THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES

Workshop

FIU Board of Trustees
Strategic Planning Committee

Tuesday, October 6, 2020
Modesto A. Maidique Campus
Graham Center Ballrooms

** Trustees and a limited number of University administrators and staff are expected to attend in-person at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms. To help prevent the spread of COVID-19, the University community and general public will have access to the Workshop via http://webcast.fiu.edu/*

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
STRATEGIC PLANNING COMMITTEE
WORKSHOP

Florida International University, Modesto A. Maidique Campus
Graham Center Ballrooms
To help prevent the spread of COVID-19, public access via http://webcast.fiu.edu/

Tuesday, October 6, 2020

Chair: Roger Tovar
Vice Chair: Cesar L. Alvarez
Members: Leonard Boord, Donna J. Hrinak, Gene Prescott, Joerg Reinhold, Alexandra Valdes

AGENDA

9:00 AM **Arrival and Breakfast**

9:30 AM **Call to Order, Chair's Remarks, and Trustee Expectations**

10:00 AM **Discussion Items**

Equity Action Initiative and Division of Diversity, Equity, and Inclusion plans, technology trends and potential impact on higher education, and FIU Next Horizon 2025 Strategic Plan metrics and *U.S. News & World Report* metrics/ranking impact

12:00 – 12:30 PM **Lunch Break**

12:30 PM **Discussion Items**

Top-50 programs and schools and tie to areas of preeminence, facilities and capital expenditures prioritization, aligning marketing to enhance national reputation, Legislative budget process and updates, and prioritization of $32M for Top-50 public ranking

4:15 – 5:00 PM **Wrap-up and Next Steps**

PLEASE NOTE: The listed time(s) are estimated start time(s).

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Workshop | FIU Board of Trustees Strategic Planning Committee

Time: October 06, 2020 9:00 AM - 5:00 PM EDT

Location: FIU, Modesto A. Maidique Campus, Graham Center Ballrooms - To help prevent the spread of COVID-19, public access via http://webcast.fiu.edu/

Section	Agenda Item	Presenter	Page
9:00 AM	**Arrival and Breakfast**		
9:30 AM	**Call to Order, Chair's Remarks, and Trustee Expectations**		
10:00 AM	**Discussion Items**		
	Equity Action Initiative and Division of Diversity, Equity, and Inclusion plans		**1**
	Technology trends and potential impact on higher education		**10**
	FIU Next Horizon 2025 Strategic Plan metrics and *U.S. News & World Report* metrics/ranking impact		**22**
	FIU Accountability Plan, 2018		**39**
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	FIU Accountability Plan, 2020		**92**
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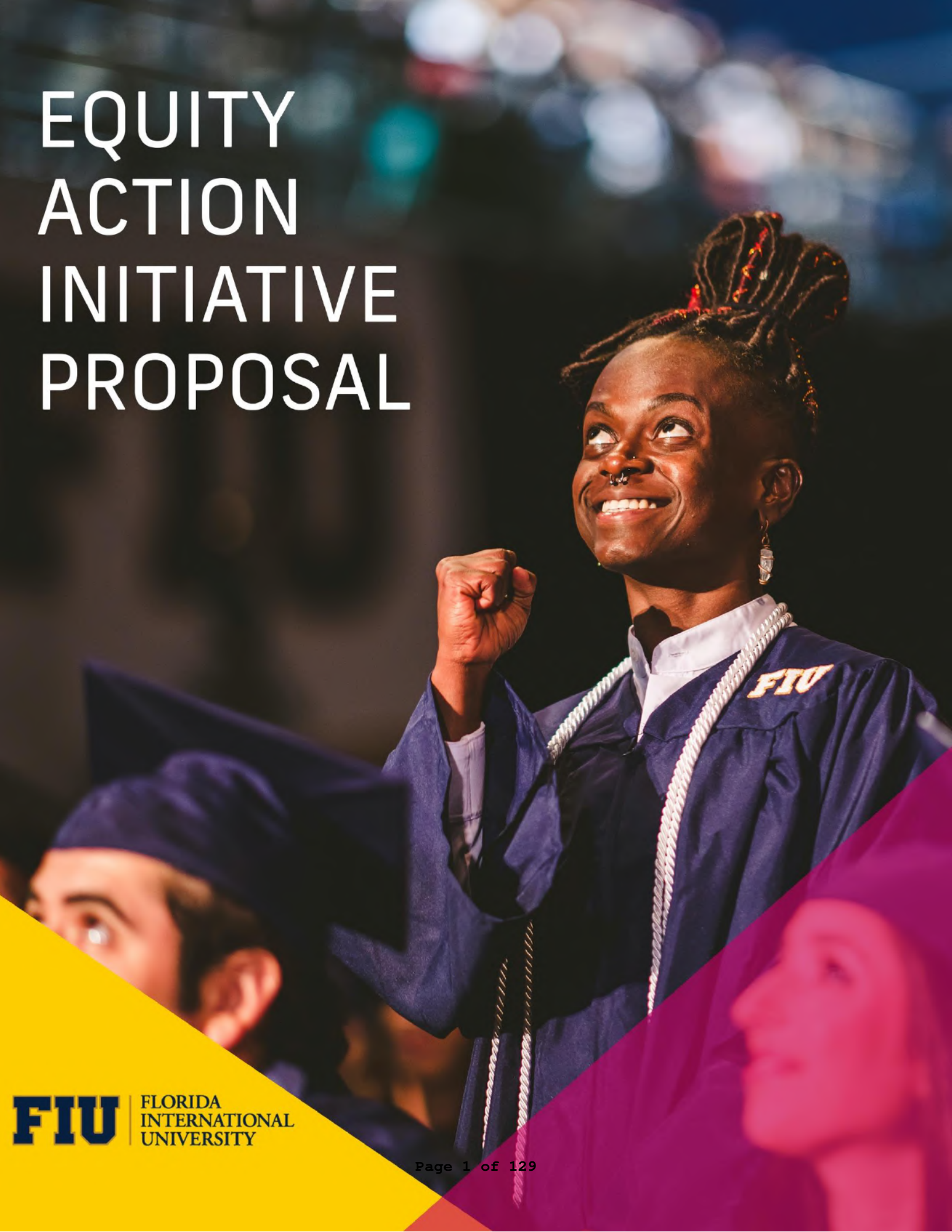
	U.S. News Ranking Metrics		**123**
12:00 – 12:30 PM	**Lunch Break**		
12:30 PM	**Discussion Items**		
	Top-50 programs and schools and tie to areas of preeminence		
	Facilities and capital expenditures prioritization		
	2021-22 Allocation for Capital Improvement Fee		**125**

Section	Agenda Item	Presenter	Page
	Public Education Capital Outlay (PECO) Projects, Preliminary Selection Group, FY 2021-22		**126**
	Point System for PECO Funding (pursuant to SB 190)		**127**
	Aligning marketing to enhance national reputation		**128**
	Legislative budget process and updates		
	Prioritization of $32M for Top-50 public ranking		
4:15 – 5:00 PM	**Wrap-up and Next Steps**		

EQUITY ACTION INITIATIVE PROPOSAL



FIU | FLORIDA INTERNATIONAL UNIVERSITY

In the aftermath of the horrific George Floyd murder, along with the global outcry for social justice leading to the reinvigoration of the Black Lives Matter movement, we were charged by President Rosenberg with the tremendous responsibility of identifying for implementation, initiatives that could begin the lifelong work to address issues of inclusion and equity, particularly as they relate to Black stakeholders at our FIU. Further, we were asked to work collegially to consult with our community, both inside and outside of FIU, on specific initiatives that would help improve the climate for and reality of equality, dignity, inclusion, and belonging.

These fifty days have allowed us to peek into the possibilities and offer real recommendations that could help FIU begin to move the needle in a way that could likely garner national, if not global, attention. Within the context of the moment we are in, our FIU has an opportunity to once again be a trailblazer and move beyond merely a regime of tolerance to a culture shift that embraces a philosophy of anti-racism. Many of these recommendations challenge the long-standing practices of the academy, as well as the generally accepted behaviors within our university, that Black employees have learned to navigate daily.

The comprehensive work presented in this Equity Action Initiative (EAI) combines interviews with deans, faculty, staff, students, alumni, retirees, and members of the business community, with reviews of FIU practices, procedures, and related data points, best practices associated with diversity, equity, and inclusion efforts, and related research. As our group approached stakeholders, we were guided by a relentless curiosity to uncover the narratives that live deep beneath the public discourse and the quantitative metrics collected. In our inquiry, we listened intently to the sentiments of personal experiences by Black faculty, staff, and students related to exclusion, microaggressions, belittlement, and condescension that, in themselves, would not rise to the point of a discrimination investigation but have lent themselves to the creation of a culture of tolerance and self-adjustment for Blacks in our FIU community. What that communicates is that our consciousness to white privilege has been seared to insensitivity because our practices, 'neatly and without ill-intent,' have accommodated the exclusion and/or the marginalization of Blacks in our community. This proposal seeks to offer immediate recommendations to address the current ills for long term sustainable change. Towards that end, this document proposes bold measures designed to disrupt and root out any manifestations of racism, bigotry and implicit bias found, with tangible recommendations to foster enhanced diversity, and inclusion for members of FIU's Black community as well as other groups who feel excluded from the fairness, opportunity and equal treatment called for, by our mission and values.

The review of this work necessitates that the reader divests of notions that affix the concept of "quotas" to every corrective action presented and sees these measures for what they truly are...leveling the field by removing barriers--physical, procedural and psychological—toward true equity. Although difficult, we ask that readers embrace these findings and recommendations, which are based on the hard truths we've unearthed, combined with the actionable steps that are likely piercing, and unconventional, as they contrast what we have built in the academy.

The eruption of consciousness that is happening in our university, our nation, and our world, despite the unprecedented 2020 we are all experiencing, demands a response. Our EAI contribution is a living body of work that depends on our individual and collective will to open our minds, hearts, and institutional soul to create a new culture that brings everyone to the table. It is important to guide and galvanize this energy in a positive way and allow our FIU to take the lead in beginning to correct the wrongs of past years. This is a great beginning as the amalgamation of this work is astonishing; the presentation of this work is historic, and the implementation of this work will be transformational. As we embark on this noble path of equity, our FIU will ultimately be reimagined to shape and define the 21st century and our world.

COMMUNITY INITIATIVES

Following several meetings with Black community leaders, discussions and experiences revealed expressed desire to engage with FIU at the board level to ensure the Black community perspective is represented in the growth and progression of FIU. Today, 3% of our Board composition reflect Black presence. Additionally, recommendations toward the creation of easier procurement pathways for Black business to do business with FIU are included.

Highlights:

- Review all FIU Boards across the enterprise; determine qualification criteria; make recommendations for Black presence on boards connecting FIU with community (including but not limited to Black alumni).
- Continue and expand work with South Florida Black Prosperity Alliance (SFBPA) to create easier procurement pathways for Black Businesses into FIU maximizing Start-up FIU as a resource.

Recommendations:

- Recommend Black professionals for board appointments to all FIU boards.
- In collaboration with the Metropolitan Center, initiate a study on Black prosperity in Miami.
- Identify and dedicate net new community engaged funds to support collaboration with Black community.

POLICE REFORM

Amid national and international outcry for justice, equality, and an end to systemic racism, many universities are reexamining policies, procedures, and practices, that may inadvertently support institutional racism. Comprehensive goals have been identified for the FIUPD that are necessary to achieve social justice, equity, and support inclusion efforts at our FIU.

Highlights:

- Improve culture to attain impartiality, with an emphasis on community policing, more rigorous value calibration, and greater diversity.
- Adopt Standards geared to reduce immediate harm and restrict use of force for both improved relations and trust by Black students as well as other marginalized groups.
- Broaden efforts toward a more transparent culture at FIU to gain and sustain community support by all demographics of the FIU population, especially and including Black faculty, staff, students.
- Strengthen accountability measures that will ensure that officers who engage in misconduct, such as racial profiling, harassment, brutality, etc. are held responsible for their actions.

Recommendations:

- Adopt "8 Can't Wait" (as outlined by Campaign Zero).
- Create an FIU Community Oversight Board (inclusive of faculty, staff, and students) modeled on best practices to review allegations or complaints of police misconduct and provide recommendations.

MICRO-CREDENTIALING

The breadth and depth of teaching, learning, and unlearning the subject matters of racism, bigotry, and implicit bias must begin, regardless of how long the path forward may be. Through micro-credentialing, learners will learn key terms and definitions. Additionally, learners will gain a fundamental understanding of concepts related to social justice as well as their application to their personal, academic, and professional lives.

Highlights:

The menu of micro-credentials offered, provide variety from which all learners (faculty/staff/students) may glean; having the same emphasis as that which is required for harassment training.

Recommendations:

- Identify content and content creators.
- Implement program for Fall, 2020.
- Develop mandatory training for all FIU stakeholders on implicit bias with dedicated resources and accountability measures in place.

MENTORING/ADVOCACY

Mentoring is a key component of the academic experience whether one is a student, faculty or staff member of the University community. It is critical for success and advancement of all FIU stakeholders. At FIU, mentoring is available but there is a dearth of intentional mentoring opportunities for the success of Black students, Black faculty and Black staff.

Highlights:

- Establish senior mentor(s) to assist Black students in connecting with senior faculty and staff.
- Target Black academic organizations to mentor Black students in critical disciplines where there is expected workforce growth by providing seed funds for start-up and sustained support to ensure effectiveness and continuity in multiple disciplines.
- Increase number of Black tenured earning faculty to support prospective and current Black doctoral students. Doing so facilitates the ability for graduate students to find community at FIU which is integral to successful persistence of a doctoral journey.

Recommendations:

- Implement dedicated mentoring program for non tenure-track faculty (NTTF).
- Launch Black Affinity Groups.
- Establish and support Black Leadership Development with funding for participation in leadership programs outside of FIU such as Leadership Miami, Miami Fellows, and the like.
- Create Advocacy Program which provides transparency, oversight, tracking and support when grieving against administrators/colleagues.
- Appoint dedicated Black Student/Faculty/Mentoring Lead to ensure that appropriate, effective focus is facilitated.
- Compensation to Senior Black FIU Leaders (Admin/Faculty) engaging in the valuable service of mentoring.

MARKETING/COMMUNICATION

FIU has a rich marketing and communication strategy that has been tremendously successful in branding and highlighting the richness of FIU's talent. Feedback has noted that the university's marketing efforts have a much more robust focus on international and Hispanic populations.

Highlights:

- Establish a uniformed strategy that will continue to market to a diverse range of the people, yet create a more intentional focus on attracting, marketing to, and highlighting the accomplishments of Black students and faculty.
- Work with ERSCM to make sure there are guidelines and procedures which include students and faculty of African descent being represented in marketing materials.
- Improvements to the university Flickr site to make representative images more readily available, especially images of students and faculty of African descent in different settings (academic, extracurricular, etc.).
- Weave themes of diversity and inclusion into the once-a-semester communicators meetings. This will include a presentation on the work of the EAI committee at the fall semester meeting and a discussion with ERSCM on how to include topics moving forward.

Recommendations:

- Apply marketing recommendations across all initiatives to ensure Black presence is communicated through marketing and outreach efforts.
- Promote and advance the priorities of the DEI office through multiple channels that would encompass marketing, internal news and communications, social media, media relations, video and photography, digital communications, community relations and related areas.
- Increase Black staffing and use of Black contractors to help with authentic content development to better 'story tell' the Black experience at FIU.

REFORMING HIRING, PROMOTIONAL, AND PERFORMANCE MANAGEMENT PRACTICES

Though FIU markets its career opportunities, the current practices for hiring and promotion are perceived by many Black employees as inconsistent and inequitable across job families (Administrative, Faculty, Temporary, etc.). The current statistics reflect a disparity/lack of diversity within the overall workforce, administrative and academic units, and senior career levels, especially as they relate to Black employees.

Highlights

- As one of the largest employers in south Florida, the FIU workforce, while diverse, does not currently mirror or reflect the demographics of the Miami-Dade County community.
- People who identify as Black, make up 16.73% of the population, yet less than 1,000 of FIU's 8,136 full-time benefit earning employees (11.73%) of the workforce are Black.
- Of the 954 Black FIU employees, 344 (36%) are at support and professional career levels, and while at first glance this may appear an acceptable percentage, as higher level positions are reviewed, supervisors, managers, administrator and officer levels reveal a significant drop in the percentages.

- When the trajectory of Black employees is compared to that of employees who identify as Hispanic, the trend differs. Hispanics represent almost twice that of Blacks at 67% of the Support and Professional levels.

Recommendations

- Standardize the Hiring Procedures.
- Centralize Advertising Budget and Targeted Recruitment.
- Develop a comprehensive Communications Strategy for Annual Diversity Metrics to create a culture of Accountability.
- Build a Diverse Talent Pipeline.
- Create Strategic Self Audit Reviews.
- Create Diversity Incentives.
- Create Recruitment and Selection Training and Education for Managers.

DIVERSITY, EQUITY, AND INCLUSION IN THE CLASSROOM

Experts argue that choosing to teach inclusively "creates equitable and transformative learning opportunities for all students" (Kachani et. Al, 2020). Multiple strategies are addressed here for eliminating barriers to equity in the university curriculum, personal and professional development, classroom practices, content delivery, and classroom culture.

Highlights:

- Dismantle systems of privilege across the university.
- Require an engaged collective action against racism and racial injustice for all members of the university.
- Change systemic and embedded practices using an anti-racist model.

Recommendations:

1. Develop a Diversity, Equity and Inclusion Curriculum Review Process.
2. Create a Syllabus Resource Repository for Faculty.
3. Conduct Targeted Inquiry Institutes.
4. Develop an Anti-Racist Pedagogy Across the Curriculum Institute.
5. Include an Intervention on Social-Belonging in SLS Courses.
6. Promote Faculty-Student Communication Using Canvas Tools: Feedback Box.
7. Create and emphasize programming for the Black Student Experience outside of the classroom.
8. Promote opportunities for leadership beyond BSU involvement as in SGA and SPC.

STANDARDIZED TEST REFORM

SAT Reform has gained momentum across the country. Given the persistent debate over the value and accuracy of the SAT and ACT as predictors of college-readiness; research suggesting that these tests are not the best predictors of success; and evidence suggesting that the use of high-stakes testing creates additional barriers to admission for Black and low-income students, this initiative argues for reform in the use of standardized tests in the admissions process.

Highlights:

- Monitor admission data to identify barriers to admission for Black students
- Examine evidence-based practice that identifies successful alternatives to the use of SAT and ACT scores in the college admissions process
- Continue collaboration across SUS institutions to lobby for SAT reform

Recommendations:

- Lobby to support the use of a test-flexible, test-optional, and test-blind policies.
-
- Bolster the use of alternative criteria including, class rank, GPA, and completion of a rigorous AP curriculum.
- Continue to bolster admissions through Bridge programs, including Golden Scholars.

AFRICAN AND AFRICAN DIASPORA STUDIES

AADS faces structural limitations related to the program's constitution exclusively as an M.A. and certificate granting program to the exclusion of an undergraduate major and minor and a Ph.D.; in its current configuration there is an absence of an integrated relationship with FIU's undergraduate programs. Strategies are presented under three broad categories (1) student recruitment, retention, and curricular development; (2) acquisition of additional faculty; and (3) community engagement and inclusion.

Highlights:

- Increase faculty lines to support course delivery and service to the program
- Increase staff to bolster marketing, recruitment, program delivery, and advising functions
- Increase graduate student admission and financial support
- Increase community engagement

Recommendations:

- Designate/elevate AADS as the home of an institute/center that serves as the locus for research addressing systemic racism and structural inequality, and restorative racial, social and community justice.
- Add two additional core tenure line faculty and one additional instructor to the AADS program.
- Bolster funding commitment to MA lines in AADS – make the program competitive across SIPA graduate programs; acquire additional dedicated resources to support and retain MA lines.
- Establish an Endowed Chair in Racial, Social, and Community Justice.
- Establish an AADS Community Advisory Board.
- Create a lecture series and luncheon that honor social justice and civil rights leaders of the Black community in Miami-Dade County.

JUNETEENTH AS AN FIU OBSERVANCE

In 1991, the state of Florida recognized Juneteenth as a State Holiday or State Holiday Observance through a Bill, House Resolution, sponsored by Representative Alzo Reddick - 407-342-4700 (passed 1991). The Equity Action Initiative seeks to align with the spirit of this holiday, joining with the Student Government Association of Florida International University in their recent passing of their resolution SR37XX, to make Juneteenth an official holiday at Florida International University.

Recommendations:

- Establish day of observance to be an immersion in studies, recognition, and celebration of emancipated slaves whose labor built the America we share—Convocation, each college creating and delivering a Juneteenth Forum aligned with their respective discipline, culminating in a university lawn celebration.
- Collaborate with General Counsel to formalize process for observance.
- Work with SGA in support of resolution.

TENURE RESTITUTION THROUGH DESTINATION FIU

As FIU data has shown, Black faculty lag considerably in being tenured compared to their white and Hispanic counterparts. Several factors impact this situation, and a deeper dive to understand what has/hasn't worked is delineated in the Destination FIU outline.

Highlights:

- Assess years of service of Black Faculty.
- Review Black tenured faculty to date.
- Review historical trends of Black faculty approved and denied tenure.

