Florida International University was founded in 1965 and opened for classes in 1972 with 5,667 students- the largest opening day enrollment in U.S. collegiate history. Today it has more than 38,000 students, almost 1,000 full-time faculty and more than 140,000 alumni. FIU is one of the 25 largest universities in the nation, based on enrollment. The University offers more than 200 bachelor's, master's and doctoral programs in 20 colleges and schools. Here at FIU, we are committed to building a great public research institution. In the past six years alone, we have opened and fully accredited a law school, been invited to join the Phi Beta Kappa, launched a Division I-A football program and won approval for a medical school. As we continue to focus on the difference our university will make in the lives of our students and in the world beyond our campuses, we hope to do it as we have done for more than 30 years – in dynamic collaboration with our community.

### Student Characteristics (Fall 2007)

**Total Number of Students**: 38,290

**Student Level and Enrollment Status**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12,267</td>
<td>19,123</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>3,826</td>
<td>2,141</td>
</tr>
</tbody>
</table>

**Undergraduate Profile**

Total: 31,390

**Gender**

- Women: 17,574 (56%)
- Men: 13,816 (44%)

**Race/Ethnicity**

- African American / Black: 3,884 (12%)
- American Indian / Alaskan Native: 59 (0%)
- Asian / Pacific Islander: 1,177 (4%)
- Hispanic: 19,869 (63%)
- International: 1,141 (4%)
- White: 4,948 (16%)
- Race/Ethnicity Unknown: 312 (1%)

**Geographic Distribution (Degree-Seeking)**

- Florida: 93%
- Other US States & Territories: 3%
- Other Countries: 4%

**Age (Degree-Seeking)**

- Average Age: 23
- Percent of Undergraduates Age 25 or Older: 23%

**Undergraduate Success and Progress Rate**

- 88% four-year success and progress rate means that 88% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

- Counts for the Fall 2001 entering class shown in the graph above.

- 2,482 First-Time, Full-Time Students
- 504 Full-Time Transfer Students

**Retention of Fall 2006 First-Time, Full-time Students**

- Returned for Fall 2007: 80%

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!
Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2008-09)

Total: $20,184

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates (Fall 2006)
Overall Financial Aid
• 75% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

Annual Need-Based Scholarships & Grants
• 32% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was $1,504.

Annual Need-Based Loans
• 21% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $3,315.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

NOTE: Student may receive aid from more than one source.

CLICK HERE for a list of undergraduate and graduate programs

2/15/2008
The Golden Panthers Community

At FIU, we believe that students’ learning is enhanced through their engagement in out-of-class activities and their meaningful interactions with faculty, staff, and peers. Through the numerous programs and services offered at FIU, any student can find opportunities to develop leadership skills and acquire experience that will be beneficial to their future career. Our many services also help support students’ academic success and ensure that their experience at FIU is both enjoyable and meaningful.

More than 125 student clubs infuse the FIU campuses with spirit, daring our students to discover the person they were meant to be. Whether it’s learning firsthand about social and environmental issues or biking across the country to raise awareness and funds for the most vulnerable among us, FIU students enrich our communities in countless ways. That is why thousands of students from around the world come together to live in our residence halls, work out in our athletic facilities, study in our libraries and labs, and add their own unique voice to the campus experience.

Study at FIU

Classroom Environment

Students per Faculty
Undergraduate classes with fewer than 30 students
Undergraduate classes with fewer than 50 students

Full-Time Instructional Faculty

Total Faculty
% Women
% from Minority Groups
% with Highest Degree in Field

Carnegie Classification of Institutional Characteristics

Basic Type
Research Universities (high research activity)

Size and Setting
Large four-year, primarily nonresidential

Enrollment Profile
High undergraduate

Undergraduate Profile
Medium full-time four-year, selective, lower transfer-in

Undergraduate Instructional Program
Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program
Comprehensive doctoral (no medical/veterinary)


Click here for more information on Carnegie Classifications.

Student Housing

Fall 2007

18% of new freshmen live on campus
8% of all undergraduates live on campus

Campus Safety

The FIU Police Department is dedicated to improving the quality of life for our community while at the same time reducing fear of crime on campus. To accomplish this, we have adopted a Community-Oriented Policing (COP) philosophy specifically designed to identify and resolve problems within our community. COP consists of two basic complementary fundamentals: community partnerships and problem solving. FIU police officers are enhancing the quality of life for the FIU community through a variety of approaches such as Bicycle Patrol, Operation Bookstamp, self-defense workshops, and crime prevention seminars.

Click here for Campus Crime Statistics report.

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available

Click here for information on survey administration, sample, and response rate.
Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

CLICK HERE for examples of how FIU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

CLICK HERE for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>82% percent of seniors worked with classmates on assignments outside of class.</td>
<td>77% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>51% of seniors tutored or taught other students</td>
<td>75% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>16% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>80% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>73% of seniors spent at least 6 hours per week preparing for class</td>
<td>44% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
</tr>
<tr>
<td>14% of seniors worked on a research project with a faculty member</td>
<td>79% of seniors believed that faculty are available, helpful, or sympathetic</td>
</tr>
<tr>
<td>40% of seniors participated in an internship, practicum, or field experience</td>
<td>88% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
</tr>
<tr>
<td>45% of seniors participated in community service or volunteer work</td>
<td>60% of seniors discussed readings or ideas with faculty members outside of class</td>
</tr>
<tr>
<td>8% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>95% of seniors made at least one class presentation last year</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>87% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>42% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>90% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td>94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations</td>
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</tr>
</tbody>
</table>
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at FIU

Florida International University has developed an Academic Learning Compact for each baccalaureate degree program offered. The compacts identify the expected core student learning outcomes for degree program graduates in the areas of communication skills, content/discipline knowledge and skills, and critical thinking skills. Students should acquire these skills if they follow the prescribed course of study in their declared major. Students may be expected to participate in a number of activities associated with the compacts such as answering embedded questions in scheduled exams, creating a portfolio, enrolling in a capstone course, or sitting for a specialized exam. The program or department will notify students of what procedures have been developed to measure the learning specified in the Academic Learning Compact in their baccalaureate program beyond course grades.

CLICK HERE for examples of student learning assessment and outcomes at FIU

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.