72.2	73.0	73.9	.	.	.	.	.
APPROVED GOALS	65.3	66.8	69.0	70.0	75.0	76.0	77.0	78.0	79.0	.
PROPOSED GOALS	.	.	.	.	.	76.0	77.0	78.0	79.0	80.0

### 10. BOT Choice: Number of Post-Doctoral Appointees

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	235	278	262	274	274	.	.	.	.	.
APPROVED GOALS	235	276	278	274	274	280	285	290	295	.
PROPOSED GOALS	.	.	.	.	.	280	285	290	295	295



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### A. (1). Average GPA

	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	4.3	4.3	4.3	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.1	4.1	4.1	4.1	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.3	4.3	4.3	4.3

### A. (2). Average SAT Score

	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029	FALL 2030
ACTUAL	1241	1286	1284	1287	1285	.	.	.	.	.
APPROVED GOALS	1260	1260	1260	1260	1287	1290	1293	1296	1300	.
PROPOSED GOALS	.	.	.	.	.	1290	1293	1296	1300	1300

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	2	3	2	5	4	.	.	.	.	.
APPROVED GOALS	2	2	3	3	3	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	5	5

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

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	91	91	92	93	92	.	.	.	.	.
APPROVED GOALS	92	93	91	92	92	93	94	95	96	.
PROPOSED GOALS	.	.	.	.	.	93	94	95	96	96

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	59	60	65	70	67	.	.	.	.	.
APPROVED GOALS	55	60	61	65	66	68	70	72	74	.
PROPOSED GOALS	.	.	.	.	.	68	70	72	74	76



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### E. National Academy Memberships

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	7	8	7	8	9	.	.	.	.	.
APPROVED GOALS	8	8	8	8	8	9	10	12	14	.
PROPOSED GOALS	.	.	.	.	.	9	10	12	14	14

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	246	282	306	326	326	.	.	.	.	.
APPROVED GOALS	248	269	296	340	400	417	427	444	460	.
PROPOSED GOALS	.	.	.	.	.	417	427	444	460	465

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	200	233	263	279	284	.	.	.	.	.
APPROVED GOALS	200	204	239	275	300	325	340	350	400	.
PROPOSED GOALS	.	.	.	.	.	325	340	350	400	405

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	6 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	6 of 8	6 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8

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

	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29	2028-30
ACTUAL	189	186	177	170	168	.	.	.	.	.
APPROVED GOALS	182	180	180	180	180	180	180	180	180	.
PROPOSED GOALS	.	.	.	.	.	180	180	180	180	180



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### J. Doctoral Degrees Awarded Annually

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	460	513	541	518	542	.	.	.	.	.
APPROVED GOALS	480	506	535	565	538	548	558	571	584	.
PROPOSED GOALS	.	.	.	.	.	548	558	571	584	597

### K. Number of Post-Doctoral Appointees

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	235	278	262	274	274	.	.	.	.	.
APPROVED GOALS	235	276	278	274	274	277	280	285	290	.
PROPOSED GOALS	.	.	.	.	.	277	280	285	290	290

### L. Endowment Size (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	276	284	307	338	380	.	.	.	.	.
APPROVED GOALS	250	275	300	325	355	374	392	404	416	.
PROPOSED GOALS	.	.	.	.	.	397	413	430	446	463

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	216	250	281	296	298	.	.	.	.	.
APPROVED GOALS	219	227	257	290	300	315	325	340	380	.
PROPOSED GOALS	.	.	.	.	.	315	325	340	380	385

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



## KEY PERFORMANCE INDICATORS

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	2	3	2	5	4	.	.	.	.	.
APPROVED GOALS	2	2	3	3	3	3	4	4	5	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	5	5

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

### 2. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	89	85	81	81	79	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

### 3. Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	61	61	66	71	70	.	.	.	.	.
APPROVED GOALS	47	61	61	66	67	69	71	73	75	.
PROPOSED GOALS	.	.	.	.	.	69	71	73	75	75