Recommendations:

- Monitor and track 12 Black current tenure-tracked faculty for process conducive to success.
- Accelerate Tenure Process for Black Faculty meeting determined criteria.
- Ensure mentoring for publications and research.
- Enable conducive course load favorable to facilitate success in tenure process.

DEDICATED DEI LEADERSHIP & STRUCTURE

Diversity at the leadership level is critical to advance the University's infrastructure for research and education. Without focused leadership to ensure that issues of diversity, equity, and inclusion are present across every sector of FIU's infrastructure, the university marginalizes the importance of true, sustainable transformation by accountability.

Highlights:

- Create a model executive-level diversity, equity, and inclusion structure titled the "Division of Diversity, Equity, and Inclusion" as a direct report to the president with dotted line to the provost.
- Establish appropriate leadership and support for all aspects of diversity, equity, and inclusion initiatives, programs, and services within the university.
- Create and formalize a Diversity, Equity, and Inclusion Council.

Recommendations:

- Delineate organizational structure which includes DEI support at unit level (both dedicated & shared services)
- Finalize cost structure with both, one-time and recurring costs
- Tap into research and on campus expertise (via a senior advisory board) composed of scholars and professionals to help position the university effectively, maintaining continuity and sustainable practices for this lifelong work.

CONCLUSION

Our charge was to recommend bold steps that would root out racism, bigotry, and inequity. Thirty days rendered us the opportunity to BEGIN peeking into the possibilities to offer REAL RECOMMENDATIONS that could help FIU begin to move the needle in some draconian ways. The work that is required necessitates that we divest of our notions that affix the concept of "quotas" to the corrective actions and see these measures for what they truly are...leveling of field by removing barriers…both physical and psychological—toward true equity. This work is historic, and we are proud that our FIU is committed to this new beginning.

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FIU Enterprise Applications, Cloud Infrastructure & Technology

FIU Board of Trustees

September 9, 2020

Oracle / PeopleSoft License Consolidation

FIU Board of Trustees

Presented and Approved by BOT on February 26, 2020

Oracle Software Update License and Support Services

Total Cost: $8,219,279.84, consolidation for 5 years

Savings: $483,422.77

Annual Payment: $1,643,855.97

Term: Started on April 5, 2016 through April 4, 2021

Current Governing Agreement: Oracle Agreement US-OMA-1375238
Executed on: May 25, 2018 by Florida State University on behalf of the FL State University System

Enterprise License Agreements Pricing Model

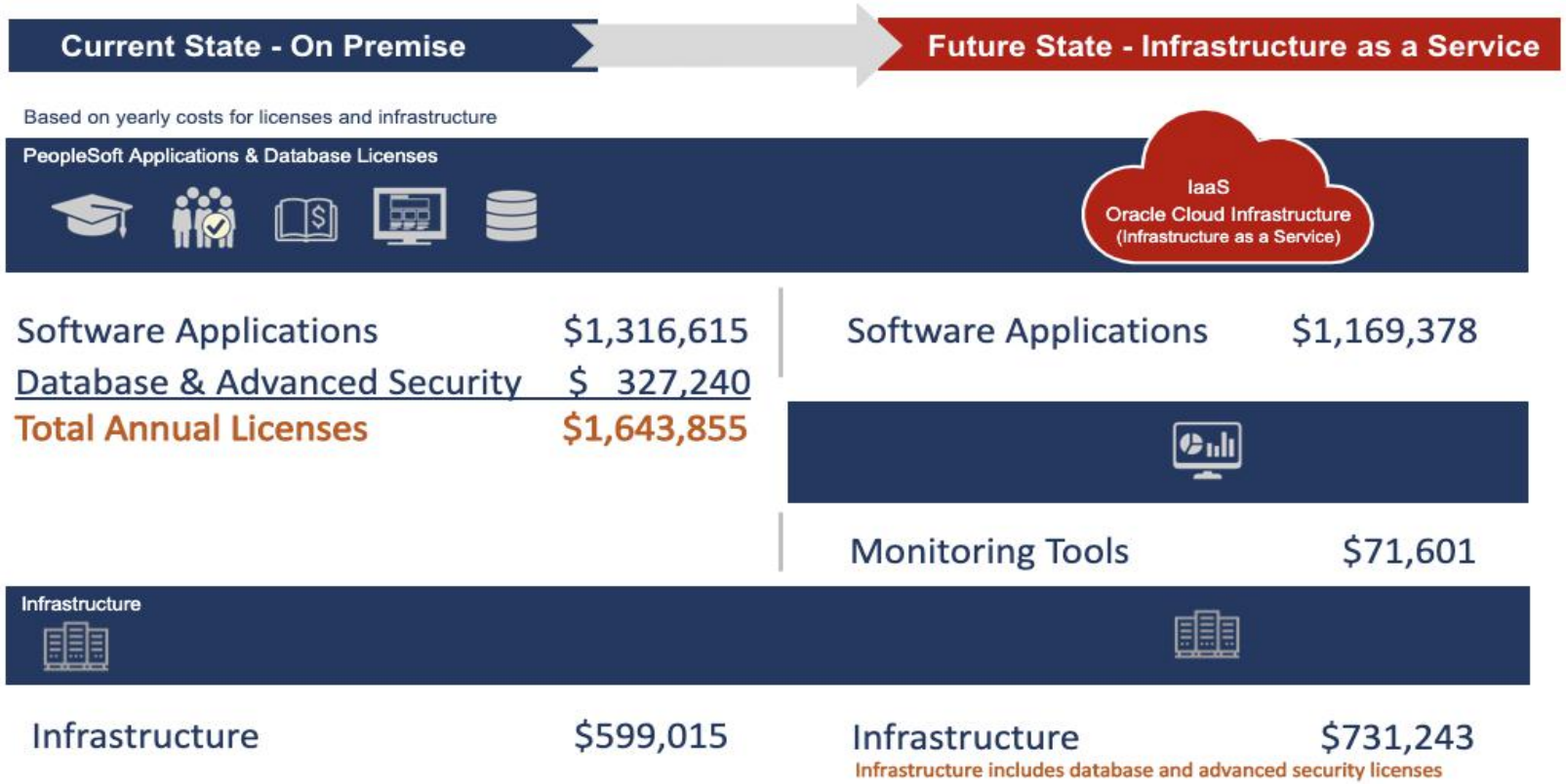
Campus Solutions:	44,305 Student FTE
Human Resources:	5,347 Employee FTE
Financials:	1.0B Revenue
Business Intelligence:	CPUs/Processors
Oracle Database:	Enterprise Licensing

Enterprise Number of Users/Seats

Campus Solutions:	100,990
Human Resources:	44,610
Financials:	16,704

Oracle / PeopleSoft Cloud Migration Costs

FIU Board of Trustees



Net Book Value as of July 31,2020

University IT Infrastructure

$2,573,347*

DoIT Infrastruture

2,333,046

*Figure includes DoIT Infrastructure value

Annual	Current Cost	Future Cost	Potential Savings
	$2,242,870	$1,972,222	$270,648

FIU Cloud Models Adoption Landscape

FIU Board of Trustees

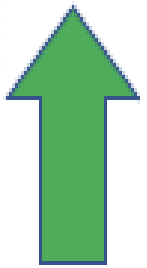
Technology Trends at FIU

FIU Board of Trustees

March 16th to August 11th, 2020

Microsoft Teams

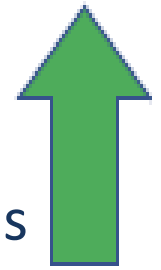
Avg Daily Chat Messages:
672.39%



Significant increase in avg daily calls and meetings

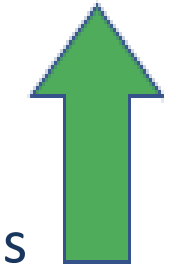
OneDrive

3.4M Files
17.3%
Total: 23.0M Files



SharePoint

481,399 Files
11.2%
Total: 4.7M Files



Technology Trends at FIU

FIU Board of Trustees

Spring 2020 vs March 16th to August 23rd, 2020*

zoom

1,672 avg daily sessions

508%

March 16th to August 23rd, 2020

Google Drive

911TB – 1.18PB

29.52%

Fall 2020 week 1 avg 3,510 daily sessions

Fall 2020 vs Fall 2019

canvas

18%

Remote Endpoint Management and Security

FIU | Board of Trustees

Endpoint Management

Transformed from managing and securing within campus to remote locations.

Remote Access & Work Guidelines

Formalization of FIU approach to promote effective and secure remote access

Computing Equipment

Defined supported remote access matrix for different equipment including personal devices

Stats

Endpoint Mgmt	Security	Connectivity	IT Support
Patching: 79% Windows 10 running latest security updates McAfee ePO Managed Devices: 8,185 Blocked threats: 37.5K Over 5 months period	2FA users: 128,233 Cybersecurity Awareness Training: 64.73% completed – Faculty and staff as of 9/2/2020	Average Daily VPN: 1,084 VPN: 218,889 connections over the last 5 months	March 16-August 31 2020 metrics: Calls: 22,184 Requests: 14,999 Bomgar Sessions: 5,435

Security

Enabled 2FA for email and all collaboration tools in the Office365 and Google Suite.

Standardized and Published supported email client applications.

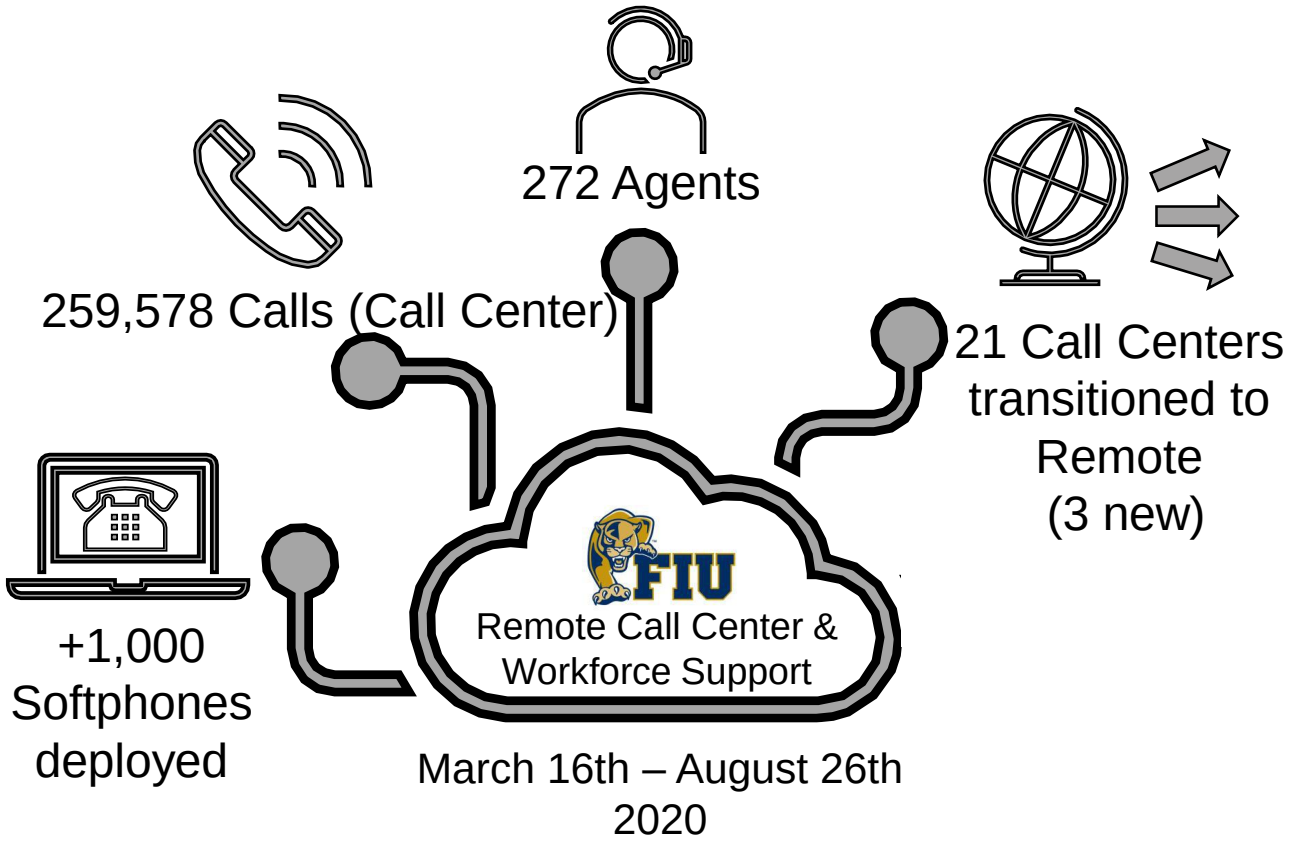
Support

Support Center and Field Team successfully transitioned to remote operation and support through AskIT, phone, email and chat

Connectivity

Provided ways to connect and access FIU resources and data from off campus locations

Voice Services



Telehealth at FIU

FIU Board of Trustees

HIPAA compliant environment stats (4/1/2020 to 8/31/2020):

Total Meetings

5,971

Total Providers

244

Total Participants

19,283

Total Meetings Hours

14,078

Appendix 1
Oracle / PeopleSoft Licensed Applications & Modules

FIU Board of Trustees

PeopleSoft Campus Solutions	PeopleSoft Human Resources	PeopleSoft Financials / Grants	PeopleSoft Interaction Hub	Oracle Database	Oracle Business Intelligence
Admissions	Human Resources	Accounts Payables	Enterprise Portal Pack	Enterprise-wide Database License	Oracle Business intelligence Enterprise Edition
Academic Advising	Payroll	Accounts Receivables	Portal – HCM	Security Pack	Oracle Data Integrator
Student Records	Base Benefits	Billing	Portal – CS	Data Guard	Oracle Analytics Desktop
Campus Community	Time & Labor	Budgets	Portal – FS		Oracle Analytics Cloud
Financial Aid	Education & Government	Cash Management			HR Analytics Pack
Student Financials	Directory Interface	Contracts			**Student Analytics Pack*
Faculty Center	HRMS Portal Pack	eProcurement			**Financials Analytics Pack*
Student Center	General Ledger Integration	General Ledger			
User Productivity Kit (UPK)	Talent Acquisition Management	Grants			
	eBenefits	Project Costing			
	ePay	Purchasing			
	ePerformance	Travel & Expenses			
	eProfile	Supplier Onboarding			
	eProfile Manager	Supplier Change			
	eDevelopment	**eSettlements*			
	Absence Management	**Governance, Risk & Audit*			
	**Benefits Administration*				

**Licensed but not implemented*

% of Modules Used

86-90%

Appendix 2
Oracle / PeopleSoft Custom Modules & Data Models

FIU Board of Trustees

PeopleSoft Campus Solutions	PeopleSoft Human Resources	PeopleSoft Financials/Grants	PeopleSoft Interaction Hub	Oracle Database	Oracle Business Intelligence
Credentialing	Contracts	Payroll Transfers	Device Registration	Database Sync –	BOG Degrees Model
Excess Credit Counter	Automatic Mass Movement	Budget Tools	FIU Mobile Integration	Disaster Recovery	BOG Classes Model
Admissions Application	ePersonnel Action Forms	Payroll Detail Reporting		Security Encryption	BOG Admissions Model
PhD Evaluations	eRequest for Addt'l Comp	Trandata Reporting			SPOTs Evaluations
Message Board	Supplemental Deduction Calc	SmartBilling (Internal)			Event Management
SMS/Push Notifications	ePosition Request Forms	SmartContracts (ORED)			QLess Model
Commencement Ticketing	Convergys	Brainware OCR Invoices			Degree Audit Model
Scholarship Application	SunGard Interface	Jaggaer Integrations			Panther180 Data Model
Meal Plan Acceptance	FRS/OPR Interface	Supplier Onboarding			Football Gameday Data
Course Evaluations	Vendor Registers				Student Engagement Data
Dual Enrollment					Point-in-Time Data Model
Change of Grade Flow					Human Resources Data
NCAA Compliance Portal					Professional Development
eAdvisor					Financials Budget Data
All BOG Reporting					Financials Payroll Analytics
Cares Act Forms					>200 Dashboards & Analytics

Appendix 3
Oracle Cloud Infrastructure Advantage

FIU Board of Trustees

On Premise

PeopleSoft Applications

Oracle Databases & Business Intelligence

275
TB

Infrastructure & Platform as a Service

Benefits

- Managed Network = Lowers Staff Workload
- FIU Managed Cloud Infrastructure = Customizable by FIU to Meet FIU Requirements
- Exadata Databases = Better Performance & Additional Features
- Multi-US Location Redundancy = Better Disaster Preparedness
- Blockchain
- Autonomous System Management
- Integrated System Monitoring & Management = Better Monitoring of Environment
- Native Chatbot Services
- Native Cloud Integrations
- Machine Learning
- Data Modeling
- Lower Costs

Oracle Cloud Infrastructure
(IaaS & PaaS)

Infrastructure as a service (**IaaS**) is a form of cloud computing that provides virtualized computing resources over the internet. **IaaS** is one of the three main categories of cloud computing services, alongside software as a service (SaaS) and platform as a service (PaaS).

FIU Next Horizon

STRATEGIC PLAN

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FIU

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Letter from the **BOARD OF TRUSTEES CHAIRPERSON**

Our Florida International University has achieved unprecedented success since opening its doors approximately five decades ago. FIU is Miami's first, and only, public research institution committed to maintaining high-quality education programs that afford students the opportunity for success, both in and out of the classroom, as they complete their studies and embark on their chosen careers. Designated as a top-tier research institution, FIU is solving some of the greatest challenges of our time – both locally and globally – through groundbreaking research and creative innovation. As a result of our dedication to student success and research, FIU's programs are recognized among the Top 50 public universities in *U.S. News & World Report* and has been distinguished as an emerging preeminent research institution in Florida by the Florida Board of Governors.

FIU represents the future of public universities committed to access and opportunity for learners in the rapidly changing world of higher education and work. Advancements in technology are changing the way we live, learn, and work. Our FIU is on the forefront of this change, and with our *Next Horizon 2025* strategic plan, we are charting the course to achieve greater success for our students, our faculty, and our local and global communities.

On behalf of the Board of Trustees, I invite you to participate in the strategic planning process which provides the framework to guide FIU in achieving high aspirations for excellence and opportunity.

Claudia Puig
Chair, FIU Board of Trustees

PREAMBLE

The FIU *Next Horizon 2025* strategic plan honors the accomplishments of past strategic plans and continues our commitment to exceptional learner success and the highest level of university research and innovation as we strive for national recognition as a top-50 public university. The FIU *Next Horizon 2025* strategic plan aligns with the State University System (SUS) of Florida Board of Governors 2025 System Strategic Plan (amended March 2016). The SUS is committed to providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The 2025 Vision of the SUS is to be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions. FIU's vision, as outlined in the *Next Horizon 2025* strategic plan, supports the SUS vision.

The SUS 2025 strategic plan includes three areas of emphasis: (1) excellence, (2) productivity, and (3) strategic priorities for a knowledge economy. The Board of Governors expects excellence in offering high quality academic programs, producing consequential research, and engaging with the community and businesses in meaningful and measurable ways. The Board of Governors expects SUS institutions to be more efficient in awarding degrees and to concentrate on improving its research and intellectual property portfolios to attract outside investors and increase the entrepreneurial spirit of Florida's workforce. The Board of Governors expects universities to develop and maintain its focus on strategic priorities that align with state economic and workforce needs.

The Florida Board of Governors 2025 System Strategic Plan contains targets across a series of metrics used to monitor university academic planning and progress on established accountability measures and performance outcomes to assess system-wide efficiency and effectiveness. Specific, data-driven indices focusing on quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization are reported by each institution in Annual Accountability Plans that are reviewed by the Board of Governors. The FIU *Next Horizon 2025* strategic plan shares the SUS's commitment to accountability and data analysis to gauge performance, progress, and continuous improvement evidenced by the established accountability metrics and iterative implementation plan.

The Florida Board of Governors uses a Performance-Based Funding (PBF) model that measures SUS institutions on excellence and improvement of performance based on established metrics and benchmarks. The PBF model consists of four guiding principles: (1) using metrics that align with the SUS strategic plan goals, (2) rewarding excellence and improvement, (3) having a few clear, simple metrics, and (4) acknowledging the unique mission of each SUS institution. Each year, the performance of each SUS institution is evaluated against the established PBF metrics and benchmarks. A score is calculated for each institution, which is used by the Board of Governors to determine state appropriations. The Florida Legislature and the Board of Governors also established Preeminent Research University Funding (PRUF) metrics to elevate the academic and research preeminence of Florida's highest-performing state research universities (Florida State Statute 1001.7065). Twelve metrics and benchmarks have been established in the areas of student quality and success, faculty quality, post-doctoral support, research productivity, endowment/private funding, and national rankings. Any state research university that annually exceeds the benchmarks of at least 11 of the 12 metrics is designated a preeminent research university. A state research university that annually exceeds the benchmarks of at least six of the 12 metrics is designated an emerging preeminent research university. Additional funding has been provided from the Legislature for preeminent and emerging preeminent research universities.
We have made significant progress in meeting the SUS PBF and PRUF metrics, which demonstrates our commitment to excellence and continuous improvement. FIU continues to focus on providing high quality education and effective academic and student support services to optimize learner success - emphasizing quality rather than quantity. This year, FIU ranked second in the state for Performance-Based Funding and exceeded benchmarks in eight of the 12 metrics for Preeminent Research University Funding. We also have a top 50 presence in three national rankings. The FIU *Next Horizon 2025* strategic plan emphasizes quality and accountability as we aspire to gain statewide and national recognition for academic and research excellence. As we achieve our strategic goals and attain increased statewide and national recognition, FIU's reputation will grow and we will move up in the *U.S. News & World Report* rankings.

Mark B. Rosenberg
University President

Kenneth G. Furton
Provost, Executive Vice President and Chief Operating Officer

Previous Strategic Plans at a Glance

The Birth of a University…and Plans for Its Development
The first strategic plan, *The Birth of a University…and Plans for Its Development,* established the notion that new universities may be lacking in old traditions, but they are not shackled by them either. This plan emphasized change as the constant element in facing basic challenges in higher education: (1) setting success standards and (2) doing what is necessary to ensure success.

Reaching for the Top (1996-2001)
The *Reaching for the Top* strategic plan proclaimed FIU's vision for being recognized as a top urban public research university. Themes of this strategic plan included international, environmental, urban, and health information with the main goal of achieving Carnegie Research II designation.

Millennium (2001-2010)
The development of an institutional values statement was incorporated into the *Millennium* strategic plan: freedom of though and expression; excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge; respect for the dignity of the individual; respect for the environment; honest, integrity, and truth, diversity, and strategic, operational, and service excellence. This plan addressed critical issues, such as information technology and graduate education, and set the groundwork for establishing the College of Law and College of Medicine.

Worlds Ahead (2010-2015)
Our *Worlds Ahead* strategic plan was implemented at the beginning of the "metrics era." The FIU quality enhancement plan related to global learning was infused within the strategic priorities along with achieving Carnegie Research I designation.

Beyond Possible 2020 (2015-2020)
The *Beyond Possible* strategic plan focused on unprecedented student success and innovation and entrepreneurship. It established critical performance indicators that aligned with state performance metrics to guide our continuous improvement. This strategic plan developed the process and criteria for establishing and supporting preeminent programs to achieve our goal of obtaining Carnegie Highest Research designation.

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FIU Next Horizon **2025**
STRATEGIC PLAN

In less than five decades since we opened our doors, FIU has risen to uplift thousands of students who have enrolled and been a part of our learning experience. We are proud of what we have accomplished in such a short period of time. Our faculty have crafted and offered a curriculum and a research agenda that has enriched the creative and material dimensions for our hardworking students, their families, and our community.

As we edge into the third decade of this 21st century, we embrace 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 an exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Traditional institutions like ours have lost our monopoly on the provision of educational services amidst the explosion of alternative education providers and the spreading reality and influence of a digital community, social media, and do-it-yourself learning.

New approaches to performance and accountability in higher education 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 do our business. 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 strategic plan for the next five years 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 hundreds of concerned faculty, students and members of our community.

There are some constants that form the backdrop to this plan: Greater Miami continues a dynamic change process, even while our airport, seaport, and tourism remain major drivers for the economy. Our diversity, anchored by our global connectedness and steady in-migration, continue to give us an advantage in forging the cooperative relations that can be a key to 21st century prosperity. We have a triad of invaluable assets—a learner-centric organizational culture that does not settle and that expects to turn the impossible into the inevitable, conscientious faculty who understand the importance of student success and well-being, and rising student performance that fuels even greater expectations for improvement and success against a backdrop of one of the world's most visited living laboratories—South Florida.

Top 50 in **EXCELLENCE AND OPPORTUNITY**

FIU aspires to be recognized as a top 50 public 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. Setting goals that strategically align with improving national rankings to increase visibility and enhance institutional reputation can inadvertently negatively affect demographic diversity and limit student access. FIU rejects this paradigm (Table 1). **Instead, our strategic vision is premised on adopting a mindful approach to making possible for our learners an opportunity for preeminent intellectual engagement, upward social mobility, and improved lives.**

TOP 50

ORGANIZATION	2019 RANKING/ CHANGE		EMPHASIS
ASHOKA U	Top 25		Leading designation for social innovation in higher education
UNITED STATES PATENT AND TRADEMARK OFFICE uspto	#26	+16	Top universities granted U.S. utility patents
CollegeNET	#36	+10	Rankings including economic background, graduation rates, and salaries
Washington Monthly	#52	-7	Ranking based on social mobility, research, and service
Kiplinger	#56	+16	Best College Values
BEST ONLINE PROGRAMS U.S.News RANKINGS	#58	+2	Best Online Programs
THE WORLD UNIVERSITY RANKINGS	#69	+5	Best world universities emphasizing teaching environment
Carnegie Foundation for the Advancement of Teaching	#71	+12	Leading framework in higher education – top classification Research 1
U.S.News & WORLD REPORT	#100	+22	Rankings emphasizing graduation rate and reputation

Table 1. FIU national rankings demonstrating a commitment to student-centered learning, upward economic mobility, research and social innovation.

FIU is committed to responding 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, machine learning, robotics, and advanced technology will have radically and permanently transformed the nature of work and life.

LEADING the next generation

Therefore, it is our responsibility to look to the next horizon in higher education, to ensure our graduates are driving innovation and imagination as they enter a global workforce. In the last ten years, Miami-Dade County has enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties (Table 2). Our FIU, and the local FIU community, are preparing our graduates to be active and successful participants in a dynamic economy, including the *Gig Economy,* and an ever-evolving world of work.

FIU 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 contemporary economy.** Whether entrepreneurs, employees, or both, FIU students will graduate possessing the intellectual, cultural, emotional, and technological agility to lead the next generation. 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 our academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.

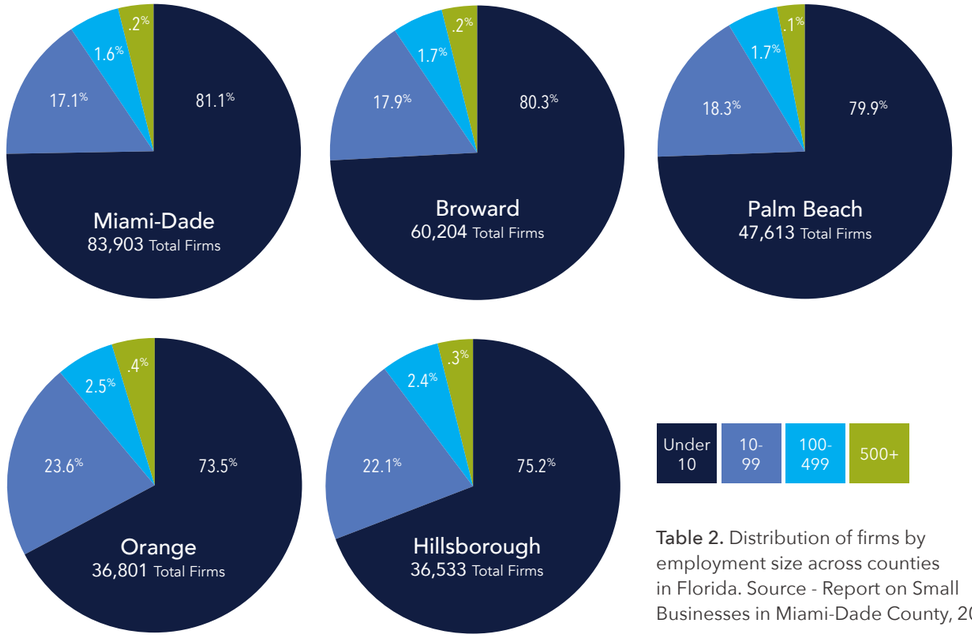
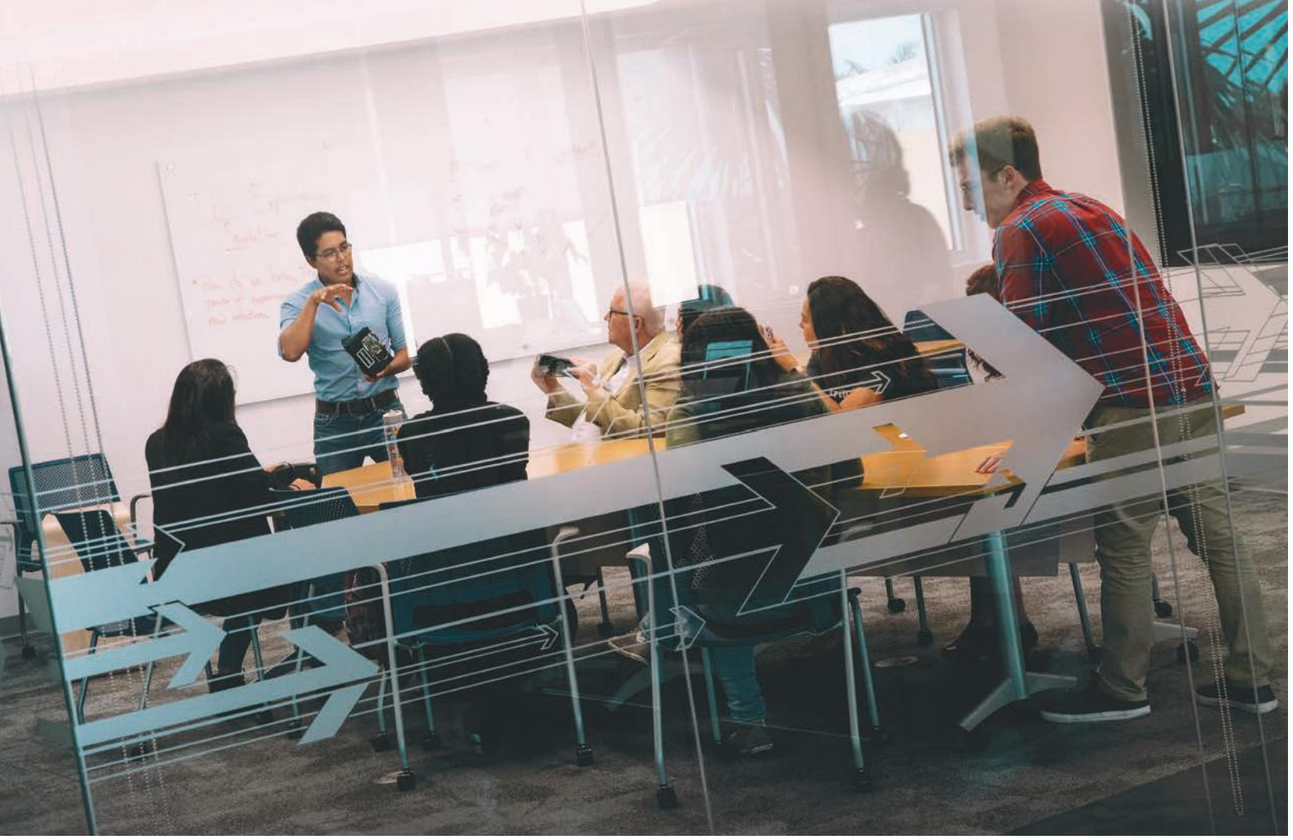


Table 2. Distribution of firms by employment size across counties in Florida. Source - Report on Small Businesses in Miami-Dade County, 2018



This plan honors the accomplishments of past strategic plans and continues the commitment to exceptional learner success and the highest level of university research and innovation (Table 1, page 3). At the same time, this plan—FIU *Next Horizon 2025*—is intentionally disruptive and agile to effectively respond to the continued rapid changes in higher education and the world of work.

Integral to this effort are ***THREE STRATEGIC PRIORITIES*** *foundational to our Next Horizon 2025 strategic plan: Amplify Learner Success & Institutional Affinity; Accelerate Preeminence & Research and Innovation Impact; and Assure Responsible Stewardship.*

These strategic priorities will be operationalized with guidance from the 2025 Commission on Strategic Investments. This Commission will establish an integrative approach that encompasses streamlining current internal processes, reviewing legislative appropriations, and developing clear accountability protocols to make certain that strategic investment funds are distributed in direct alignment with our strategic priorities. In addition, FIU will continue to regularly utilize our Communication Protocol for Accountability and Strategic Support (ComPASS) meetings to ensure that our university's collective vision and priorities are informing decision-making, goal-setting, accountability and resource management across all units to optimally realize the critical performance indicator goals detailed in our *Next Horizon 2025* strategic plan (Table 3, opposite page).

PERFORMANCE INDICATOR	2018 ACTUALS	2025 GOALS
FTIC 2-yr Retention Rate (GPA>2.0)	88%	90%
FTIC 6-yr Graduation Rate FTIC 4-yr Graduation Rate	57% 38.9%	70% 60%
AA Transfer 4-yr Graduation Rate	67%	70%
Percent bachelor's degree without excess hours	74.7%	80%
Percent bachelor's graduates employed ($25K) or enrolled	68%	73%
Bachelor's degrees in strategic areas	46%	50%
Graduate degrees in strategic areas	56%	60%
Average cost to student/net tuition	$11,930	$9,000
Median wages of bachelor's employed	$38,800	$41,000
Number of postdoctoral appointees	222	300
Research/Total doctoral degrees per year	200/404	315/600
FIU tech startups	1	5
# patents/# licenses or options executed per year	66/4	55/30
Philanthropy – overall endowment Philanthropy – annual dollars raised	$209M $60M	$300M $80M
Auxiliary revenue per year Auxiliary income	$220M $33M	$240M $50M
Total research expenditures Non-medical science and engineering expenditures Science and engineering expenditures Industry related research and development expenditures	$196M $153M $166M $9.3M	$300M $234M $252M $20M
Disciplines top 100/50 in research expenditures	5/1	7/3
FIU members of national academies (including NAI*)	11	20
Percentage of alumni giving annually	4%	18%
Top 50 public university national rankings	3	10

Table 3. Critical performance indicator goals. *National Academy of Inventors

STRATEGIC PLAN FRAMEWORK

VISION

FIU will achieve exceptional student-centered learning and upward economic mobility, produce meaningful research and creative activities, and lead transformative innovations locally and globally, resulting in recognition as a Top-50 public university.

1 Amplify Learner Success & Institutional Affinity

2 Accelerate Preeminence & Research and Innovation Impact

3 Assure Responsible Stewardship

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 strategic priority is therefore designed to 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 geography and diverse demography.** 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, whose mindsets are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates and facilitates lifelong learning including the certification of critical competencies such as analytic, interpersonal, global, and professional skills as well as technological and data literacies. We will build synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs to expand our knowledge economy.

GOAL: Ensure timely graduation for all admitted students and provide exceptional, accessible, and personalized educational experiences at every level of the university

Accountability Metrics:

- 90% Retention Rate (2 yr)
- 70% Graduation Rate (6 yr)
- 60% Graduation Rate (4 yr)
- 70% AA Transfer 4-yr Graduation Rate
- 80% Bachelor's Degrees without Excess Hours
- 50% Bachelor's Degrees in Strategic Emphasis
- 60% Graduate Degrees in Strategic Emphasis
- $9,000 Average Cost to Student/ Net Tuition

GOAL: Align curriculum with career needs to ensure employment readiness, post-graduation success, and workforce and industry advancement

Accountability Metrics:

- $41,000 Median Wages of Bachelor's Employed Full-time
- 73% Bachelor's Graduates Employed ($25,000) or Enrolled
- Maintain 10,000 Internships per year

GOAL: Connect with alumni and our communities (local, regional, national, global) through targeted marketing and communication campaigns, foster engagement opportunities for current students, and build corporate/business and philanthropic partnerships

Accountability Metrics:

- 18% of alumni giving annually to FIU
- $300M in Philanthropy–Overall Endowment
- $80M in Philanthropy–Annual Dollars Raised

2

Accelerate Preeminence & Research and Innovation Impact

Our second strategic priority is designed to advance our current academic standing by **leveraging preeminent and emerging preeminent programs that collaborate across disciplines to generate 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 best, most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. FIU will establish a knowledge ecosystem marked by research innovation unfettered by discipline or geography to craft grand solutions to the complexities of modern society. We will leverage our success as a global academic leader to drive knowledge production that informs public and academic conversations on societal and cultural issues. We will support our faculty, allowing them to achieve national recognition for their excellence in teaching, research, scholarship, and creative activities. Finally, FIU will be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

GOAL: Cultivate novel and interdisciplinary research, scholarship, and creative activities across all levels of the university

Accountability Metrics:

- $300M in Annual Total Research Expenditures
- $234M in Non-medical Science & Engineering Research Expenditures
- $252M in Science & Engineering Research Expenditures
- Offer a Zero-credit Research Course (to capture all undergraduate student research engagement –benchmark of number and/or percentage to be determined by implementation committee)

GOAL: Support and continue to grow our preeminent programs

Accountability Metrics:

- 315 Research Doctoral Degrees awarded per year
- 600 Total Doctoral Degrees awarded per year
- 300 Postdoctoral Appointees
- Double Financial Support for Doctoral Students from External Grants (from current 25% to 50%)

GOAL: Amplify our culture of social innovation and entrepreneurship along with increased opportunities for technology transfer

Accountability Metrics:

- 55 Patents Filed per year
- 30 Licenses/Options Executed per year
- $240M in Auxiliary Revenue per year
- $50M in Auxiliary Income
- 5 FIU Tech Startups
- $20M in Research & Development Expenditures

GOAL: Enhance FIU's national and global reputation among prioritized rankings, surveys, and metrics

Accountability Metrics:

- 7 Disciplines Ranked in Top 100 for Research Expenditures
- 3 Disciplines Ranked in Top 50 for Research Expenditures
- 20 Members of National Academies, including National Academy of Inventors (NAI)
- Hold 10 Top-50 Public University National Rankings

3

Assure Responsible Stewardship

Our final strategic priority is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, and environmental. We will continue to **strengthen our commitment to ensuring a 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. And, we will implement sound strategies such as green building, water conservation, and waste minimization to reduce our ecological footprint.

GOAL: Establish a flexible workforce structure in support of efficiency, productivity, and retention

Accountability Metrics:

- 27% increase in productivity on telecommuting workdays (value of employee time = $32,136 per man-year)
- 18% reduction in office costs (cost savings of $16,422 per year; electricity savings of 4,400kWh per person per year)
- Average reduction in absenteeism to 3.7 days a year (annual per person cost of unscheduled absences = $1,800)
- 25% reduction in employee attrition (cost of turnover = 138% of wages)

GOAL: Ensure that all investments are in support of the university and its mission

Accountability Metrics:

- Quarterly review of strategic investments, efficiencies, and return-on-investment performance measures by the 2025 Commission on Strategic Investments
- Revise current, and establish new, industry partnerships to support the university and its mission (e.g., internal student employment, internships, and post-graduate employment opportunities)

GOAL: Optimize operations and sustainability performance

Accountability Metrics:

- Error reduction*—resolve payroll event mistakes, improve tax withholding accuracy, reduce late vendor payments
- Risk mitigation*—reduce EEOC complaints, prevent research grant administration errors, reduce IT security breaches
- Process efficiency*—find best practices across institution, process employee reimbursements faster, identify process bottleneck through standardized data
- Data integrity*—common data definitions, more accurate cost accounting, data backup redundancy
- Easier reporting*—less time spent reconciling data differences, faster generation of reports to key external audiences, greater trust in individual campus reports
- Earn Gold STARS (sustainability tracking, assessment, and rating system) Rating for Sustainability Achievements from the Association for the Advancement of Sustainability in Higher Education

*Assessment of baseline data and establishment of improvement benchmarks to be determined by implementation committee

IMPLEMENTATION

The FIU *Next Horizon 2025* strategic plan proposes great advancements and innovations for FIU in the coming years. The plan establishes high expectations and offers a framework to guide FIU in fulfilling these aspirations of excellence. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed, and refined using an iterative process, in the following manner:

- A standing Strategic Plan Steering Committee will meet on at least a quarterly basis with the task of assessing and reviewing status reports and implementation budget plans from each of the implementation committees. The steering committee will recommend implementation modifications as needed based on progress toward goal attainment or other changes in circumstance.

- Multiple implementation committees will be formed, co-chaired by academic and administrative leads. The steering committee and implementation committees will work collaboratively to prioritize implementation strategies and to develop associated implementation budget plans.

- Funding needed to implement FIU *Next Horizon 2025* will be identified through various incremental revenue options, including but not limited to, new state funding, new FIU funding, and reallocation of FIU funds. This is an ongoing process and the budget will be updated regularly.

- Unit strategic plans will align with FIU *Next Horizon 2025*.

- Each FIU *Next Horizon 2025* strategic initiative will align with one or more of the accountability metrics (e.g., Board of Governors performance and preeminence metrics, national rankings metrics).

- Specific annual targets will be set to ensure progress toward meeting the established accountability metrics by 2025.

- Updates on the progress toward achieving the strategic plan's goals will be communicated with the university community through the Communication Protocol for Accountability and Strategic Support (ComPASS) process with university-wide meetings held once each semester.

- As we begin the implementation phase of FIU *Next Horizon 2025*, we call upon all of the university's stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities, and others to join us in creating a future worthy of our great university – a future that will assure we meaningfully and successfully embark on the FIU *Next Horizon 2025*.