### 4. Annual Students Without Loans Rate

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	76	78	78	80	81	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	81	81	81	81	81



## KEY PERFORMANCE INDICATORS (cont.)

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

#### NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	91	85	93	93	94	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	93	93	93	93	93	93	95	95	95	.
PROPOSED GOALS	.	.	.	.	.	93	95	95	95	95

#### LAW

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	87	80	89	89	86	.	.	.	.	.
BENCHMARK	71	65	70	77	80	.	.	.	.	.
APPROVED GOALS	85	85	85	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	85	85	85	85	85

#### PHYSICAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	90	82	75	84	98	.	.	.	.	.
BENCHMARK	88	85	85	85	87	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	92	92	92	92	92

#### MEDICINE (2YR)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	100	100	96	99	94	.	.	.	.	.
BENCHMARK	96	93	92	91	93	.	.	.	.	.
APPROVED GOALS	96	96	96	96	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	96	96	96	96	96



## KEY PERFORMANCE INDICATORS (cont.)

### MEDICINE (4Y-CK)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	100	99	98	100	98	.	.	.	.	.
BENCHMARK	99	99	98	98	98	.	.	.	.	.
APPROVED GOALS	96	96	96	96	98	98	98	98	98	.
PROPOSED GOALS	.	.	.	.	.	98	98	98	98	98

### PHYSICIAN'S ASSISTANT

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	98	89	96	92	90	.	.	.	.	.
BENCHMARK	93	92	92	92	91	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	91	91	91	91	91

Note: The Physician Assistant National Certifying Examination (PANCE) reports pass rates on a rolling basis. Historical pass rates included in the Accountability Plan remain fixed. The most recent pass rates above are current as of March 20, 2026.

### Exam Scores Relative to Benchmarks

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ABOVE / TIED	6	4	5	5	5	6	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6	6



## KEY PERFORMANCE INDICATORS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	12,677	12,363	11,472	11,504	10,499	.	.	.	.	.
APPROVED GOALS	12,000	12,700	12,000	12,000	12,000	12,000	12,000	12,000	12,000	.
PROPOSED GOALS	.	.	.	.	.	12,000	12,000	12,000	12,000	12,000

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	4,168	4,472	4,600	4,319	4,311	.	.	.	.	.
APPROVED GOALS	3,791	4,200	4,200	4,200	4,250	4,250	4,250	4,250	4,350	.
PROPOSED GOALS	.	.	.	.	.	4,250	4,250	4,250	4,350	4,400

### 8. Percent of Bachelor's Degree Completers with Internships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	18	17	16	18	15	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	16	16	17	17	18

### 9. National Academy Members

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	7	8	7	8	9	.	.	.	.	.
APPROVED GOALS	8	8	8	8	8	9	10	12	14	.
PROPOSED GOALS	.	.	.	.	.	9	10	12	14	14

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	246	282	306	326	326	.	.	.	.	.
APPROVED GOALS	248	269	296	340	400	417	427	444	460	.
PROPOSED GOALS	.	.	.	.	.	417	427	444	460	465



## KEY PERFORMANCE INDICATORS (cont.)

### 11. Federal Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	105	130	156	165	163	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	165	168	175	200	230

### 12. Research Expenditures from Business & Industry (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	2	3	3	3	3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	3.4	3.6	4.0	4.7	5.4

### 13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	62	60	55	55	58	.	.	.	.	.
APPROVED GOALS	60	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

### 14. Number of Start-up Companies Created

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	6	3	2	2	2	.	.	.	.	.
APPROVED GOALS	5	6	6	7	7	8	8	9	10	.
PROPOSED GOALS	.	.	.	.	.	8	8	9	10	10

### 15. Number of Licenses & Options Executed Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	13	15	18	19	20	.	.	.	.	.
APPROVED GOALS	7	12	15	19	20	30	30	32	35	.
PROPOSED GOALS	.	.	.	.	.	30	30	32	35	35