2025 METRICS

	2025 METRICS	2018 ACTUALS	2025 PLAN	SUS PBF*	SUS PRUF**	NATIONAL RANKINGS
1	FTIC 2-yr Retention Rate (GPA > 2.0) (2017-18)	88%	90%	90%	90%	US News, Kiplinger
2	FTIC 6-yr Graduation Rate (2012-18)	57%	70%	-	70%	US News, TARU, Washington M., Forbes, Kiplinger
	FTIC 4-yr Graduation Rate (2014-18)	38.9%	60%	50%	60%	US News, TARU, Washington M., Forbes, Kiplinger
3	AA Transfer 4-Yr Graduation Rate (2014-18)	67%	70%	-	-	BOG Dashboard
4	% Bachelor's Degrees w/o Excess Hours (2017-18)	74.7%	80%	80%	-	US News, TARU, Washington M., Forbes, Kiplinger
5	% Bachelor's Grads Employed ($25,000)/Enrolled (2016-17)	68%	73%	72.8%	-	TARU, Washington M., Forbes
6	Bachelor's Degrees in Strategic Emphasis (2017-18)	46%	50%	50%	-	Times Higher Ed.
7	Graduate Degrees in Strategic Emphasis (2017-18)	56%	60%	60%	-	Times Higher Ed.
8	Average Cost to Student/Net Tuition (2017-18)	$11,930	$9,000	$9,000	-	US News, TARU, Washington M., Kiplinger
9	Median Wages of Bachelor's Employed (16-17 Grads)	$38,800	$41,000	$40,700	-	TARU, Washington M., Forbes
10	Number of postdoctoral appointees (Fall 2017)	222	300	300	-	TARU
11	Research / Total Doctoral Degrees Per Yr (2017-18)	200/404	315/600	-	-/400	TARU, Washington M., Times Higher Ed.
12	FIU Tech Startup (AUTM) (FY 2016-17)	1	5	-	-	BOG Research Dashboard
13	# patents /# of licenses/options executed annually	66/4	55/30	-	34	BOG Research Dashboard
14	Philanthropy – Overall Endowment (FY 2017-18)	$209M	$300M	-	$500M	US News, TARU
	Philanthropy- Annual Dollars Raised (FY 2016-17)	$60M	$80M	-	-	US News, TARU
15	Auxiliary Revenue per Year (FY 2016-17)	$220M	$240M	-	-	Times Higher Ed.
	Auxiliary Income (FY 2016-17)	$33M	$50M	-	-	Times Higher Ed.
16	Total Research Expenditures (2017-18)	$196M	$300M	-		TARU, Washington M., Times Higher Ed.
	Non-medical S&E research expenditures (2017-18)	$153M	$234M	-	$150M	TARU, Washington M., Times Higher Ed.
	Science & engineering research expenditures (2017-18)	$166M	$252M	-	$200M	TARU, Washington M., Times Higher Ed.
	Industry related R&D expenditures	$9.3M	$20M			Times Higher Ed.
17	Disciplines top 100/50 in research expenditures	5/1	7/3	-	5/-	TARU, Washington M., Times Higher Ed.
18	FIU Members of National Academies (including NAI)	11	20	-	6	TARU, Washington M.
19	Percentage of alumni giving annually to FIU	4%	18%	-	-	US News, Washington M.
20	Top 50 Public University National Ranking	3	10	-	2	Ashoka, Carnegie, Kiplinger, Patents, SMI, TARU, Times Higher Ed., Washington M., US News

*PBF: Performance Based Funding; **PRUF: Preeminent Research University Funding

ACKNOWLEDGEMENTS

Strategic Plan Steering Committee

President Mark B. Rosenberg, *Chair*
Provost Kenneth G. Furton, *Co-Chair*
Pablo G. Ortiz, Advisor
Jennifer L. Doherty-Restrepo, *Lead Facilitator*
Valeria P. Espina, *Associate Facilitator*
Reza Sheykhi, *Assistant Facilitator*
Malek Adjouadi
Isis Artze-Vega
Elizabeth M. Bejar
Kevin B. Coughlin, Jr.
Yesim Darici
Juan Carlos Espinosa
Rebecca Friedman
Karen S. Fuller
Andres G. Gil
Emily Gresham
Michael Heithaus
Kenneth Jessell
Valerie J. Johnsen
Barbara S. Manzano
Eduardo Merille
Anthony D. Miyazaki
Meredith A. Newman
Michelle L. Palacio
William E. Pelham, Jr.
Hiselgis Perez
Joerg Reinhold
Sabrina L. Rosell
Uma Swamy
Mark A. Weiss

Student Success Committees

Recruiting and strategically enrolling students into success pathways

Kevin B. Coughlin, Jr., *Chair*
Karen S. Fuller, *Co-Chair*
Gary D. Headley
Magnolia E. Hernandez
Jan Macko
Martha M. Meyer
Maria Olenick
Amy R. Paul-Ward
Martha Pelaez
Geoffrey D. Potvin
Janie Valdes

Improving course pedagogy and rewarding faculty for improving student learning

Joerg Reinhold, *Chair*
Isis Artze-Vega, *Co-Chair*
Gabriela M. Alvarez
Elizabeth S. Azutillo
Rocio Benabentos
Elisabeth K. Beristain
Lauren Christos
Alexandra Cornelius
Mark Finlayson
Matthew D. Hagood
Keisha S. McIntyre-McCullough
Roneet G. Merkin
Jefferson Noel
Maria Elena Villar

Enhancing the learner experience and certification of workforce competencies

Elizabeth M. Bejar, *Chair*
Mark A. Weiss, *Co-Chair*
Salvatore A. Barbera
Deanne Butchey
Bernadette L. Chung
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FIU Next Horizon **2025**
STRATEGIC PLAN

FIU.EDU

FLORIDA INTERNATIONAL UNIVERSITY

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2018

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 one new document that is 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. This change will help 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 potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

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.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

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

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is committed to learning, entrepreneurship, research, innovation and creativity.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions. We take our responsibility to provide an accessible education to the South Florida community seriously. Miami is home to more than 150 ethnicities and 60 languages. A majority-minority institution with a student body of nearly 57,000, FIU is among the 10 largest universities in the nation, and we have graduated more than 200,000 alumni, 156,000 of whom live and work in South Florida. FIU continues to be an economic driver for a rapidly growing greater South Florida community which is expected to grow by 1 million by 2030. Our undergraduate student body includes 50 percent Pell Grants recipients. Our efforts to support student success have resulted in a five percent increase in our four-year graduation rate in 2017 compared to 2016. This cumulative effect equals an over 70 percent increase in our four-year graduation rate in the last decade.

We recognize there is still much improvement that can and will be made for our students and for our University. Our efforts at increasing financial literacy and lowering student indebtedness have been successful. According to the Institute for College Access and Success, FIU has one of the lowest student indebtedness averages ($19,915) in the country. Reducing the indebtedness of our graduates not only improves the lives of our graduates but the quality of life they have to build into their community. The majority of graduates choose to stay or for other reasons are place-bound in our thriving South Florida.

As such, FIU is committed to serving as an engine and agent of change for South Florida and beyond. We have invested in efforts to be proactive and substantive in the support of economic development. As one of the largest employers in South Florida, we work with other community leaders to prevent and solve problems. FIU's academic programs, community engagement, and strategic partnerships with key institutions are in line with our local economic development initiative, One Community One Goal (OCOG). We positioned FIU to make significant contributions to each of the six OCOG industry clusters – creative design; hospitality and leisure; information technology; life sciences; international banking and finance; and trade and logistics.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Our world-class faculty members are engaged in cutting-edge research, scholarship and creative activity and are recognized globally. Research is a major component of our University's mission. FIU achieved the highest research classification from the Carnegie Foundation for the Advancement of Teaching and has earned more than $1 billion in research funding during the past decade. The Brookings Institution ranked FIU number six in the country in producing important research while also promoting upward social mobility among students.

Since FIU's founding, we have been awarded 90 patents – 66 of those within the past three years. This year, we earned 43 patents — an FIU record for a single year. As such, we have surpassed our strategic plan goal of receiving more than 30 patents per year by 2020. Patent applications also have reached a record number. At this pace, FIU is on track to make the list of top 100 universities in the world for granted U.S. utility patents in the next few years.

Our Herbert Wertheim College of Medicine is making an impact in our community. Through the Green Family Foundation NeighborhoodHELP program, our students have conducted more than 6,000 visits to more than 700 low-income households in Miami-Dade County, directly impacting 2,000 people in underserved neighborhoods. This program ensures that we are proactive in offering state of the art treatment to our neighbors who may not be able to seek out treatment. Our Linda Fenner 3D Mobile Mammography Center allows us to access patients who otherwise would not seek screening. To date, we have provided screenings to more than 1,000 women.

FIU was recognized for creating an exceptional work environment in The Chronicle of Higher Education's 2017 "Great Colleges to Work For," one of the largest and most respected workplace-recognition programs in the country, which acknowledges colleges and universities that earn top ratings from their employees. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle's annual report. The recognition affirms that FIU will continue to compete nationally to attract the best, brightest and most competent staff and faculty from all over. This is critical for FIU and for Florida's future.

FIU is committed to putting students first – by creating an environment where they can find a love for learning, gain the skills they need to succeed, and make our community and world a better place. In South Florida, there are an estimated 6,500 homeless or foster children. Four years ago we started Fostering Panther Pride (FPP) to offer hope and help to our students who are either homeless or were formerly in foster care. Nationally, fewer than 10 percent of former foster care youth enroll in college and fewer than 3 percent make it to graduation. FPP provides mentoring, academic and financial assistance and a network of outreach, helping with everything from study skills and internships to balancing a checkbook and preparing a resume. To date, more than 360 students have been helped, 69 have graduated, 165 continue to be enrolled, and fortunately many FPP students' circumstances improve and move on past the program.

We are also committed to working with our public schools to support K-12 students and provide the tools they need to prepare for higher education. In September 2011, FIU and Miami-Dade County Public Schools established The Education Effect, a University-supported community school partnership to improve educational outcomes in schools across the county. Sparked by a three-year seed investment from the JPMorgan Chase Foundation, the partnership connects the community, schools, students, and parents with University expertise, resources, and research-based intervention programs to address pressing educational and social needs of students. The program began at Miami Northwestern Senior High School in Liberty City and has expanded into Booker T. Washington Senior High School in Overtown and Jesse J. McCrary Jr. Elementary School in Little Haiti.

FIU has also made a potential life-changing promise, a Golden Promise, to our freshmen. Our Golden Promise covers gaps in financial aid of Florida residents who have zero expected family contribution so that students can complete 30 credit hours a year and earn a bachelor's degree in four years. These students typically come from families that earn less than $33,000 annually. During the first year, 2017-18, 1,532 students have benefited from the program.

The world of work and higher education is rapidly changing. New and emerging technologies, like artificial intelligence, big data, 3-D printing and the Internet of Things promise to affect the future. This means we must work hard to ensure our students are prepared for the jobs of today – and tomorrow. Our new academic degree programs in Data Science (Fall 2017), Internet of Things (Spring 2018) and Logistics/Supply Chain Management (Fall 2018) aim to prepare our students for today's evolving workplaces.

South Florida is critical to the future of our country and we at FIU have embraced our role as a forum for events of national and international significance. Over the last year, we had nine cabinet secretaries visit FIU. In April 2017, U.S. Secretary of Education Betsy DeVos visited FIU to meet with administrators, faculty and students and learn more about the University's initiatives to help students succeed in the classroom.

In June 2017, FIU hosted the Conference on Prosperity and Security in Central America in which Vice President Mike Pence, U.S. Secretary of State Rex Tillerson, U.S. Secretary of Homeland Security John F. Kelly and a diverse group of leaders from Central America discussed economic, security and governance challenges. As recent as March 2018, Nikki Haley, U.S. Ambassador to the United Nations, participated in a panel discussion on Latin America at FIU with Cuban-American members of Congress and local community leaders.

At FIU, we have demonstrated that we are committed to providing a high-quality education to students of diverse backgrounds and to breaking down traditional barriers to education such as income and zip code of birth. We are confronting and overcoming challenges by cultivating committed professional staff and dedicated faculty, engaging in problem-solving research and partnerships, as well as providing the support our students need to graduate in four years and launch successful careers.

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. Academic and Career Success In an effort to coordinate and accelerate our ongoing student success initiatives, we have recently reorganized several of our existing units into a new unified division under the leadership of the Associate Provost for Academic and Career Success. The new division will oversee Advising and Career Services and will be responsible for creating a coordinated approach to student support. By leveraging predictive analytics and integrated technologies, this new division will be able to work collaboratively across the University to identify the obstacles to students' success, design innovative solutions, and optimize student success initiatives. The division will also develop a strategy for increasing synergy and collaboration across units to incubate and implement initiatives designed to increase retention, graduation, and career readiness.

There are financial hurdles for some students when pursuing their degree. With the support of the Association of Public and Land-grant Universities and the Coalition of Urban Serving Universities, FIU received seed funding to support completion grants. In 2016-17, 70 students graduated with this assistance and were able to start their career. While this program has been successful, we were able to leverage our pilot with the help of a generous gift of $500,000 by the Braman Family Foundation for 2017-18. With this gift, FIU has issued five hundred $1,000 scholarships to students in their last year to incentivize them to enroll full-time and accelerate college completion. We continue to refine our strategy around other completion grant opportunities. To date 238 students graduated in Fall 2017 with this assistance and have now started their careers. Another 252 students will graduate in the spring or summer semester with this assistance based on their anticipated graduation plan. The Braman Family Foundation has committed to another $500,000 gift for the upcoming academic year.

The Andrew W. Mellon Foundation has awarded FIU and Miami Dade College (MDC) a three-year, $2.85 million grant to support students pursuing higher education. Known as "Making Diversity Meaningful in the Humanities: An MDC-FIU Pathway Partnership," the grant will support programs that aim to assist about 5,000 students each year. It will fund efforts to streamline curricula for students on the MDC-to-FIU path, help students complete degrees, attract more students to humanities fields, foster collaboration among MDC and FIU humanities faculty, and reinforce the importance of the humanities to a democratic society.

FIU received $3.5 million through a legislative budget request for Targeted STEM Initiatives. FIU's Targeted STEM Initiatives will transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of engineering and computer science students—thereby launching a new engineering paradigm. The Initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation, startups, and attract high-tech companies to South Florida.

The Initiative builds on the foundational success of multiple initiatives that have brought significant change to FIU and that have become integrated into University practices and

culture. FIU's STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40 percent increase in the passing rate which has led to a dramatic increase in the number of physics majors and national recognition for FIU's success. FIU's Graduation Success Initiative (GSI) has helped raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years. The first major success in the Gateway Course Initiative was the comprehensive transformation of the College Algebra course that included Learning Assistants and innovative technology-based instruction, leading to a sustained 40 percent increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved over 2,500 seats over a five-year period (since Fall 2012), improved efficiency through direct cost savings to our students, and improved timely graduation. Transformed Gateway and other STEM courses improved upon historic pass rates by 15-20 percent.

2. Preeminent Programs Our goal is to be a worlds ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation and education. FIU established Preeminent Programs and now focuses additional resources in FIU's nationally and internationally recognized areas of research and education. These programs provide opportunities for winning grants, provide focus for the Next Horizon capital campaign, and support student success. Much of faculty recruitment and resource allocation toward research growth, graduate education quality, and degree production will be focused on the Preeminent Programs.

FIU has focused cluster hiring and World Class Faculty funding within the Preeminent Programs. This has resulted in recruitment of faculty into the Center for Children and Families (CCF), the Institute of Water and Environment (InWE), and the Health Inequities and Disparities Program. As an example of success in faculty recruitment, the Health Inequities and Disparities Program recruited two members of the National Academy of Medicine, in addition to other faculty recruited through the awarded research grants. This Health Inequities and Disparities group was awarded two major center grants by the National Institutes of Health (NIH), one for $13 million and the other for $6.8 million. These grants will provide resources for recruitment of new faculty, have provided funding for doctoral students and postdoctoral scholars, and will continue to build FIU's research in health disparities. This Program also received a $9.5 million endowment from NIH, which supports the establishment of a health disparities track in the Public Health Ph.D. program, as well as funding for research activities and training of medical students in the Herbert Wertheim College of Medicine.

The CCF, another Preeminent Program, focuses on child and adolescent mental health, and involves faculty and students from Psychology, Social Work, Public Health and Medicine. The CCF received 11 new grant awards this year that totaled $14.5 million. The CCF's impact in the community goes well beyond its research in the important topic of youth mental health.

For example, the Center provided services to over 3,000 children across clinical and research programs, and its faculty and staff provided approximately 600 hours of training to almost 8,000 community professionals, including teachers, school psychologists, parents, and licensed mental health professionals. Finally, the Center organized the Miami International Child & Adolescent Mental Health Conference (MICAMH), which had over 400 registrants, and provided close to 2,000 continuing education units for local and out-of-state professionals.

3. StartUP FIU is the University-wide initiative that focuses on expanding research-related economic development. This includes fostering and developing innovation and entrepreneurship, patent production and commercialization of FIU intellectual property (IP) through University-industry partnerships, as well as IP licensing. Another major goal of StartUP FIU is to adapt curricula to be more responsive to both student and industry demands utilizing an entrepreneurship framework that includes Passion, Discovery, Creativity, Invention and Innovation. The result of curricular redesign has been more student engagement and the application of skills such as creativity, critical thinking, collaboration, and communication – all of which are cited by industry as crucial skills for employment and entrepreneurship. StartUP FIU started and tested a new Freshman Experience course that introduces innovation and social entrepreneurship into the freshman curriculum. This course is a particularly noteworthy example of the rapid prototyping, testing, and implementation that StartUP FIU is capable of in developing new curriculum, courses and programs for any school or college at the University.

StartUP FIU already has positively impacted patent productivity, with significant increases in invention disclosures by FIU faculty as well as on the number of patents. Invention disclosures have increased annually during the past three years from 37, to 52, to 70. Patents have increased in the past three calendar years from 6, to 17, to 43. Additionally, StartUP FIU is supporting faculty in their commercialization efforts. Currently, we are working on four licensing agreements with investors interested in FIU IP.

In addition to the impact on patents, StartUP FIU had sixty-six companies (three cohorts) participating in its Empower Accelerator program. The companies have employed 122 workers in full-time, part-time, and independent contractor status, of which 53 were FIU affiliated. Twenty-seven FIU student interns have positions with these companies. The first two cohorts of companies secured $828,000 in capital for growth.

Overall, we see StartUP FIU as a mechanism for the creation of new companies, more research dollars, and more patents and technology transfer. Furthermore, by boosting student engagement through innovative programming, it will also lead to improved student success in retention, graduation rate and post-graduation employment.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. Thomas Weppelman, a second-year medical student at FIU's Herbert Wertheim College of Medicine, was named a 2017 Medical Scholar by the Infectious Diseases Society of America.
2. Competing against nearly 50 teams, a team of six Honors College students finished top 10 in Johns Hopkins MedHacks 2.0. In under 36 hours they made a fully functioning prosthetic leg prototype.
3. Shonda and Shalisha Witherspoon, undergraduate students from the School of Computing and Information Sciences(SCIS), along with three team members won the BlueHack hack-a-thon competition held by IBM July 19-21, 2017.

FACULTY ACHIEVEMENTS

1. The 2016 National Academy of Inventors Fellows Selection Committee named Provost and Executive Vice President Kenneth G. Furton an NAI Fellow; making a total of five FIU NAI Fellows.
2. Ram Iyengar, Director of SCIS in the College of Engineering and Computing, was elected to the 2017 Class of the College of Fellows of the American Institute for Biological and Medical Engineering.
3. SCIS Prof. Mark Weiss led and received new $5 million FIU-led National Science Foundation S-STEM grant award, working with UCF and USF. The program will provide hundreds of scholarships to students studying computing over the next five years.

PROGRAM ACHIEVEMENTS

1. FIU Law ranks among the nation's top 100 law schools, according to U.S. News & World Report's annual rankings released on March 14, 2017. FIU Law also ranked among the nation's top 50 law schools for graduate success for the second consecutive year.
2. FIU's Model United Nations team has achieved its highest ranking ever, landing second place in North America and beating out every Ivy League team in the country.
3. The Landon Undergraduate School of Business International Business Program is ranked #5 in *U.S. News & World Report's Best Colleges;* the third year in a row the school has ranked top ten.

RESEARCH ACHIEVEMENTS

1. The U.S. Food and Drug Administration has granted an investigational device exemption for the first-in-human trial for the neural-enabled prosthetic hand system developed by Ranu Jung, chair of the Department of Biomedical Engineering.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution with a $13.1 million grant from the National Institute on Minority Health and Health Disparities.
3. Yuk-Ching Tse-Dinh, director of the Biomolecular Sciences Institute, received over one million dollars in funding from the NIH to study how targeting bacterial DNA can be used to kill antibiotic-resistant superbugs.