## KEY PERFORMANCE INDICATORS (cont.)

### 16. Cash to Debt Ratio

	2021	2022	2023	2024	2025
ACTUAL	468	391	414	470	543

### 17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	186	167	174	177	180

### 18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	6.6	0.1	5.4	6.6	5.7

### 19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	15.8	14.8	14.7	14.3	14.9

### 20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	11.5	3.8	11.9	10.1	6.0

### 21. Shared Initiatives Savings (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	22.4	22.4	28.3	16.0	17.0

### 22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	63	62	63	62	63

### 22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	24	24	22	23	23



# KEY PERFORMANCE INDICATORS (cont.)

## 23. Bond Program Ratings

	Moody's	S&P	Fitch
<b>Florida International University Issuer Rating</b>	<b>Aa2/Stable</b>	<b>-</b>	<b>AA-/Positive</b>

Issuer	Type	Moody's	S&P	Fitch
DBF (Division of Bond Finance)	Housing Bonds	Aa3/Stable	A/Stable	A+/Stable
DBF (Division of Bond Finance)	Parking Revenue Bonds	Aa3/Stable	AA-/Stable	A+/Positive



## 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.

#### Percent of Student Credit Hours in Online Education

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	85	53	50	48	50	.	.	.	.	.
APPROVED GOALS	77	40	50	40	40	40	40	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	40	40	40	40

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	7	11	11	10	10	.	.	.	.	.
APPROVED GOALS	9	16	11	16	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	16	16

#### Internships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	6,983	7,319	7,384	7,661	7,424	.	.	.	.	.
APPROVED GOALS	8,700	7,000	8,780	7,400	7,500	7,600	7,700	7,800	7,900	.
PROPOSED GOALS	.	.	.	.	.	7,600	7,700	7,800	7,900	7,900

#### Percent of First Generation Undergraduate Student Enrollment

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	22	20	20	22	21	.	.	.	.	.
APPROVED GOALS	25	25	25	25	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	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	39,862	39,213	38,715	39,470	40,821	.	.	.	.	.
APPROVED GOALS	40,991	39,344	39,141	40,053	40,435	40,714	41,178	41,425	41,508	.
PROPOSED GOALS	.	.	.	.	.	40,821	41,135	41,292	41,371	41,411

  

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	9,831	9,569	9,238	9,226	9,031	.	.	.	.	.
APPROVED GOALS	9,588	9,963	9,189	9,166	8,901	9,090	9,165	9,165	9,165	.
PROPOSED GOALS	.	.	.	.	.	9,040	9,040	9,040	9,040	9,040

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTIC: New	4,067	4,418	5,171	5,240	5,855	5,775	5,775	5,775	5,775	5,775
FTIC: Returning	12,542	12,258	12,514	13,964	14,841	15,468	15,782	15,939	16,018	16,058
Transfer: FCS w/ AA	13,561	12,538	11,190	10,706	10,326	10,000	10,000	10,000	10,000	10,000
Other Undergraduates	8,633	8,947	8,852	8,609	8,944	8,778	8,778	8,778	8,778	8,778
Post-Baccalaureates	1,059	1,052	988	951	855	800	800	800	800	800
<b>Subtotal</b>	<b>39,862</b>	<b>39,213</b>	<b>38,715</b>	<b>39,470</b>	<b>40,821</b>	<b>40,821</b>	<b>41,135</b>	<b>41,292</b>	<b>41,371</b>	<b>41,411</b>

  

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	6,593	6,382	6,065	6,089	5,982	5,950	5,950	5,950	5,950	5,950
Research Doctoral	1,645	1,674	1,672	1,641	1,610	1,600	1,600	1,600	1,600	1,600
Professional Doctoral	1,593	1,513	1,501	1,496	1,439	1,490	1,490	1,490	1,490	1,490
<b>Subtotal</b>	<b>9,831</b>	<b>9,569</b>	<b>9,238</b>	<b>9,226</b>	<b>9,031</b>	<b>9,040</b>	<b>9,040</b>	<b>9,040</b>	<b>9,040</b>	<b>9,040</b>
<b>TOTAL</b>	<b>49,693</b>	<b>48,782</b>	<b>47,953</b>	<b>48,696</b>	<b>49,852</b>	<b>49,861</b>	<b>50,175</b>	<b>50,332</b>	<b>50,411</b>	<b>50,451</b>