INSTITUTIONAL ACHIEVEMENTS

1. FIU was the only university in the country to achieve honor roll designation with recognition in all 12 categories of The Chronicle of Higher Education's "Great Colleges to Work For."
2. Six members of the FIU family are among Fortune magazine's 50 Most Powerful Latinas of 2017. The list includes female executives running Fortune 500 companies or large private firms and entrepreneurs leading global initiatives.
3. FIU was recognized as the Engaged Campus of the Year for 2017 at the Florida Campus Compact Annual Awards Gala on November 16, 2017. FIU was recognized for advancing the purposes of higher education while improving community life and educating students for civil and social responsibility.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	70.9	68.6	69.0	67.8	.	.	.	.
APPROVED GOALS	.	.	.	69.5	69.5	70.0	70.5	71.0	.
PROPOSED GOALS	.	.	.	.	.	69.5	70	70	70

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,200	37,400	38,800	39,300	.	.	.	.
APPROVED GOALS	.	.	.	37,000	39,450	40,100	40,750	41,400	.
PROPOSED GOALS	.	.	.	.	.	39,500	40,000	40,500	41,000

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	17,550	17,760	17,300	16,210	.	.	.	.
APPROVED GOALS	.	.	.	.	16,780	16,380	15,980	15,580	.
PROPOSED GOALS	.	.	.	.	.	16,000	15,900	15,500	15,100

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	28.1	24.8	27.2	28.4	33.5	.	.	.	.
APPROVED GOALS	.	.	.	28	31	33	35	40	.
PROPOSED GOALS	.	.	.	.	.	34	35	37	40

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75.5	76.9	80.4	80.9	86.4	.	.	.	.
APPROVED GOALS	.	.	.	83	82	85	88	90	.
PROPOSED GOALS	.	.	.	.	.	86.5	88	90	90

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	45.5	46.1	46.9	47.7	48.9	.	.	.	.
APPROVED GOALS	.	.	.	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	48	49	50	50

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	49.6	51.0	51.1	51.4	50.4	.	.	.	.
APPROVED GOALS	.	.	.	52	50	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49.3	52.4	54.1	58.7	59.6	.	.	.	.
APPROVED GOALS	.	.	.	56	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.5	67.6	68.9	69.1	72.2	.	.	.	.
APPROVED GOALS	.	.	.	71	70.1	70.8	71.6	72.4	.
PROPOSED GOALS	.	.	.	.	.	73.4	75.1	76.9	78.7

10. BOT Choice: Percent of Bachelor's Degrees Awarded to Minorities

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82.3	84.0	85.3	84.2	83.6	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	3.8	3.9	3.9	3.9	4.1	.	.	.	.
APPROVED GOALS*	.	.	.	3.96	3.99	4.0	4.0	.	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1150	1121	1120	1129	1196	.	.	.	.
APPROVED GOALS*	.	.	.	1140	1160	1180	1200	.	.
PROPOSED GOALS	.	.	.	.	.	1200	1200	1200	1200

Note*: These data include the SAT Verbal and Quantitative subtests and are based on a 1600pt scale.

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	84	84	88	88	88	.	.	.	.
APPROVED GOALS*	.	.	.	88	90	91	92	.	.
PROPOSED GOALS	.	.	.	.	.	91	92	92.5	93

4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	52	54	58	56	57	.	.	.	.
APPROVED GOALS*	.	.	.	53.5	55.5	63.5	70	.	.
PROPOSED GOALS	.	.	.	.	.	58	60	62	64

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	4	3*	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*7*	*8*

Note*: BOG staff revised the 2018 value on 6/14/18 to fix a typo after the BOT approved the plan.

6. Science & Engineering Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	92	107	125	134	146	.	.	.	.
APPROVED GOALS*	.	.	.	130	138	149	163	.	.
PROPOSED GOALS	.	.	.	.	.	*186*	*195*	*207*	*219*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	86	100	114	122	131	.	.	.	.
APPROVED GOALS*	.	.	.	122	129	139	151	.	.
PROPOSED GOALS	.	.	.	.	.	*134*	*141*	*149*	*158*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures (out of 8)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	2	2	4	5	5	.	.	.	.
APPROVED GOALS*	.	.	.	5	5	5	6	.	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*6*	*6*

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	6	6	11	26	65	.	.	.	.
APPROVED GOALS*	.	.	.	23	34	52	75	.	.
PROPOSED GOALS	.	.	.	.	.	115	155	171	177

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	239	257	327	327	373	.	.	.	.
APPROVED GOALS*	.	.	.	326	337	400	420	.	.
PROPOSED GOALS	.	.	.	.	.	403	438	473	540

11. Number of Post-Doctoral Appointees

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 OFFICIAL	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	40	51	55	49	64	75	211	.	.
APPROVED GOALS*	.	.	.	49	64	74	200	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	220	220

Note: Fall 2016 actual data is known, but statute requires a source with time lag.

12. Endowment Size ($Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	149	177	179	174	196	.	.	.	.
APPROVED GOALS*	.	.	.	225	250	275	275	.	.
PROPOSED GOALS	.	.	.	.	.	275	275	300	300

Note*: The Approved Goals for these Preeminent metrics are from FIU's 2016 Work Plan.

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]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	1	2	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	23	21	18	18	25	.	.	.	.
APPROVED GOALS	.	.	.	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	27	30	32	34

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	89	82	88	87	87	90	90	90	90
US Average	85	85	87	88	90	.	.	.	.
Law	85	79	84	87	87	87	87	87	87
FL Average	80	74	69	66	69	.	.	.	.
Medicine (2Y)	100	100	99	99	99	96	96	96	96
US Average	97	96	96	96	96	.	.	.	.
CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (CK)	100	100	96	94	97	97	97	97	97
US Average	98	97	95	96	96	.	.	.	.
Medicine (CS)	92	100	98	98	97	97	97	97	97
US Average	98	96	96	97	96	.	.	.	.
MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	71	75	81	89	92	95	95	95	95
US Average	89	90	91	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	4	4	4	4	7	7	7	7
Below	6	6	7	7	7	7	7	7	7

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.6	5.3	5.1	5.1	5.1	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.5	4.4	4.4	4.3	.
PROPOSED GOALS	.	.	.	.	.	5	4.9	4.8	4.7

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	50	53	57	55	55	.	.	.	.
APPROVED GOALS	.	.	.	52	57	58	58	59	.
PROPOSED GOALS	.	.	.	.	.	58	58	59	60

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7,746	8,067	8,494	9,076	9,518	.	.	.	.
APPROVED GOALS	.	.	.	8,600	8,800	8,900	9,000	9,100	.
PROPOSED GOALS	.	.	.	.	.	9,900	10,200	10,600	10,900

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,440	3,610	3,684	3,605	3,730	.	.	.	.
APPROVED GOALS	.	.	.	3,597	3,630	3,656	3,681	3,707	.
PROPOSED GOALS	.	.	.	.	.	3,745	3,761	3,776	3,791

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	82	84	85	84	84	.	.	.	.
APPROVED GOALS	.	.	.	86	86	86	87	87	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	24	24	25	25	24	.	.	.	.
APPROVED GOALS	.	.	.	24	24	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	25

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	21	24	25	27	30	.	.	.	.
APPROVED GOALS	.	.	.	28	31	35	40	40	.
PROPOSED GOALS	.	.	.	.	.	33	35	37	40

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	22	24	24	25	.	.	.	.
APPROVED GOALS	.	.	.	24	24	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	31	32	34	35	.	.	.	.
APPROVED GOALS	.	.	.	33	34	34	35	35	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	39

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	1	1	4	3	.	.	.	.
APPROVED GOALS	.	.	.	1	4	4	5	5	.
PROPOSED GOALS	.	.	.	.	.	6	7	7	8

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	5	8	4	5	13	.	.	.	.
APPROVED GOALS	.	.	.	8	8	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	13	13	14	14

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	128	133	163	171	177	.	.	.	.
APPROVED GOALS	.	.	.	166	175	179	184	191	.
PROPOSED GOALS	.	.	.	.	.	186	191	200	209

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	62	64	52	49	46	.	.	.	.
APPROVED GOALS	.	.	.	53	49	51	53	53	.
PROPOSED GOALS	.	.	.	.	.	48	49	52	53

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	2	3	6	17	43	.	.	.	.
APPROVED GOALS	.	.	.	.	17	28	34	38	.
PROPOSED GOALS	.	.	.	.	.	55	57	59	61

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	3	3	2	3	.	.	.	.
APPROVED GOALS	.	.	.	2	2	4	4	6	.
PROPOSED GOALS	.	.	.	.	.	4	4	6	7

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	2	2	1	.	.	.	.
APPROVED GOALS	.	.	.	2	1	1	2	3	.
PROPOSED GOALS	.	.	.	.	.	1	3	6	8

KEY PERFORMANCE INDICATORS (CONTINUED)

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

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
21	24	25	27	30	33	35	37	40

2. Percent of Student Credit Hours in Hybrid Education

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2	2	4	6	8	10	14	17	20

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

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
N/A	N/A	4,737	4,986	6,101	6,200	6,300	6,400	6,500

4. Percent of First Generation Undergraduate Student Enrollment

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
26%	26%	25%	25%	24%	24%	24%	25%	25%

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	16,587	16,766	16,809	17,115	17,172	17,284	17,258	17,572	17,850
FTIC (Profile Admit)	113	87	123	306	420	200	200	200	200
FCS AA Transfers	12,539	13,034	13,717	13,914	13,887	13,903	14,027	14,141	14,246
Other AA Transfers	787	857	868	890	868	946	957	967	977
Post-Baccalaureates	0	408	714	892	912	990	1,002	1,012	1,022
Other Undergraduates	8,191	7,929	8,000	7,994	8,593	8,634	8,713	8,784	8,856
Subtotal	**38,217**	**39,081**	**40,231**	**41,111**	**41,852**	**41,957**	**42,157**	**42,676**	**43,151**
GRADUATE									
Master's	5,960	5,929	6,030	6,239	6,025	6,272	6,330	6,388	6,475
Research Doctoral	1,301	1,323	1,292	1,348	1,359	1,386	1,427	1,494	1,559
Professional Doctoral	1,056	1,115	1,138	1,183	1,316	1,310	1,360	1,383	1,410
Subtotal	**8,317**	**8,367**	**8,460**	**8,770**	**8,700**	**8,944**	**9,087**	**9,188**	**9,345**
UNCLASSIFIED									
H.S. Dual Enrolled	5,436	5,608	4,399	4,146	5,135	5,871	6,902	8,106	8,500
Other[1]	1,010	1,043	968	1,085	1,199	1,189	1,189	1,189	1,189
Subtotal	**6,446**	**6,651**	**5,367**	**5,231**	**6,334**	**7,060**	**8,091**	**9,295**	**9,689**
TOTAL	52,980	54,099	54,058	55,112	56,886	57,961	59,335	61,159	62,185

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. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	12,652	13,022	12,802	12,500	12,611	12,703	12,832	12,982	13,031	13,131
UPPER	19,037	19,903	20,533	20,898	21,131	21,460	21,770	22,085	22,404	22,728
GRAD I	4,437	4,418	4,446	4,687	4,986	5,166	5,346	5,526	5,706	5,886
GRAD II	1,258	1,264	1,245	1,216	1,265	1,262	1,272	1,282	1,292	1,303
TOTAL	**37,384**	**38,607**	**39,026**	**39,301**	**39,993**	**40,591**	**41,220**	**41,875**	**42,433**	**43,048**
NON-RESIDENT										
LOWER	807	1,076	1,127	1,219	1,385	1,471	1,557	1,643	1,729	1,815
UPPER	1,634	1,636	1,795	1,895	2,127	2,238	2,348	2,459	2,570	2,680
GRAD I	1,644	1,614	1,644	1,530	1,447	1,461	1,476	1,491	1,506	1,521
GRAD II	608	671	680	696	714	725	737	748	759	771
TOTAL	**4,692**	**4,996**	**5,246**	**5,340**	**5,674**	**5,895**	**6,118**	**6,341**	**6,564**	**6,787**
TOTAL										
LOWER	13,459	14,098	13,929	13,719	13,995	14,174	14,389	14,625	14,760	14,946
UPPER	20,671	21,539	22,328	22,793	23,259	23,698	24,118	24,544	24,974	25,408
GRAD I	6,081	6,032	6,090	6,216	6,433	6,627	6,822	7,017	7,212	7,407
GRAD II	1,865	1,935	1,925	1,913	1,979	1,987	2,009	2,030	2,051	2,074
TOTAL	**42,076**	**43,604**	**44,272**	**44,641**	**45,666**	**46,486**	**47,338**	**48,216**	**48,997**	**49,835**

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 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.

Actual & Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	7,103	8,395	9,192	9,957	11,007	12,498	13,477	14,493	15,894	16,142
Hybrid (50-79%)	545	689	1,457	2,092	2,861	3,787	5,391	6,659	7,947	8,071
Classroom (0-50%)	26,471	26,539	25,597	24,458	23,386	21,587	19,639	18,017	15,893	16,141
Subtotal	**34,119**	**35,623**	**36,246**	**36,507**	**37,254**	**37,872**	**38,507**	**39,169**	**39,734**	**40,354**
GRADUATE										
Distance (80-100%)	1,422	1,469	1,502	1,671	1,828	2,067	2,561	3,076	3,520	3,603
Hybrid (50-79%)	72	60	77	96	571	689	795	905	926	948
Classroom (0-50%)	6,453	6,438	6,437	6,363	6,014	5,858	5,475	5,066	4,817	4,930
Subtotal	**7,947**	**7,967**	**8,016**	**8,130**	**8,412**	**8,614**	**8,831**	**9,047**	**9,263**	**9,481**

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 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.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2018-19

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 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Engineering	14.0101	STEM	--	--	250	06/2019
Graphic Design	50.0409	GAP ANALYSIS	FAMU, UF, USF_SP	--	116	06/2019
Interdisciplinary Global Studies	30.2001	GLOBAL	UCF, UF	YES	800	03/2019
Public Health	51.2201	HEALTH	UF, USF	--	250	06/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	--	45	6/2019
Internet of Things (IoT)	15.999	STEM	--	YES	50	03/2019
DOCTORAL PROGRAMS						
Engineering and Computing Education	14.9999	STEM	--	--	40	06/2019
Doctor of Architecture	4.0902	STEM	--	--	20	06/2019

New Programs For Consideration by University in 2019-21-

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Interdisciplinary Sciences	30.0101	STEM	NCF, USF-T, UWF	--	150	08/2019
Disaster Management	43.0302	--	--	--	150	08/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marine Affairs	26.1302	STEM	--	--	30	03/2020
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	--	45	06/2020
Linguistics	16.0101	GLOBAL	UF	--	15	03/2020
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T	--	400	03/2021

This appendix subcomponent of the 2018 Accountability Plan 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. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

FIU is actively examining both the student-level and the institutional-level obstacles to timely graduation. The University has identified multiple student risk factors to progression and graduation including unmet financial need, high school GPA, ethnicity, major, and housing. Surveys and focus groups further identified lack of engagement and connection to peers, as well as outside work responsibilities, as factors leading to low progression or graduation.

FIU created a data analytics and support team to provide a series of individualized workshops for each college throughout the University with the goal of better understanding student performance, progression, and timely graduation. As a result, colleges have implemented strategies to better support students and share practices University-wide to provide a more consistent and effective means to impact the graduation rate. Colleges have also collaborated to improve the quality of instruction and programming by leveraging resources to impact outcomes. As an example, the College of Business and College of Nursing and Health Sciences Health Services Administration (HSA) programs have collaborated to offer accounting courses in a convenient scheduling format specifically designed for the HSA students. This has resulted in improved passing rates, which has reduced the number of students in jeopardy of not graduating on time.

To compliment college efforts, initiatives to address the needs of at-risk students include centrally coordinated outreach campaigns to students who are nearing graduation to assure they stay on track and register for the courses they need to graduate; identification and strategic scholarship deployment to assist students with unmet financial need; an interactive degree mapping tool which will create up-to-date personalized pathways to completion for each student; the implementation of the Educational Advisory Board's (EAB) Student Success Collaborative that enables advisors to identify at-risk students, reach out to them with individualized messaging, and coordinate with a University-wide support network to meet the students' needs; the development of an FIU Life Coaching program to provide support to students who are struggling academically and help them cultivate the skills they need to succeed such as coping strategies, critical thinking, time management, study habits, and goal setting; and the development of a Career Ready Strategic Initiative to create meaningful on-campus work opportunities for students which will keep them engaged on campus and working in an environment that supports their academic goals as well as helping provide them the skills they need to be successful after graduation.

Institutional impediments to timely graduation are being addressed through resolving operational inefficiencies, optimizing course offerings, aligning course outcomes, and reviewing program curricula. A new initiative, Coordinated Care 360, will reduce students' need to visit multiple offices to solve problems. Enrollment, advising, and other critical areas of student support will collaborate to empower student support staff to develop a more holistic and coordinated method for addressing student needs. Integrated technologies will be utilized to facilitate the sharing of information and creation of a solutions centered support network.

FIU is addressing course level barriers by partnering with both Ad Astra and EAB to provide analytics on course offerings, course completion rates, bottle neck courses, and course capacity trends. The Academic and Career Success team will work with deans and chairs to understand the findings and develop solutions to course offering obstacles. Academic Affairs and the Office of Academic Planning and Accountability have been working with colleges to review and revise program curriculum to assure students who stay on path can graduate within four years and to give students alternative pathways to success, such as the recently approved BA in Biology with tracks specifically designed to align with potential career paths, the BA in Internet of Things, and the BA in Computer Science. Additionally, more flexible programs such as Interdisciplinary Studies have been redesigned to be workforce focused and are offered as completion degree options for students who struggle to complete their programs in a timely manner.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

FIU implemented the Advanced Financial Aid Strategic (AFAS) packaging system in consultation with Ruffalo Noel Levitz beginning in the 2015-2016 Academic Year. The 2018-2019 Academic Year marks the fourth year using this system. AFAS is predicated on enrolling full time undergraduates with the goal of completion in four years. Merit and Need-Based Institutional aid is awarded to ensure students can complete 30 credits each academic year. The model is also designed to improve year over year retention by ensuring students receive consistent aid packages each year as long as their Expected Family Contribution (EFC) remains stable. Institutional Merit scholarships are intentionally designed so that students must complete 30 credits each academic year with a minimum 3.0 GPA and to also keep students on track to four-year graduation.

Considering over half of all undergraduates at FIU receive a Pell grant, the university implemented our Golden Promise program beginning with the 2017-2018 Academic year. Golden Promise guarantees that tuition and fees for 30 credits will be covered with a combination of federal, state, and institutional grants and scholarships for all incoming First Time in College Freshman Florida Residents with a 0 EFC. Students must complete 30 credits with a minimum 2.0 GPA each Academic Year to remain in the program (inclusive of Summer enrollment). Preliminary results for the first cohort is reflecting that at the end of the Spring 2018 semester 1,294 Golden Promise students with a 2.0 or better GPA are on track to complete 30 credits.

To enhance the impact and utility of our foundation funded scholarships, we are expanding the scope and size of our current Scholarship Office. This expanded Office will fulfill the administrative duties of collecting applications, advertising, answering student questions, awarding funds, and stewardship reporting. Through these support efforts and their associated data management systems, we will identify populations of eligible students who may face specific barriers to full-time enrollment and four-year graduation, and we will develop scholarship plans to remediate the effects of these barriers. To maximize the success of these efforts, FIU is reviewing donor agreements and when possible, aligning these agreements with our student success objectives.

FIU has utilized completion grants to mitigate the situation when finances serve as sole detriment to graduation. Our data shows that students with unmet need are more likely to drop out or stop out and re-enroll. Low-income students who transfer in with a GPA under 3.0 are at an even greater risk of dropping out. Those students who are able to persist often reach the end of their savings in the final year of college. Nationally, approximately 15% of students drop out with 75% of their credits completed, mainly for financial reasons. Many students stop out to save money so that they can re-enroll. FIU has found that scholarships ranging from $500 to $1,500 can make the difference between enrolling full-time, completing a degree on time, or dropping out.

Emergency Aid generally consists of small grants, scholarships, and short-term loans of $1,500 or less to assist with completion or unexpected costs. Food Pantries, housing assistance, and transportation assistance are also included. FIU already has most of these programs and analysis of our data show a positive relationship between users of these services and term to term retention and graduation. Our ultimate deliverable will be a coordinated and measured process for identifying and assisting students who have financial emergencies to enable continued enrollment and graduation.

FIU is participating in a project titled the Emergency Aid Lab, funded by the Gates Foundation, on building a comprehensive emergency aid program. FIU, along with the University of Washington, Lane Community College, and Austin Community College are part of the Innovation Cohort who are experimenting and developing comprehensive Emergency Aid Programs that will become scalable to other Higher Education Institutions across the US. The project and our program are scheduled to be completed by September 2018.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ Date: 5/23/18
(Chair, University of Board of Trustees)

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	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 Fall term following their first year with had 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).
6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. 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).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 those 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).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2019 Accountability Plan

FLORIDA INTERNATIONAL UNIVERSITY

APPROVED BY FIU BOARD OF TRUSTEES, APRIL 2019

REVISED BY BOARD OF GOVERNORS, JUNE 2019

RE-APPROVED BY FIU BOARD OF TRUSTEES, SEP. 2019

RE-APPROVED BY BOARD OF GOVERNORS, OCT. 2019

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 times 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 deliberatively 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 FIU*BeyondPossible*2020 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, Mozhgan 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	.	.	.	.	.	*70**	*70**	*70*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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	.	.	.	.	.	*40,000**	*40,500**	*41,000**	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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.

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	.	.	.	.	.	*49**	*50**	*50**	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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	.	.	.	.	.	*50**	*50*	*50*	.