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



## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	8	8	9	8	8	.	.	.	.	.
PROJECTIONS	.	.	.	.	.	10	10	10	10	10

Note: Reflects the percentage of students enrolled who are considered non-residents pursuant to Board Regulation 7.006. Non-resident enrollment projections were requested on May 29, 2026, pursuant to HB 5601E.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	11	12	12	13	13	.	.	.	.	.
APPROVED GOALS	14	15	15	16	17	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
LOWER	13,734	12,890	13,300	13,924	14,572	15,804	16,643	16,860	16,969	17,023	17,051
UPPER	27,308	26,088	25,014	24,044	24,284	24,701	24,070	24,070	24,070	24,070	24,070
GRAD 1	6,853	7,129	6,778	6,513	6,525	6,518	6,483	6,483	6,483	6,483	6,483
GRAD 2	2,362	2,445	2,417	2,391	2,340	2,314	2,345	2,345	2,345	2,345	2,345
<b>TOTAL</b>	<b>50,257</b>	<b>48,552</b>	<b>47,509</b>	<b>46,871</b>	<b>47,721</b>	<b>49,337</b>	<b>49,541</b>	<b>49,758</b>	<b>49,867</b>	<b>49,921</b>	<b>49,949</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 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.



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
<b>UNDERGRADUATE</b>											
All Distance (100%)	85	53	50	48	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%)	7	11	11	10	10	16	16	16	16	16	16
Classroom (0-49%)	8	36	39	42	40	44	44	44	44	44	44
<b>GRADUATE</b>											
All Distance (100%)	73	38	37	36	38	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%)	12	13	11	10	12	13	13	13	13	13	13
Classroom (0-49%)	14	49	52	53	50	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 4<sup>th</sup> 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. FGPU: 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 Post doctorates 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) ePortfolios, (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.



## DEFINITIONS (cont.)

### Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: 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 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

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

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



## DEFINITIONS (cont.)

**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: Utility 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: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

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



## DEFINITIONS (cont.)

### Key Performance Indicators (KPI)

**Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

**Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** 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).

**Percent of Bachelor's Degree Completers with Internships:** This metric is based on the percentage bachelor's degree completers annually who complete an internship course. These courses offer students opportunities to acquire or apply knowledge and skills in a supervised setting that simulates the conditions in which the knowledge and skills will be utilized. Source: State University Database System (SUDS).

**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).

**Percent of Students Paying Excess Hours Fees:** This metric is based on the percentage of undergraduate students who are assessed excess hour fees during the academic year. Students are counted once per academic year if they incur the fee, regardless of the number of terms or courses in which the fee is applied. The percentage is calculated by dividing the number of students paying the fee by the total number of degree-seeking undergraduate students enrolled during the academic year. Source: State University Database System (SUDS).

**Annual Students Without Loans Rate:** This metric is based on the percentage of Florida resident undergraduates who did not receive a student loan as part of their financial aid disbursement in an academic year. Source: State University Database System (SUDS).

**Professional 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, Initial Teacher Preparation, Physician Assistant, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2030 System Strategic Plan calls for institutions to be in the top decile of scores compared to the average pass rate for the nation or state. 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.)

**Bachelor's and 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).

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

**Total Research Expenditures (\$M):** 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.

**Federal Research Expenditures (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by federal government 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.

**Research Expenditures from Business & Industry (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by business 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.

**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).

**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

**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.

**Annual Giving (\$):** Refers to new funds committed, including bequests, according to Council for Advancement and Support of Education (CASE) Global Reporting Standards. Source: CASE Voluntary Support of Education (VSE) Survey.