Note*: The proposed goal was revised by the Board of Governors at their June 2019 meeting to match the previously approved goal from the 2018 Accountability Plan. This revision to the proposed goal does not need to be re-approved by the university board.

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

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	.	.	.	.	.	*92**	*92.5**	*93*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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	.	.	.	.	.	*195**	*207**	*219**	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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	.	.	.	.	.	*438**	*473**	*540**	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

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
Nursing	**82**	**88**	**87**	**87**	**89**	**89**	**90**	**92**	**93**
US Average	*85*	*87*	*88*	*90*	*92*	.	.	.	.
Law	**79**	**84**	**87**	**87**	**88**	**87**	**87**	**87**	**87**
Florida Average	*74*	*69*	*66*	*69*	*66*	.	.	.	.
Medicine (2Yr)	**100**	**99**	**99**	**99**	**99**	**96**	**96**	**96**	**96**
US Average	*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
Medicine (4Y-CK)	**100**	**96**	**94**	**97**	**99**	**96**	**96**	**96**	**96**
US Average	*97*	*95*	*96*	*96*	*97*	.	.	.	.
Medicine (4Y-CS)	**100**	**98**	**98**	**97**	**97**	**96**	**96**	**96**	**96**
US Average	*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
Physical Therapy	**75**	**81**	**89**	**92**	**92**	**92**	**92**	**92**	**92**
US Average	*90*	*91*	*92*	*92*	*92*	.	.	.	.

Exam Scores Relative to Benchmarks									
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	3,690	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	3,761	3,776	3,791	*3,806*

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
UNDERGRADUATE									
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*
GRADUATE									
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*
UNDERGRADUATE									
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*
Subtotal	**39,081**	**40,231**	**41,111**	**41,852**	**41,796**	***41,554***	***41,629***	***41,466***	***41,107***
GRADUATE									
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*
Subtotal	**8,367**	**8,460**	**8,770**	**8,700**	**8,778**	***9,111***	***9,077***	***9,218***	***9,364***
TOTAL	47,448	48,691	49,881	50,552	50,574	*50,665*	*50,706*	*50,684*	*50,471*

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
RESIDENT										
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
TOTAL	38,607	39,026	39,301	39,993	41,128	42,175	42,845	43,267	43,695	44,145
NON-RESIDENT										
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
TOTAL	4,996	5,246	5,340	5,674	5,807	6,138	6,047	6,090	6,156	6,223
TOTAL										
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
TOTAL	43,604	44,272	44,641	45,666	46,935	48,313	48,892	49,357	49,851	50,368

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
UNDERGRADUATE										
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%
GRADUATE										
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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
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
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Internet of Things (IoT)	15.999	STEM	---	Yes	50	08/2019
Genetic Counseling	51.000	Health	---	---	18	06/2020
DOCTORAL PROGRAMS						
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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marine Affairs	26.1302	STEM	---	---	30	03/2021
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	---	45	06/2021
DOCTORAL PROGRAMS						
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

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2020
ACCOUNTABILITY PLAN

FLORIDA INTERNATIONAL UNIVERSITY

Approved by FIU Board of Trustees April 21, 2020
Revised by Board of Governors Staff July 7, 2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: academic program coordination, graduation rate improvement plan update, & the historical data reported for the performance-based funding metrics, key performance indicators, enrollment planning, & preeminent research university funding metrics.

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INTRODUCTION

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

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

STRATEGY

Mission Statement

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

Statement of Strategy

FIU is the place of big ideas and close connections. Our University is unique in our broad reach, through research and community engagement, and our meaningful relationships, driven by faculty and staff who care deeply about every student. As the FIU community moves forward with a strategic plan designed for the 21st century, we are poised and ready to take the University to its Next Horizon of student success and research excellence. This vision of FIU's Next Horizon Strategic Plan is driven by bold thinking. It is fueled by building on the cutting-edge research, world-class programs, innovation, and future-forward teaching that has made FIU a leading public research institution.

We are focused on moving from a more traditional institution of higher education to a more 21st century lifelong learner institution of higher education. Technological advances and the rise of artificial intelligence are transforming society and revolutionizing everything – how we communicate, work and play. To stay ahead of the change, higher educational institutions must no longer just *educate* students. That is a linear term that insinuates an end. Instead, we must broaden our research and transition to a new mindset that prioritizes lifelong learning and delivers a personalized learning experience.

FIU serves a diverse student population that represents the future of American public universities. We challenge our students to reach their full potential in an academic environment that is both rigorous and supportive, through innovative approaches to student success and learning, generous scholarships, and a remarkable ethos of care. Indeed, everyone at FIU cares about every student, every day, and in so many different ways. FIU has a deep impact on the lives of people – as an anchor in our community and a driver of economic prosperity. The Next Horizon offers unprecedented opportunities and obligations to impact our community more deeply and to lead more boldly in areas of teaching, research, entrepreneurship, and public policy. The future of FIU is full of promise, hope and opportunity.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

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

FIU's core strengths to assist with this process lie in our can-do organizational culture, our purpose-driven institutional ethos, and our hard-driving community that thrives on ambiguity, uncertainty and creativity.

We intend to maintain our drive to be ranked as a top-50 public university in additional national rankings including *U.S. News & World Report*. We intend to deepen our efforts to foster student success and research impact with greater focus on restoring our community's public health, economic sustainability, and prosperity. Our resilience-oriented approach will be enhanced and more deeply appreciated. We expect a surge in demand for our learning services as a consequence of the extreme dislocation caused by the coronavirus, however we expect that this surge in demand will focus not just on degree production but as well on competency-based learning. We are ready for the new challenges. We are confident about our ability to respond and succeed in the face of the new urgency presented by the pandemic.

Three Key Initiatives & Investments

1. **Amplify Learner Success & Institutional Affinity** Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. We are focused on intentionally designing the ability of our university to transition from a student centric framework to a framework that recognizes and incentivizes the individual learner and a learner-centric model. This will be foundational to our ability to expand the abilities and the opportunities for our students more broadly defined to gain knowledge in short, interim-based opportunities that are consistent with the changes in our knowledge-based economy.

2. Accelerate Preeminence & Research and Innovation Impact Our second key initiative is designed to achieve our 2025 strategic plan goals. We are leveraging FIU preeminent and emerging preeminent programs and our program of distinction in Environmental Resilience. We are ahead of our research projections with total research expenditures growing by 15% in one year to $226M, placing us 1/3 of the way toward the 2025 goal of $300M. We made similar progress in S&E and non-Medical S&E expenditures. We ranked No. 15 among public universities and 33 globally in patents production in 2019. We achieved No. 40 in the NSF ranking of our program of distinction in Environmental Research; a 'jump' of 15 places from last year. Our aim remains for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

3. Assure Responsible Stewardship Our last key initiative is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, environmental, and entrepreneurial. One such example of this work in action is our program of distinction on environmental resilience which encompasses this core principle. This defines a holistic approach to contribute to sound strategies to build a strong and sustainable future for our institution and the South Florida community. The optimization and impact of our academic and research enterprise requires us to align resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FIU continues to implement high-touch/high-tech strategies to tackle student-level and institutional-level barriers to timely graduation and to improve our students' ability to succeed academically and professionally.

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. Through intense workshops and general sessions, the University tracks the progress of every FIU student and uses targeted strategies and support to ensure a four-year pathway to graduation.

Investments in a data warehouse and associated business intelligence tools enabled the development of a comprehensive monitoring system. With this tool and the use of coordinated data analytics, FIU is now able to identify students who are encountering academic and/or financial barriers and provide them with targeted support and funding to ensure they can progress towards timely graduation. This system allows academic advisors and a centralized team of student advocates to monitor individual student progress, courses needed for degree progression, and interventions required to keep students on track. This information is shared with central units throughout the University as well as deans, college success teams, and department chairs to ensure that the necessary support is available. This monitoring system has led to more individualized attention and solutions for each student.

To facilitate a collaborative and consistent advising experience for our students, FIU has invested in additional advisors and worked with advising leads throughout the University to develop uniform advising expectations and assessments and to centralize the training, professional development, and information dissemination throughout the undergraduate advising centers in each college. Recognizing the importance of integrating career readiness into students' academic experience, FIU has also invested in imbedding career focused specialists in the academic units. These career specialists are trained in the central career unit, Career and Talent Development (CTD), and are then deployed into the academic units to provide students as well as employers with tailored events, specialized career guidance and programming specific to the majors housed in each college. The liaisons function as subject matter experts to support advisors, deans and chairs with information used in the development of student support initiatives as well as accreditation and other reporting needs. In 2019, CTD launched the Career Partners Program. Through the Fall 2019 and Spring 2020 over 200 advisors and staff attended training and received professional development credit through FIU Human Resources. This 2-hour training was implemented to equip FIU faculty and staff with the necessary tools to have meaningful conversations with students about their career development and planning.

FIU continues to offer individualized academic support to students through collaborative partnerships with faculty and programs. Working with faculty in Biology, Chemistry, Physics, and Psychology, the Center for Academic Success recently designed a variety of tutoring programs which have contributed to an increase in student visits, as well as significant correlations with passing rates in those classes for which the learning strategies programs were developed.

Finally, to ensure that our students graduate in four years and are prepared to thrive in an ever-changing marketplace, FIU has developed several flexible, interdisciplinary STEM programs. With new undergraduate programs in the Internet of Things, Natural and Applied Sciences, and Neuroscience and Behavior, students can graduate in four year with the skills and experiences they need to succeed in a diverse set of strategic careers critical to the economic success of Florida.

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

FIU's rankings continue to improve. Forty-one programs at FIU are ranked in the top 50 *U.S. News & World Report* including the School of Social Work, College of Law, College of Engineering and Computing, the Nicole Wertheim College of Nursing and Health Sciences and the undergraduate international business program.

The Professional Science Master's in Forensic Science is ranked 4th overall and 1st in Real World Training in the Best Online Masters in Forensic Science Programs rankings for 2019.

The Chronicle of Higher Education named FIU a "Great College to Work For®" FIU has now been recognized five times - four years in a row with honor roll designation and has been recognized in all 12 categories twice.

FIU has earned designation as an Innovation and Economic Prosperity University by the Association of Public and Land-grant Universities (APLU). FIU is among the top universities in the world leading the way in innovation, as ranked by the National Academy of Inventors, and FIU is ranked No. 15 in the nation among public universities and No. 33 globally in patents.

The Chaplin School of Hospitality & Tourism Management ranked No. 12 among public U.S. universities in the world by the 2019 QS World University Rankings, and No. 39 worldwide.

FIU increased its lead as the top school for bar passage in Florida. In February and July 2019, 94.4% of FIU first-time takers passed the bar, 6.7 points above the second place school and 20.4 points above the state average.

The U.S. Department of Education awarded FIU Business over $1M to establish a Center for International Business Education and Research (CIBER).

Herbert Wertheim College of Medicine students matched into some of the most prestigious residency programs in the nation including Mayo Clinic, UCLA, Georgetown, Vanderbilt, and Emory. Of the 119 FIU students who entered the match, 47% will remain in Florida, 47% will complete residencies in primary care specialties, and 27% will continue their residency training in South Florida.

Law professor Charles C. Jalloh joins the roster of 61 Fulbright scholars and specialists at FIU who have taught, researched, provided service, or a combination thereof, at universities, NGOs and other entities across the globe. Jalloh spent six months as Fulbright Distinguished Chair at the Lund University Faculty of Law and the Raoul Wallenberg Institute in Lund, Sweden.

FIU's Department of Emergency Management received accreditation from the Emergency Management Accreditation Program (EMAP). Only six other state universities have earned the recognition from EMAP.

FIU received $1.49M from the National Science Foundation to transform how calculus is taught. The new curriculum will be available to all students taking Calculus by Fall 2021.

Robert Stempel College of Public Health & Social Work Professor Kim Tieu and his team received a $6.6M NIH grant to study how brain cells die in Parkinson's disease and to develop effective drug therapies for Parkinson's. Another team led by Dean Tomas Guilarte, received a $2.31M grant from NIH to continue their cutting-edge research on brain inflammation with a goal of developing novel treatments for brain injury.

FIU's Institute of Environment received $425,000 from the EPA to continue monitoring and improving water quality in the Florida Keys and across South Florida. The project has been ongoing for 25 years and includes water sampling from Biscayne Bay, Florida Bay, Ten Thousand Islands, the Florida Keys and even Bermuda.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	68.6	69.0	67.9	68.2	70.9	.	.	.	.	.
APPROVED GOALS	.	69.5	69.5	69.5	70	70	70	.	.	.
PROPOSED GOALS	.	.	.	.	.	*70*	*70*	*70.5*	*71*	*73*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	37,400	38,800	39,300	38,800	39,800	.	.	.	.	.
APPROVED GOALS	.	37,000	39,450	39,500	40,000	40,500	41,000	.	.	.
PROPOSED GOALS	.	.	.	.	.	*40,500*	*41,000*	*41,000*	*41,000*	*41,000*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	17,770	17,300	15,670	11,930	8,670	.	.	.	.	.
APPROVED GOALS	.	.	16,780	16,000	11,300	10,700	10,100	9,500	.	.
PROPOSED GOALS	.	.	.	.	.	*9,000*	*9,000*	*9,000*	*9,000*	*9,000*

4. FTIC Four-Year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	27.1	28.6	33.8	38.9	42.8	.	.	.	.	.
APPROVED GOALS	.	28	31	34	41	43	46	50	.	.
PROPOSED GOALS	.	.	.	.	.	*43*	*46*	*50*	*55*	*60*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	80.4	80.9	86.7	88.0	88.1	.	.	.	.	.
APPROVED GOALS	.	83	82	86.5	89	90	91	92	.	.
PROPOSED GOALS	.	.	.	.	.	*90*	*91*	*92*	*92*	*92*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	46.9	47.7	48.9	46.3	45.1	.	.	.	.	.
APPROVED GOALS	.	48	48	48	49	50	50	.	.	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	51.1	51.3	50.4	52.0	50.5	.	.	.	.	.
APPROVED GOALS	.	52	50	50	50	50	50	.	.	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	54.1	58.7	59.6	56.2	56.5	.	.	.	.	.
APPROVED GOALS	.	56	58	57	56.5	57.5	58.5	60	.	.
PROPOSED GOALS	.	.	.	.	.	*58*	*59*	*60*	*60*	*60*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	68.9	69.1	72.2	74.7	78.6	.	.	.	.	.
APPROVED GOALS	.	71	70.1	73.4	75.1	76.9	78.7	79	.	.
PROPOSED GOALS	.	.	.	.	.	*78.9*	*79.2*	*79.5*	*79.8*	*80*

10. BOT Choice: Number of Post-Doctoral Appointees

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ACTUAL	64	75	211	222	242	.	.	.	.	.
APPROVED GOALS	.	74	200	220	235	246	258	270	.	.
PROPOSED GOALS	.	.	.	.	.	*255*	*271*	*276*	*282*	*288*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	3.9	3.9	4.1	4.1	4.2	.	.	.	.	.
APPROVED GOALS	.	3.96	3.99	4.1	4.1	4.1	4.1	4.1	.	.
PROPOSED GOALS	.	.	.	.	.	*4.1*	*4.1*	*4.1*	*4.1*	*4.1*

A. (2). Average SAT Score

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1120*	1129*	1196	1258	1292	.	.	.	.	.
APPROVED GOALS	.	1140*	1160*	1200	1260	1260	1260	1260	.	.
PROPOSED GOALS	.	.	.	.	.	*1260*	*1260*	*1260*	*1260*	*1260*

Note*: Historical scores/goals were based on a different SAT scale standard.

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	1	2	0	1	.	.	.	.	.
APPROVED GOALS	.	1	1	2	2	2	3	3	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*3*	*3*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	88	88	89	90	89.5	.	.	.	.	.
APPROVED GOALS	.	.	.	91	92	92.5	93	.	.	.
PROPOSED GOALS	.	.	.	.	.	*91*	*92*	*93*	*93*	*93*

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

	2011-15	2012-16	2013-17*	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	27	29	34	39	43	.	.	.	.	.
APPROVED GOALS	.	28	31	34	41	43	46	50	.	.
PROPOSED GOALS	.	.	.	.	.	*43*	*46*	*50*	*55*	*60*

Note*: The 2013-17 data will be reported to IPEDS in 2020 as part of their annual data collection cycle.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	4	3	6	7	.	.	.	.	.
APPROVED GOALS	.	1	4	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*8*	*8*

F. Science & Engineering Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	125	134	146	166	192	.	.	.	.	.
APPROVED GOALS	.	130	138	186	195	207	219	.	.	.
PROPOSED GOALS	.	.	.	.	.	*207*	*219*	*227*	*245*	*265*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	114	122	131	153	176	.	.	.	.	.
APPROVED GOALS	.	122	129	134	160	172	184	197	.	.
PROPOSED GOALS	.	.	.	.	.	*178*	*184*	*197*	*210*	*226*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	4	5	5	5	6	.	.	.	.	.
APPROVED GOALS	.	5	5	5	5	6	6	7	.	.
PROPOSED GOALS	.	.	.	.	.	*6*	*6*	*7*	*7*	*7*

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
ACTUAL	11	26	66	126	171	.	.	.	.	.
APPROVED GOALS	.	23	34	115	166	182	177	175	.	.
PROPOSED GOALS	.	.	.	.	.	*188*	*182*	*180*	*180*	*180*

J. Doctoral Degrees Awarded Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	327	327	373	404	433	.	.	.	.	.
APPROVED GOALS	.	326	337	403	438	473	540	.	.	.
PROPOSED GOALS	.	.	.	.	.	*455*	*480*	*506*	*535*	*565*

K. Number of Post-Doctoral Appointees

	FALL 2014	FALL 2015	FALL 2016*	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	64	75	211	222	242	.	.	.	.	.
APPROVED GOALS	64	74	200	220	235	246	258	270	.	.
PROPOSED GOALS	.	.	.	.	.	*255*	*271*	*276*	*282*	*288*

Note*: The Fall 2016 data will be reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report in 2020.

L. Endowment Size ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	179	174	196	209	216	.	.	.	.	.
APPROVED GOALS	.	225	250	275	275	300	300	315	.	.
PROPOSED GOALS	.	.	.	.	.	*210*	*250*	*275*	*300*	*325*

KEY PERFORMANCE INDICATORS

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

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	1	2	0	1	.	.	.	.	.
APPROVED GOALS	.	1	1	2	2	2	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*3*	*3*

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	18	18	25	25	35	.	.	.	.	.
APPROVED GOALS	.	19	20	27	25	26	26	27	.	.
PROPOSED GOALS	.	.	.	.	.	*28*	*31*	*34*	*37*	*40*

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5.1	5.1	5.1	4.9	4.8	.	.	.	.	.
APPROVED GOALS	.	4.5	4.5	5	4.9	4.8	4.7	4.6	.	.
PROPOSED GOALS	.	.	.	.	.	*4.8*	*4.7*	*4.6*	*4.5*	*4.5*

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	57	55	55	57	61	.	.	.	.	.
APPROVED GOALS	.	52	57	58	58	59	60	61	.	.
PROPOSED GOALS	.	.	.	.	.	*62*	*64*	*66*	*68*	*70*

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	51	54	55	56	62	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*62.5*	*63*	*63.5*	*64*	*64.5*

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	26	28	31	36	41	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*44*	*47*	*51*	*56*	*61*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	8,494	9,076	9,519	10,404	10,961	.	.	.	.	.
APPROVED GOALS	.	8,600	8,800	9,900	10,700	11,000	11,300	11,600	.	.
PROPOSED GOALS	.	.	.	.	.	*11,000*	*11,300*	*11,600*	*11,900*	*12,200*

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3,684	3,605	3,730	3,690	3,789	.	.	.	.	.
APPROVED GOALS	.	3,597	3,630	3,745	3,761	3,776	3,791	3,806	.	.
PROPOSED GOALS	.	.	.	.	.	*3,776*	*3,791*	*3,806*	*3,806*	*3,806*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	85	84	84	85	85	.	.	.	.	.
APPROVED GOALS	.	86	86	83	83	84.5	84.5	84.5	.	.
PROPOSED GOALS	.	.	.	.	.	*85*	*85*	*85*	*85*	*85*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	25	25	24	22	22	.	.	.	.	.
APPROVED GOALS	.	24	24	24	23	24	25	25	.	.
PROPOSED GOALS	.	.	.	.	.	*23*	*24*	*24*	*25*	*25*

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	25	27	30	33	36	.	.	.	.	.
APPROVED GOALS	.	28	31	33	35	37	40	40	.	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*39*	*40*	*40*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	24	24	25	24	23	.	.	.	.	.
APPROVED GOALS	.	24	24	25	25	25	25	25	.	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*25*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	32	34	35	35	37	.	.	.	.	.
APPROVED GOALS	.	33	34	36	35	36	36	37	.	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*37*	*37*	*37*

KEY PERFORMANCE INDICATORS (cont.)

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

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

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	88	87	87	89	93	*93*	*93*	*93*	*93*	*93*
US Average	*87*	*88*	*90*	*92*	*91*	.	.	.	.	.
LAW	84	87	87	88	94	*85*	*85*	*85*	*85*	*85*
Florida Average	*69*	*66*	*69*	*66*	*74*	.	.	.	.	.
MEDICINE (2YR)	99	99	99	99	100	*96*	*96*	*96*	*96*	*96*
US Average	*96*	*96*	*96*	*96*	*97*	.	.	.	.	.

CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	96	94	97	99	99	*96*	*96*	*96*	*96*	*96*
US Average	*95*	*96*	*96*	*97*	*98*	.	.	.	.	.
MEDICINE (4Y-CS)	98	98	97	97	97	*96*	*96*	*96*	*96*	*96*
US Average	*96*	*97*	*96*	*95*	*95*	.	.	.	.	.

MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	81	89	92	92	90	*92*	*92*	*92*	*92*	*92*
US Average	*91*	*92*	*92*	*92*	92	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	4	4	4	5	5	6	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6	6

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	4	3	6	7	.	.	.	.	.
APPROVED GOALS	.	1	4	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*8*	*8*	*8*

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	4	5	13	3	2	.	.	.	.	.
APPROVED GOALS	.	8	8	13	5	7	10	13	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*12*	*14*	*16*	*18*

17. Total Research Expenditures ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	163	171	177	196	226	.	.	.	.	.
APPROVED GOALS	.	166	175	186	205	220	236	252	.	.
PROPOSED GOALS	.	.	.	.	.	*230*	*236*	*252*	*272*	*294*

18. Research Expenditures from External Sources ($M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	84	83	81	96	108	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*132*	*141*	*151*	*163*	*176*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	6	17	43	66	62	.	.	.	.	.
APPROVED GOALS	.	.	17	55	57	59	61	55	.	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	3	2	3	4	6	.	.	.	.	.
APPROVED GOALS	.	2	2	4	6	6	7	10	.	.
PROPOSED GOALS	.	.	.	.	.	*6*	*7*	*12*	*15*	*19*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	2	2	1	1	0	.	.	.	.	.
APPROVED GOALS	.	2	1	1	3	4	5	6	.	.
PROPOSED GOALS	.	.	.	.	.	*4*	*5*	*6*	*6*	*7*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

1. Percent of Student Credit Hours in Online Education

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	25	27	30	33	36	.	.	.	.	.
APPROVED GOALS	.	.	.	.	35	37	40	40	.	.
PROPOSED GOALS	.	.	.	.	.	*37*	*38*	*39*	*40*	*40*

2. Percent of Student Credit Hours in Hybrid Education

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4	6	8	10	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	11	11.5	12	12.5	.	.
PROPOSED GOALS	.	.	.	.	.	*13*	*14*	*15*	*16*	*16*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4,737	4,986	6,101	6,826	8,618	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6,894	6,963	7,033	7,103	.	.
PROPOSED GOALS	.	.	.	.	.	*8,660*	*8,700*	*8,740*	*8,780*	*8,820*

4. Percent of First Generation Undergraduate Student Enrollment

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ACTUAL	25%	25%	24%	24%	25%	.	.	.	.	.
APPROVED GOALS	.	.	.	.	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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	40,231	41,111	41,852	41,796	41,794	.	.	.	.	.
APPROVED GOALS	.	.	41,276	41,957	41,554	41,629	41,466	41,107	.	.
PROPOSED GOALS	.	.	.	.	.	*41,629*	*41,466*	*41,107*	*41,220*	*41,220*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	8,460	8,770	8,700	8,778	8,999	.	.	.	.	.
APPROVED GOALS	.	.	9,087	8,944	9,111	9,077	9,218	9,364	.	.
PROPOSED GOALS	.	.	.	.	.	*9,077*	*9,218*	*9,364*	*9,364*	*9,364*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	4,557	4,669	4,386	4,542	4,105	*3,930*	*3,930*	*3,930*	*3,930*	*3,930*
FTIC: Returning	12,375	12,752	13,206	13,308	13,385	*13,619*	*13,428*	*13,125*	*13,158*	*13,122*
Transfer: FCS w/ AA	13,717	13,914	13,888	13,761	14,365	*14,300*	*14,317*	*14,285*	*14,333*	*14,355*
Transfer: Other	8,870	8,888	9,468	9,263	8,917	*8,876*	*8,887*	*8,867*	*8,897*	*8,911*
Post-Baccalaureates	712	888	904	922	1,022	*904*	*904*	*900*	*902*	*902*
Subtotal	**40,231**	**41,111**	**41,852**	**41,796**	**41,794**	***41,629***	***41,466***	***41,107***	***41,220***	***41,220***

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	6,030	6,239	6,025	5,906	6,010	*6,001*	*6,077*	*6,180*	*6,180*	*6,180*
Research Doctoral	1,292	1,348	1,359	1,452	1,509	*1,553*	*1,586*	*1,607*	*1,607*	*1,607*
Professional Doctoral	1,138	1,183	1,316	1,420	1,480	*1,523*	*1,555*	*1,577*	*1,577*	*1,577*
Subtotal	**8,460**	**8,770**	**8,700**	**8,778**	**8,999**	***9,077***	***9,218***	***9,364***	***9,364***	***9,364***
TOTAL	**48,691**	**49,881**	**50,552**	**50,574**	**50,793**	***50,706***	***50,684***	***50,471***	***50,584***	***50,584***

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

ENROLLMENT PLANNING (cont.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	12	10	11	12	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	13	14	16	18	.	.
PROPOSED GOALS	.	.	.	.	.	*14*	*16*	*18*	*18*	*18*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	13,929	13,719	13,995	14,251	14,524	*14,284*	*14,410*	*14,308*	*14,126*	*14,178*
UPPER	22,328	22,793	23,259	24,283	25,372	*26,574*	*25,236*	*25,140*	*24,937*	*25,101*
GRAD 1	6,090	6,216	6,433	6,294	6,248	*6,437*	*6,324*	*6,359*	*6,422*	*6,440*
GRAD 2	1,925	1,913	1,979	2,107	2,150	*2,258*	*2,422*	*2,481*	*2,526*	*2,526*
TOTAL	**44,272**	**44,641**	**45,666**	**46,935**	**48,294**	***49,553***	***48,392***	***48,288***	***48,011***	***48,245***

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	27	30	33	36	*37*	*38*	*39*	*40*	*40*
Primarily Dist. (80-99%)	.	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	.	6	8	10	12	*13*	*14*	*15*	*16*	*16*
Classroom (0-49%)	.	67	63	57	52	*50*	*48*	*46*	*44*	*44*
GRADUATE										
All Distance (100%)	.	21	22	24	26	*28*	*29*	*30*	*30*	*30*
Primarily Dist. (80-99%)	.	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	.	1	7	9	10	*11*	*12*	*13*	*13*	*13*
Classroom (0-49%)	.	78	71	67	64	*61*	*59*	*57*	*57*	*57*

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Engineering Management	15.1501	STEM	---	50%	300	6/2021
Global Sustainable Tourism	30.3301	STEM	UF, USF	100%	90	3/2021
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	3/2021
Public Health	51.2201	HEALTH	UF, USF, FSU, FGCU	50-75%	250	06/2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.1301	STEM	FSU	30%	110	06/2020
Cognitive Neuroscience	42.2706	STEM	----	--	Companion to PhD	06/2020
Health Science	51.000	Health	FGCU, UCF, UNF	75-100%	100	03/2021
DOCTORAL PROGRAMS						
Cognitive Neuroscience	42.2706	STEM	FAU	--	20	06/2020

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Genetic Counseling	51.2299	Health	USF	---	18	06/2022
Marine Affairs	26.1302	STEM	--	--	30	03/2022
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	--	45	6/2022
DOCTORAL PROGRAMS						
Counseling and School Psychology	13.1199	Education	--	--	15	06/2022
Digital Communication and Media	09.0702	STEM	---	50-75%	15	06/2022
Linguistics	16.0101	GLOBAL	UF	--	15	03/2022

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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

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

DEFINITIONS (cont.)

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

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

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

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

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

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

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only to NCF)*

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

PBF-9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).

DEFINITIONS (cont.)

PBF-10.FAU: 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.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

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

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

DEFINITIONS (cont.)

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 US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

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

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortolios, (7) Service Learning, Community-Based Learning, (8) Internships, (9) Capstone Courses & Projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Preeminence Research University (PRE)

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

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

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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

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

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

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

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

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

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

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

DEFINITIONS (cont.)

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

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

KPI-4: Six-Year FTIC Graduation Rates [full-& part-time students]: The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full-& part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE in Online Courses: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

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

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

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

KPI-18: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

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

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports Full-time Equivalent (FTE) enrollment which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. This FTE calculation is based on the 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 institution educational plant surveys.

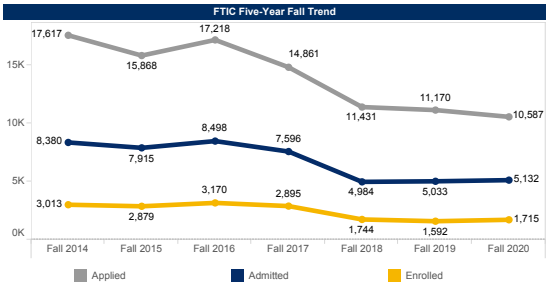
ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of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

FIU Factbook - All

College/School

All

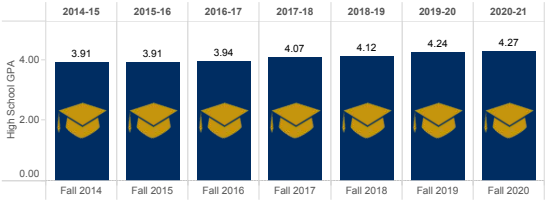
FTIC Five-Year Fall Trend



Admissions by Student Type

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FTIC	Applied	17,617	15,868	17,218	14,861	11,431	11,170	10,587
	Admitted	8,380	7,915	8,498	7,596	4,984	5,033	5,132
	Enrolled	3,013	2,879	3,170	2,895	1,744	1,592	1,715
CC Transfer	Applied	5,634	5,864	5,873	5,923	6,102	5,877	5,833
	Admitted	5,030	5,314	5,267	5,033	5,258	5,080	5,016
	Enrolled	3,457	3,630	3,680	3,711	3,805	3,803	3,706
Other Transfer	Applied	3,843	3,971	3,678	3,659	3,513	3,666	3,173
	Admitted	1,962	2,303	2,139	1,955	1,941	2,068	1,669
	Enrolled	1,126	1,263	1,260	1,221	1,199	1,344	912
Second Bachelors	Applied	506	422	364	408	439	528	532
	Admitted	483	405	340	364	390	468	465
	Enrolled	299	244	187	213	204	285	211
Graduate	Applied	15,001	16,148	14,924	15,523	15,420	15,081	15,475
	Admitted	4,509	4,635	4,816	4,582	4,899	4,614	5,056
	Enrolled	2,596	2,671	2,882	2,719	2,991	2,936	3,167
Grand Total	Applied	42,601	42,273	42,057	40,374	36,905	36,322	35,600
	Admitted	20,364	20,572	21,060	19,530	17,472	17,263	17,338
	Enrolled	10,491	10,687	11,179	10,759	9,943	9,960	9,711

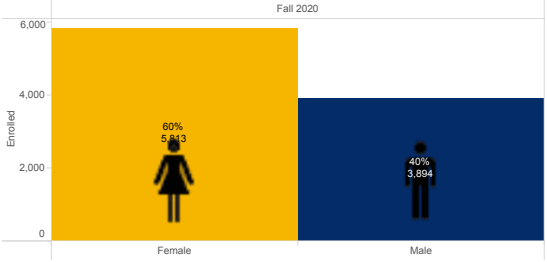
FTIC Average High School GPA



FTIC Average Test Scores for Enrolled Students

	Fall						
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACT Score	24.93	24.76	25.04	25.48	27.16	28.03	27.97
SAT 2 Score	1,188	1,186	1,193	1,189	1,253	1,287	1,264
High School GPA	3.91	3.91	3.94	4.07	4.12	4.24	4.27

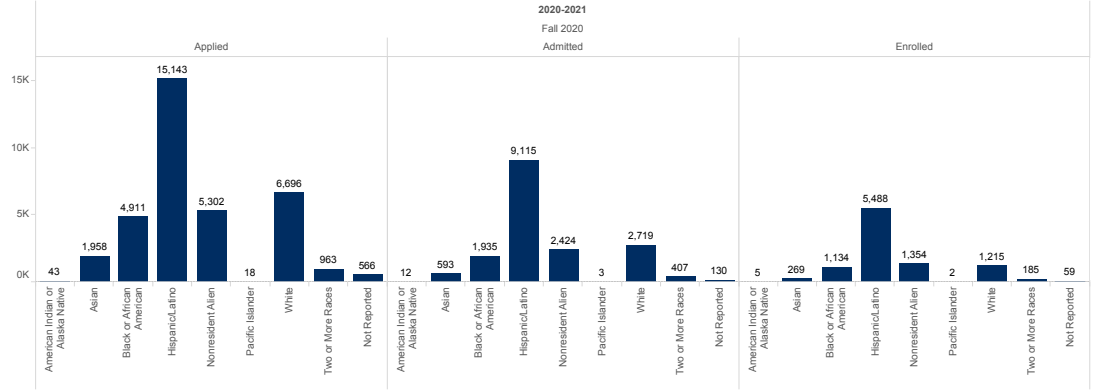
2020-2021 Enrolled by Gender



Admissions by Gender

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	Applied	24,330	23,954	24,384	23,473	21,378	21,118	21,066
	Admitted	11,886	12,023	12,356	11,574	10,204	9,999	10,317
	Enrolled	6,119	6,204	6,526	6,319	5,828	5,781	5,813
Male	Applied	18,269	18,311	17,672	16,890	15,515	15,190	14,522
	Admitted	8,477	8,545	8,704	7,953	7,266	7,261	7,016
	Enrolled	4,372	4,481	4,653	4,438	4,113	4,178	3,894
Not Reported	Applied	2	8	1	11	12	14	12
	Admitted	1	4	0	3	2	3	5
	Enrolled	0	2	0	2	2	1	4
Grand Total	Applied	42,601	42,273	42,057	40,374	36,905	36,322	35,600
	Admitted	20,364	20,572	21,060	19,530	17,472	17,263	17,338
	Enrolled	10,491	10,687	11,179	10,759	9,943	9,960	9,711

2020-2021 Admissions by Student Ethnicity



Admissions by Student Ethnicity

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Ethnicity		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Indian or Alaska Native	Applied	52	51	51	49	44	37	43
	Admitted	11	13	11	24	13	14	12
	Enrolled	2	7	6	11	5	5	5
Asian	Applied	2,032	2,074	1,960	2,163	2,038	1,890	1,958
	Admitted	665	641	685	666	556	526	593
	Enrolled	304	266	312	324	268	271	269
Black or African American	Applied	6,901	6,803	7,010	6,478	5,793	5,231	4,911
	Admitted	2,498	2,637	2,689	2,367	2,046	1,947	1,935
	Enrolled	1,195	1,321	1,372	1,250	1,162	1,155	1,134
Hispanic/Latino	Applied	18,277	17,852	18,684	17,631	15,766	14,859	15,143
	Admitted	10,881	11,044	11,476	10,711	9,078	8,777	9,115
	Enrolled	6,349	6,382	6,714	6,423	5,532	5,413	5,488
Nonresident Alien	Applied	5,698	5,896	5,308	5,205	5,059	6,290	5,302
	Admitted	2,349	2,250	2,313	2,319	2,538	2,902	2,424
	Enrolled	1,058	1,071	1,080	1,291	1,518	1,698	1,354
Pacific Islander	Applied	44	39	32	39	29	24	18
	Admitted	16	16	12	16	10	14	3
	Enrolled	9	12	4	9	4	6	2
White	Applied	7,391	7,495	7,131	7,165	6,776	6,582	6,696
	Admitted	3,113	3,142	3,052	2,809	2,659	2,581	2,719
	Enrolled	1,245	1,274	1,335	1,178	1,186	1,166	1,215
Two or More Races	Applied	1,558	1,462	1,518	1,170	983	954	963
	Admitted	696	685	714	503	475	398	407
	Enrolled	271	277	308	223	224	210	185
Not Reported	Applied	648	601	363	474	417	455	566
	Admitted	135	144	108	115	97	104	130
	Enrolled	58	77	48	50	44	36	59
Grand Total	Applied	42,601	42,273	42,057	40,374	36,905	36,322	35,600
	Admitted	20,364	20,572	21,060	19,530	17,472	17,263	17,338
	Enrolled	10,491	10,687	11,179	10,759	9,943	9,960	9,711

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US News Ranking Metrics

Metrics	Metrics used by US News and World Report	Weight	2019	2020	Diff bet. 2020 and 2019	2021 Weights	2021	Diff bet. 2021 and 2020
1	Peer assessment score	20.0%	2.4	2.5	0.1	20.0%	2.6	0.1
2	Average 6-year graduation rate	17.6%	56.0	57.3	1.3	17.6%	58.0	0.8
3	The most recent fiscal year dollar amount value for average spending per student	10.0%	$18,807	$18,948	$141	10.0%	$18,918	($30)
4	Graduation Rate Performance (Over/Under)*	8.0%	8	8	0.0	8.0%	8	0.0
5	Class Size Indicator Rank**	8.0%	299	380	81.0	8.0%	358	-22.0
	% of classes with fewer than 20 students (contributes to class size rank)	0.0%	20.5	19.4	-1.1	0.0%	30.4	11.0
	% of classes with 20-49 students (contributes to class size rank) **	0.0%	53.1	54.6	1.5	0.0%	52.1	-2.6
	% of classes with 50 or more students (contributes to class size rank) **	0.0%	26.4	26.0	-0.4	0.0%	17.5	-8.5
6	SAT Evidence-Based Reading & Writing average score	3.9%	603	599	-4.0	2.5%	611	12.0
7	SAT Math average score	3.9%	584	578	-6.0	2.5%	589	11.0
8	Average Faculty Compensation (CY)***	NEW	$103,970	$107,963	$3,993	7.0%	$110,215	$2,252
9	Average first year student retention rate	4.4%	87.0	88.5	1.5	4.4%	89.0	0.5
10	Average alumni giving rate	5.0%	3.7	3.3	-0.4	3.0%	4.5	1.2
11	% of full-time faculty with Ph.D. or terminal degree	3.0%	86.8	85.0	-1.8	3.0%	84.0	-1.0
12	6-year graduation rate of students who received a Pell Grant	2.5%	57	61	4.0	2.5%	64	3.0
13	Difference between six-year graduation rates of Pell and non-Pell Grant recipients	2.5%	1.00	6.00	5.00	2.5%	4.00	-2.00
14	Graduate indebtedness proportion***	NEW	46.7	44.6	-2.1	2.0%	44	-0.6
15	Graduate indebtedness total***	NEW	$ 18,989	$ 18,909	($80)	3.0%	$18,507	($402)
15	% of freshmen in top 10% of high school class	2.25%	25	25	0.0	2.00%	35	10.0
17	% of faculty who are full-time	1.0%	76.7	78.1	1.4	1.0%	81.9	3.8
18	Student/faculty ratio**	1.0%	25	24	-1.0	1.0%	25	1.0

* FIU is 8 points above the predicted US News 6-year graduation rated of 50%

** Lower number indicates improvement

*** New metrics for 2021

	FIU Next Horizon 2025 Strategic Plan Metrics	2018 Actuals	2019 Actuals 2020 Prelim	2025 Plan	2025 Progress	BOG PBF*	BOG PRUF**	Top 50 National Rankings Impacted
1	FTIC 2-yr Retention Rate (GPA > 2.0) (2018-19)	88.0%	88.1%	90%	5.0%	90	90	US News, Kiplinger
2	FTIC 6-yr Graduation Rate (2014-15 to 2019-20)	57%	65%	70%	61.5%	-	70	US News, TARU, Washington M., Forbes, Kiplinger
	FTIC 4-yr Graduation Rate (2016-17 to 2019-20)	38.9%	49.0%	60%	47.9%	50/65%	60	US News, TARU, Washington M., Forbes, Kiplinger
New	FTIC 6-yr Graduation Rate for Pell students					80		
3	AA Transfer 4-Yr Graduation Rate (2016-17 - 2019-20)	67%	73.7%	70%	223.3%	2yr50%	-	BOG Dashboard
4	~~% Bachelor's Degrees Without Excess Hours (19-20)~~	74.7%	79.0%	80%	81.1%	80	-	US News, TARU, Washington M., Forbes, Kiplinger
5	% Bachelor's Grads Employed ($25K)/Enrolled (2017-18)	68.2%	70.9%	73%	56.2%	72.8/80	-	TARU, Washington M., Forbes
6	Bachelor's Degrees in Strategic Emphasis (2019-20)	46.3%	50.0%	50%	100.0%	50	-	Times Higher Ed.
7	Graduate Degrees in Strategic Emphasis (2019-20)	56.2%	59.0%	60%	73.7%	60	-	Times Higher Ed.
8	Average Cost to Student/Net Tuition (2018-19)	$11,930	$8,670	$9,000	111.3%	$9,000	-	US News, TARU, Washington M., Kiplinger
9	Median Wages of Bachelor's Employed (2017-18 Grads)	$38,800	$39,800	$41,000	45.5%	$40,700	-	TARU, Washington M., Forbes
10	Number of postdoctoral appointees (Fall 2019)	222	260	300	48.72%	300	-	TARU
11	Research/Total Doctoral Degrees Per Yr. (2019-20 Grads)	200/404	194/430	315/600	-5%/13%	-	-/400	US News, TARU, Washington M., Times Higher Ed.
12	FIU Tech Startup (AUTM) (FY 2018-19)	1	4	5	75%	-	-	BOG Research Dashboard
13	# patents/licenses executed annually (FY 2018-19)	66/4	62/8	55/30	36%/15%	-	34	BOG Research Dashboard
14	Philanthropy – Overall Endowment (FY 2018-19)	$209M	$216.4M	$300M	8.1%	-	500M	US News, TARU
	Philanthropy- Annual Dollars Raised (FY 2018-19)	$60M	$67.4M	$80M	37.0%	-	-	US News, TARU
15	Auxiliary Revenue per Year (FY 2018-19)	$227M	$241M	$240M	107.7%	-	-	Times Higher Ed
	Auxiliary Income (FY 2018-19)	$31M	$29M	$50M	-10.5%	-	-	Times Higher Ed.
16	Total Research Expenditures (18-19)	$196M	$226M	$300M	28.85	-		US News, TARU, Washington M., Times Higher Ed.
	Non-medical S&E research expenditures (18-19)	$153M	$176M	$234M	28.4%	-	150M	US News, TARU, Washington M., Times Higher Ed.
	Science & engineering research expenditures (18-19)	$166M	$192M	$252M	30.2%	-	200M	US News, TARU, Washington M., Times Higher Ed.
17	Disciplines top 100/50 in research expenditures (18-19)	5/1	6/3	7/3	50%/100%	-	5	US News, TARU, Washington M., Times Higher Ed.
18	FIU Members of National Academies (FY 2018-19)	11	14	20	33.3%	-	6	TARU, Washington M.
19	% alumni giving annually to FIU (FY 2018-19)	4%	4.9%	18%	6.4%	-	-	US News, Washington M.
20	Top 50 Public University National Ranking (FY 2018-19)	3	5	10	28.6%	-	2	US News, Ashoka, Carnegie, Kiplinger, Patents, SMI, TARU, Times Higher Ed., Washington M.

*PBF: Performance Based Funding; **PRUF: Preeminent Research University Funding

State University System
Board of Governors
2021-22 Allocation for Capital Improvement Fee
September 16, 2020

	UF	UFO	FSU	FAMU	USF	FPU	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
2019-20 Actual Receipts per University	**$9,409,726**	**$557,037**	**$5,866,562**	**$1,642,357**	**$8,254,846**	**$72,944**	**$4,928,207**	**$1,606,109**	**$11,911,895**	**$8,696,199**	**$3,069,910**	**$2,649,345**	**$131,237**	**$58,796,372**
(% of Total)	*16.00%*	*0.95%*	*9.98%*	*2.79%*	*14.04%*	*0.12%*	*8.38%*	*2.73%*	*20.26%*	*14.79%*	*5.22%*	*4.51%*	*0.22%*	*100%*
Plus: Prior Year Reserve *$558,749*	89,422	5,294	55,751	15,608	78,447	693	46,833	15,263	113,200	82,641	29,174	25,177	1,247	558,749
Plus: CITF Net Earnings: *$3,081,023*	493,085	29,190	307,417	86,062	432,567	3,822	258,246	84,163	624,202	455,695	160,868	138,830	6,877	3,081,023
Gross Receipts:	**9,992,232**	**591,520**	**6,229,729**	**1,744,027**	**8,765,859**	**77,459**	**5,233,286**	**1,705,535**	**12,649,297**	**9,234,534**	**3,259,952**	**2,813,352**	**139,361**	**$62,436,144**
Less: ERC for Child Development	($327,378)	N/A	($270,071)	($60,932)	($232,118)	N/A	($172,194)	($66,444)	($400,397)	($326,872)	($101,842)	($89,539)	N/A	($2,047,788)
Less: Bond Debt Service *(% of Total)*	*16.18%*	*0.00%*	*10.09%*	*2.82%*	*14.19%*	*0.00%*	*8.47%*	*2.76%*	*20.48%*	*14.95%*	*5.28%*	*4.55%*	*0.23%*	*100%*
D/S Allocation ($): *($14,388,356)*	($2,327,641)	N/A	($1,451,185)	($406,262)	($2,041,964)	N/A	($1,219,068)	($397,296)	($2,946,591)	($2,151,139)	($759,390)	($655,356)	($32,464)	($14,388,356)
Net Allocation (LBR)	**$7,337,213**	**$591,520**	**$4,508,474**	**$1,276,832**	**$6,491,778**	**$77,459**	**$3,842,024**	**$1,241,795**	**$9,302,309**	**$6,756,523**	**$2,398,719**	**$2,068,456**	**$106,898**	**$46,000,000**
For informational / comparative purposes only:														
2020-21 Allocated disbursements	*$7,742,763*	*$558,504*	*$3,926,212*	*$1,401,893*	*$7,048,378*	*$82,324*	*$4,627,605*	*$1,309,315*	*$9,625,360*	*$7,002,807*	*$2,397,673*	*$2,144,578*	*$132,588*	*$48,000,000*

PUBLIC EDUCATION CAPITAL OUTLAY (PECO) PROJECTS

Preliminary Selection Group, FY2021-22

PECO Funding (3-yr projection, DOE estimate based on 5-year average of appropriations)

Less: Allocation to K-12 and FCS

Funding to SUS

Less: SUS Maintenance, Repair, Renovation & Remodeling (i.e. Sum of Digits formula)

Remaining PECO funds for SUS FCO Projects

PECO Funding
3-Year Projection

2021-22	2022-23	2023-24
$232,909,737	**$343,036,664**	**$431,636,664**
(159,822,662)	(235,391,759)	(296,189,079)
$73,087,075	$107,644,905	$135,447,585
0	0	0
$73,087,075	**$107,644,905**	**$135,447,585**

Points-based prioritization, pursuant to 1001.706(12), F.S.

Rev. 8/28/20

Univ. Name	Project Name	Year First Funded	Total Project Cost	Prior PECO Funding	Non-PECO Funding **	Remaining PECO Need	Eligible? (Y/N)	Comments	**Criteria 1** Prior Legis. Funding and % needed to finish const.		**Criteria 2** Critical Bldg Maintenance, Infrastructure Repair & Safe Operations		**Criteria 3** Space Needs Met [confirm EPS recommendation before scoring]				**Criteria 4** University Priority		**Criteria 5** Cost effective replace/renov. of exist. bldg.		**Criteria 6** New construction, remodel or renovation without prior ($) appropriation						Total Points	University 2021-22 request			
									Answer	Pts	Answer	Pts	3a % increase in Space on Students	3b New NASF added by Project	(3a x 3b) Answer	Pts	Answer	Pts	Answer	Pts	Qualifications: Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using facility	Consistent with Legislative initiative	Consistent with Board initiative	University funding; 6%, 4% or 2%	Pts					
FGCU	School of Integrated Watershed and Coastal Studies	FY16-17	$57,930,000	$54,541,752	$2,000,000	$1,388,248	Y	Recd $14.9M PECO 20-21	2%	20	N	-	6.85%	77,670	5,320	23	1	5	n/a	-	0	0	0	0	2	2	50	1,388,248	1,388,248		
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	FY17-18	$88,000,000	$20,507,914	$44,000,000	$23,492,086	Y		27%	18	N	-	1.93%	68,302	1,319	15	1	5	n/a	-	12	0	0	0	0	12	50	18,492,086	18,492,086		
FPU	Applied Research Center	FY16-17	$47,141,724	$7,000,000	$25,273,150	$14,868,574	Y		32%	16	N	-	50.82%	60,786	30,894	25	1	5	n/a	-	0	0	0	0	2	2	48	14,868,574	14,868,574		
FSU	College of Business	FY17-18	$88,000,000	$13,500,000	$44,000,000	$30,500,000	Y		35%	14	N	-	3.72%	131,585	4,895	19	2	3	n/a	-	12	0	0	0	0	12	48	17,000,000	17,000,000		
NCF	Hamilton Building - Renovation/Remodel	n/a	$6,620,997	$0	$1,700,000	$4,920,997	Y	No restrooms, fire/elect/ADA issues	n/a	-	Y	13	n/a	0	n/a	-	1	5	$430	9	12	0	0	2	0	14	41	1,019,478	1,019,478	4,920,997	
UWF	Building 54, Fire Mitigation (fire safety retrofit)	n/a	$6,250,000	$0	$0	$6,250,000	Y	Fire safety retrofit	n/a	-	Y	14	n/a	0	n/a	-	1	5	$86	15	0	2	0	0	0	2	36	6,250,000	6,250,000		
UNF	Roy Lassiter Hall - Remodel	n/a	$6,000,000	$0	$120,000	$5,880,000	Y	critical maintenance/repair	n/a	-	Y	15	n/a	0	n/a	-	1	5	$401	10	0	2	0	0	2	4	34	5,880,000	5,880,000		
UNF	Coggins College of Business - Remodel, Renovation & Addition	n/a	$26,800,000	$0	$536,000	$26,264,000	Y	critical maintenance/repair	n/a	-	Y	10	1.42%	18,500	263	7	2	3	$300	11	0	0	0	0	2	2	33	26,264,000	8,188,689	18,075,311	
USF	Judy Genshaft Honors College	n/a	$64,513,021	$0	$27,089,716	$37,423,305	Y		n/a	-	N	-	1.95%	60,667	1,182	13	1	5	n/a	-	12	0	0	0	2	14	32	37,423,305	---	37,423,305	
UF	Florida Natural History Museum - Addition & Renovation	n/a	$33,800,000	$0	$15,000,000	$18,800,000	Y	Renov. & Addition/new const.	n/a	-	N	-	0.64%	26,650	170	-	2	3	$179	13	12	0	0	0	0	12	28	18,800,000	---	18,800,000	
NCF	Old Caples House & Carriage House - Renovation & Remodel	n/a	$11,355,719	$0	$230,000	$11,125,719	Y	Bldg/safety code issues, ADA issues	n/a	-	Y	12	n/a	0	n/a	-	2	3	$1,393	6	0	0	0	2	2	4	25	1,381,054	---	1,381,054	9,859,665
FGCU	Health Sciences Building	n/a	$59,975,925	$0	$0	$59,975,925	Y		n/a	-	N	-	6.80%	77,100	5,243	21	2	3	n/a	-	0	0	0	0	0	-	24	4,320,000	---	4,320,000	27,000,000
UWF	Multidisciplinary Academic Center	n/a	$16,261,782	$0	$0	$16,261,782	Y		n/a	-	N	-	4.55%	37,790	1,719	17	2	3	n/a	-	0	0	0	0	0	-	20	1,671,000	---	1,671,000	14,590,782
FIU	C.A.S.E. Building - Remodel & Renovation	n/a	$7,150,000	$0	$0	$7,150,000	Y		n/a	-	N	-	n/a	0	n/a	-	2	3	$116	14	0	0	0	0	0	-	17	7,150,000	---	7,150,000	
UF	Whitney Laboratory for Marine Bioscience	n/a	$28,500,000	$0	$12,000,000	$16,500,000	Y	new const.	n/a	-	N	-	0.55%	22,940	126	-	1	5	n/a	-	12	0	0	0	0	12	17	16,500,000	---	13,903,238	2,596,762
FAMU	Campus-wide Utility Infrastructure (boilers,chillers,steam,pipes,lines,controls)	n/a	$20,160,000	$0	$0	$20,160,000	Y	campus utility infrastructure	n/a	-	Y	11	n/a	0	n/a	-	1	5	n/a	-	0	0	0	0	0	-	16	5,399,000	---	---	20,160,000
UCF	Learning Laboratory (Active Learning & Teaching Lab)	n/a	$56,416,055	$0	$0	$56,416,055	Y		n/a	-	N	-	1.60%	66,000	1,053	11	1	5	n/a	-	0	0	0	0	0	-	16	3,526,003	---	---	16,000,000
FAU	Boca Library - Renovation (Boca campus)	n/a	$40,400,000	$0	$0	$40,400,000	Y		n/a	-	N	-	n/a	0	n/a	-	2	3	$253	12	0	0	0	0	0	-	15	3,920,000	---	---	12,000,000
UCF	Research II Laboratory (Science, Engineering & Commercialization Facility)	n/a	$73,537,555	$0	$0	$73,537,555	Y		n/a	-	N	-	1.60%	66,000	1,053	9	2	3	n/a	-	0	0	0	0	0	-	12	0	---	---	12,000,000
USF	Bio-Science Research Labs - Remodel	n/a	$18,573,597	$0	$0	$18,573,597	Y		n/a	-	N	-	n/a	0	n/a	-	2	3	$469	8	0	0	0	0	0	-	11	18,573,597	---	---	10,000,000
FAMU	Chemical & Biological Research Laboratory Center	n/a	$19,605,593	$0	$0	$19,605,593	Y	shell space, new Pharm Bldg	n/a	-	N	-	n/a	0	n/a	-	2	3	$569	7	0	0	0	0	0	-	10	1,418,000	---	---	8,000,000
FAU	AD Henderson FAUHS - STEM Arena & Multipurpose Bldg (gym & auditorium)	n/a	$17,304,000	$0	$0	$17,304,000	Y	Lab school. District space, not Univ.	n/a	-	N	-	n/a	0	n/a	-	1	5	n/a	-	0	0	0	0	0	-	5	17,304,000	---	---	3,240,376
FIU	Engineering Building Phase II	n/a	$96,092,359	$0	$30,000,000	$66,092,359	N	Not EPS Recomnd.	69%	-	n/a	-	2.87%	106,666	3,060	-	1	-	n/a	-	0	0	0	0	0	-	0	0			
FPU	Student Achievement Center	n/a	$28,415,951	$0	$0	$28,415,951	N	Not EPS Recomnd.	n/a	-	n/a	-	34.27%	40,986	14,046	-	2	-	n/a	-	0	0	0	0	0	-	0	0			
																													$0	$0	$0

* In the event of a tie score between projects, the project with the lowest Remaining PECO Need will be given priority.

** Includes private gifts/donations, funding raising, etc., generally speaking. May also include Carryforward funds, as is the case with Florida Poly and FGCU.

Footnotes

1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:

1) a plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance; 2) sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and 3) the project has been recommended by an Ed Plant Survey (s. 1013.31).

2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need.

Point System for PECO Funding (pursuant to SB 190) METHODOLOGY

Criteria #	Criteria Name	Eligibility for Criteria Category [1]	Max. Points	Calculation	Ranking / Scores										
1	Prior Legislative Funding	The project was previously funded by the Legislature and the funds needed for completion constitute a relatively low percentage of total project costs.	20	100% - [(State Appropriations + Local Funds) / Total Project Cost]	N/A	10th Lowest %	9th Lowest %	8th Lowest %	7th Lowest %	6th Lowest %	5th Lowest %	4th Lowest %	3rd Lowest %	2nd Lowest %	Lowest %
				Points	0	2	4	6	8	10	12	14	16	18	20
2	Maintenance & Infrastructure	A building maintenance project or the repair of utility infrastructure which is necessary to preserve a safe environment for students and staff, or a project necessary to maintain the operation of a university site. [Must demonstrate no funds available after BOG approval of the Carry Forward spending plan; s. 1011.45]	15	The 10 lowest ($) amount total PECO requested per project	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest request
				Points	0	6	7	8	9	10	11	12	13	14	15
3	Space Needs Met	Project addresses the greatest current year need for space as indicated by increased instructional or research capacity for the greatest number of students or the university's mission.	25	(%) in Space Needs Total NASF met per Projects x Total New NASF [2]	N/A	10th Highest	9th Highest	8th Highest	7th Highest	6th Highest	5th Highest	4th Highest	3rd Highest	2nd Highest	Highest #
				Points	0	7	9	11	13	15	17	19	21	23	25
4	University Priority	The project reflects the top two (2) priorities of the submitting university.	5	Board of Trustees' Project Priority Ranking	N/A	#2 priority	#1 priority								
				Points	0	3	5								
5	Renovation or Replacement	The project represents the most practical and cost effective replacement or renovation of an existing building.	15	PECO funding / Gross Sq. Ft.	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest Cost per GSF
				Points	0	6	7	8	9	10	11	12	13	14	15
6	New construction, remodel or renovation, without prior ($) appropriation.	The project has funding from private sources; is needed to preserve the safety of persons using the facility; is consistent with legislative or board initiative; or [BOG specific] the university has allocated funding (as a % of Total Project Cost) of no less than 6% (preeminent), 4% (emerging preeminent) and 2% (neither).	20	Points awarded for each relevant qualification (max. 20 points per project)	N/A	Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using the facility	Consistent with Legislative initiative	Consistent with Board initiative	University Funding; 6%, 4% or 2%					
				Points	0	12	2	2	2	2					

Total: 100

Footnotes

1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:

   1. A plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance;
   2. Sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and
   3. The project has been recommended by an Ed Plant Survey (s. 1013.31).

2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need (unless EPS recommended).

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UNIVERSITY INTEGRATED MARKETING INITIATIVE
SUMMARY TIMELINE

APRIL 2018

- As a result of the discussion regarding areas of strategic focus at the Board of Trustees Retreat, an analysis of university-wide marketing efforts was requested.

SEPTEMBER 2018

- The report showed over $19M invested annually university-wide for both marketing personnel and marketing expenses. The BOT agreed that alignment was needed to increase efficiencies for a better return on the investment. The FIU Marketing Task Force (MTF) was established made up of representatives from across the university including faculty, staff, and board members. Weber Shandwick was contracted to conduct a structural analysis, and conducted over 100 stakeholder interviews including faculty, staff, students, and leadership.

DECEMBER 2018

- The structural recommendations were presented to the Board of Trustees at the December 5 meeting:
  - Data and Research: Conduct in-depth market research on an ongoing basis to better understand perceptions of FIU's brand – in Southern Florida and beyond – and use it to develop a clear narrative that fits with FIU's strategic vision.
  - Resources and Budget: Assess the adequacy of FIU's marketing and communications budget, gather data and execute an extensive brand campaign.
  - Oversight and Coordination: Further clarify the role of External Relations, Strategic Communications and Marketing to ensure more efficient and streamlined communications. Begin developing a comprehensive marketing plan.
- A formal Invitation to Negotiate (ITN) was launched for university-wide integrated marketing services.

JANUARY 2019

- In collaboration with Human Resources, a university-wide audit of marketing personnel was completed and the position description for marketing related positions was updated. All marketing and communications positions are routed to the central ERSCM team for consultation.

FEBRUARY - APRIL 2019

- After an extensive ITN process and Board of Trustee approval, the firm 160over90 was contracted. The FIU Marketing Task Force began work directly with the firm on all deliverables. The task force continues to meet monthly.

MAY - JUNE 2019

- The firm conducted over 100 discovery interviews with students, faculty, staff, alumni, and leadership; additionally, the brand survey was launched and completed.

AUGUST 2019

- The brand research results were presented to the FIU Marketing Task Force and leadership. The task force also established two workgroups to collaborate with Purchasing on the bid process for promotional items and media buys.

SEPTEMBER - OCTOBER 2019

- The brand strategy and proprietary brand tracker template were presented to President Rosenberg and The FIU Marketing Task Force.

NOVEMBER 2019

- The brand concept and creative direction were presented to President Rosenberg and the Marketing Task Force for feedback. The brand concept was approved.

UNIVERSITY INTEGRATED MARKETING INITIATIVE
SUMMARY TIMELINE

DECEMBER 2019

- The brand research was presented to the Board of Trustees at the December 5 meeting. 160 over90 and the central External Relations, Strategic Communications and Marketing team also presented at the December 11 ComPASS session regarding strategic focus for rankings and reputation.

JANUARY 2020

- The firm presented creative concepts as well as the university-wide marketing plan. ERSCM continues to meet with each dean individually to follow-up on the ComPASS session and strategize rankings communications.

FEBRUARY -MARCH 2020

- An interim marketing plan focused on the ranking audience was executed and ran through June 2020. The February and March task force meetings were postponed due to COVID-19, but email updates were sent to all members.

APRIL 2020

- The university-wide promotional items contract with 4Imprint was finalized resulting in special pricing terms including additional discounts and fee waivers. Additional enterprise level agreements including social media tracking software and design platforms have also been contracted and made available to university communicators.

JUNE 2020

- The Brand Guide was rolled out to university communicators beginning the phased integration university-wide. To follow-up on the brand guide rollout, individual meetings with units and deans are ongoing as well as central trainings for social media, design services, protocol, and media relations.
- Three additional academic units were added to the account manager model, current teams were expanded, and the central ERSCM team continues to collaborate more closely with units without an account manager to leverage opportunities for shared services.

JULY-SEPTEMBER 2020

- The Brand Guide continues to be rolled out to university communicators with a phased integration university wide. To follow-up on the brand guide rollout, individual meetings with units and deans are ongoing to integrate the brand and strategize rankings communications.
- The second Brand Perception Survey is underway as well as a new survey specific to the US News survey audience. Full reports will be available at the end of October.
- The Marketing Task Force Media Buy ITN Sub-group finalized the media services ITN, which closes in October. Awards are anticipated to be finalized in December.
- The media buy strategy and budget ($2.5M) was approved focusing on strategic audiences for rankings and reputation. This will launch in November and will continue through spring to align with survey voting periods.