## DEFINITIONS (cont.)

**Cash to Debt:** This metric provides an indication of the financial health of the university by showing the base of cash and investments available to respond to unforeseen impacts on pledged revenues. The ratio is calculated by dividing all cash and investments by the total of bonds, leases, SPITA, and loans/notes.

**Days Cash on Hand:** This metric is a primary indicator of liquidity, measuring how long the university could continue operations if no additional revenues or cash inflows occurred. It is calculated by dividing unrestricted cash and investments by cash operating expenses (excluding non-cash pension expense), then multiplying by 365.

**Net Operating Revenues Ratio:** This metric reflects the university's operating margin in a given year by dividing adjusted operating surplus by adjusted operating revenues.

**Age of Plant Ratio:** This metric measures the average age of the university's capital assets, including buildings, infrastructure, and capital equipment. It is calculated by dividing accumulated depreciation by annual depreciation expense.

**Return on Net Assets (RONA) Ratio:** This metric indicates whether the university is better off financially than it was in the prior year by measuring the percentage increase in total net assets. It is calculated by dividing the change in net assets plus non-cash pension expense by adjusted beginning net assets.

**Shared Initiatives Savings:** This metric tracks cost savings achieved through coordinated university efforts to maximize efficiencies in the purchase of goods and services.

**Percent of Employees in Instruction/Research & Administration:** This metric is based on employee FTE, which represents the portion of full-time effort assigned for the length of the contract. It only includes state-funded employees. Percentages are calculated using all state-funded FTE as the denominator, with activity categories including Instruction/Research and Administration. Other categories not shown include Student Support, Services, and Operational Support.

**Bond Program Ratings:** This metric reflects ratings assigned to a university's bond or debt issuances by nationally recognized credit rating agencies, including S&P Global Ratings, Moody's Investors Service, and Fitch Ratings.



**Bond Program Ratings:**

Moody's	S&P	Fitch	Rating description		Credit Worthiness
Aaa	AAA	AAA	Prime	Investment grade	An obligor has <b>EXTREMELY STRONG</b> capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has <b>VERY STRONG</b> capacity to meet its financial commitments. It differs from the highest-rated obligors only to a small degree.
Aa2	AA	AA			
Aa3	AA-	AA-			
A1	A+	A+	Upper-medium grade		An obligor has <b>STRONG</b> capacity to meet its financial commitments but is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.
A2	A	A			
A3	A-	A-			
Baa1	BBB+	BBB+	Lower-medium grade		An obligor has <b>ADEQUATE</b> capacity to meet its financial commitments. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitments.
Baa2	BBB	BBB			
Baa3	BBB-	BBB-			
Ba1	BB+	BB+	Non-investment grade, speculative	Non-investment grade aka: high-yield bonds aka: junk bonds	An obligor is <b>LESS VULNERABLE</b> in the near term than other lower-rated obligors. However, it faces major ongoing uncertainties and exposure to adverse business, financial, or economic conditions which could lead to the obligor's inadequate capacity to meet its financial commitments.
Ba2	BB	BB			
Ba3	BB-	BB-			
B1	B+	B+	Highly speculative		An obligor is <b>MORE VULNERABLE</b> than the obligors rated 'BB', but the obligor currently has the capacity to meet its financial commitments. Adverse business, financial, or economic conditions will likely impair the obligor's capacity or willingness to meet its financial commitments.
B2	B	B			
B3	B-	B-			
Caa	CCC	CCC	Extremely speculative		An obligor is <b>CURRENTLY VULNERABLE</b> , and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> .
	C	C			The obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> to nonpayment. May be used where a bankruptcy petition has been filed.
C	D	D	In default	An obligor has failed to pay one or more of its financial obligations (rated or unrated) when it became due.	



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**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).

**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).

**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).

**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).

**Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents pursuant to Board Regulation 7.006. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA





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