



Item: SP: A-1

Tuesday, April 21, 2026

**SUBJECT: APPROVAL OF THE FLORIDA ATLANTIC 2026  
ACCOUNTABILITY PLAN**

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**PROPOSED Board ACTION**

Approval of the Florida Atlantic 2026 Accountability Plan.

**BACKGROUND INFORMATION**

The University Accountability Plan outlines the university's top priorities, strategic direction, and specific actions for achieving those priorities as well as progress towards previously approved institutional and system-wide goals. BOG Regulation 2.002(2)(3), University Accountability Plans, stipulates that each university board of trustees prepares an annual accountability plan and submits annual updates for consideration by the Board of Governors.

The University Accountability Plan comprises four major sections: Strategy, Performance-Based Funding Metrics, Key Performance Indicators, and Enrollment Planning.

In accordance with the Board of Governors' requirements for submitting BOT-approved University Accountability Plans, Florida Atlantic's final plan must be submitted by May 1, 2026. The Accountability Plan will be submitted for approval by the Board of Governors at their next in-person full meeting, which will be held June 24-25, 2026, here at Florida Atlantic University.

**IMPLEMENTATION PLAN/DATE**

N/A

**FISCAL IMPLICATIONS**

N/A

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**Supporting Documentation:** Florida Atlantic University 2026 Accountability Plan  
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# 2026 ACCOUNTABILITY PLAN

## FLORIDA ATLANTIC UNIVERSITY

Draft April 9, 2026





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## INTRODUCTION

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

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

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



## STRATEGY

### Mission Statement

Florida Atlantic University (FAU) is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Please note: Florida Atlantic strongly endorses the Florida Board of Governors State University System [Free Expression Statement](#) and expects open-minded and tolerant civil discourse amongst all university stakeholders.

### Statement of Strategy

Florida Atlantic University is known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs and classified as a very high research institution. With campuses strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean, FAU leverages its geographic and community advantages to address global challenges through innovative research, public and private partnerships, and student engagement.

Florida Atlantic understands its institutional success as inseparable from the vitality of the region and state it serves. As a public research university strategically positioned along Florida's southeastern corridor, FAU advances research, workforce development, and student success in ways that strengthen Florida's economy and elevate its national competitiveness.

Florida Atlantic's strategic plan, *Where Tomorrow Begins*, will envision the university in December 2030 and define the priorities, investments, and initiatives needed to realize that future. Focused on maximizing Florida Atlantic's geographic and community advantages while differentiating the university and its programs from state, regional, and national peers, *Where Tomorrow Begins* will shape the university's ongoing commitment to student success, research excellence, and regional impact.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress

#### **Neuroscience Research and Infrastructure**

- Secured significant external funding supporting neuroscience research, including investments to launch the Center for the Resilient Mind at the FAU Stiles-Nicholson Brain Institute.
- Strengthened FAU's neuroscience infrastructure by expanding the NeuroInnovate Center to include the world's first bench-to-bedside MRI focused ultrasound technologies into a single, preclinical and clinical research platform.
- Faculty leadership in neuroscience was elevated through national achievements, including inductions into the Academy of Science, Engineering and Medicine of Florida and global recognition among the world's top 2% of scientists in their fields.
- Partnerships with clinical, philanthropic, and industry organizations continue to drive research discoveries, real-world health applications and workforce development opportunities, including a new partnership between FAU and Cleveland Clinic's Florida Research and Innovation Center.

#### **Ocean Science and Engineering/Environmental Studies**

- Advanced statewide ocean innovation through the Florida Office of Ocean Economy, including publishing its first annual report and reinforcing FAU's leadership within Florida's \$96 billion ocean economy through research, workforce development, and industry collaboration.
- Secured significant external funding for marine ecosystem conservation and coastal resilience, including a \$1.4 million grant to support the U.S. Army Corps of Engineers' Comprehensive Everglades Restoration Plan and a \$1 million grant from the Florida RESTORE Act Centers of Excellence Program.
- Elevated FAU's competitiveness in recruiting leading faculty and research talent through global top-scientist rankings and distinguished honors, including the Wright-Farnsworth Award and Norman R. Farnsworth ASP Research Achievement Award.
- Strengthened workforce and industry engagement through the Biotech Bridge Hackathon and Engineer Your Future Day, supporting experiential learning and STEM talent development.

#### **Entrepreneurship**

- Elevated national competitiveness in entrepreneurship through program rankings, including the College of Business undergraduate program's No. 19 national ranking for entrepreneurship by the Princeton Review and "Entrepreneur" magazine.
- Expanded venture support infrastructure through The Runway at FAU, which merged under the College of Business and held its 15<sup>th</sup> Venture Class of 17 early-stage, technology-based South Florida companies.
- Advanced workforce alignment through the FAU Career Center's development of a statewide talent pipeline, strengthening connections among students, industry partners, and Florida's entrepreneurial ecosystem.
- Engaged students in real-world entrepreneurial experiences through competitions and presentations, reinforcing experiential learning and industry readiness across the College of Business.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

Driven by a strong commitment to student success, Florida Atlantic has expanded student learning and accelerated timely graduation. By pairing nationally recognized best practices with bold, innovative strategies, FAU has become a national leader in degree completion—boosting the FTIC four-year graduation rate for full-time students by 37 percentage points since 2014.

#### Academic and Curricular Incentives for Timely Graduation

- Jump Start - This program gives first time-in-college freshman the opportunity to access key university academic support resources and network with peers in the summer prior to their first fall term. In summer 2025, 760 students participated and got a jump start on their undergraduate endeavors.
- Soar-in-4 Scholars – This timely graduation incentive program provides participants with priority course registration, guaranteed course availability, and other benefits. There were 320 Soar-in-4 Scholars still progressing toward their degree and 118 Soar-in-4 Scholars who graduated in the 2024-25 AY.
- Accelerated 3-Year Degree Completions - 561 first-time-in-college students (13% of the fall 2022 cohort) will have graduated in three years, which is up 1% from the previous year. In addition to launching accelerated programs, FAU is also committed to developing nimble curricula whenever feasible.
- Bachelor of Arts in Health Science - In 7 years, this degree program has awarded 1,717 degrees and has become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

#### Financial Incentives

- Launch Scholarship - In 2024-25, Launch scholarships were offered to 1,677 students who were incentivized to enroll in an extra course to help them stay on track towards timely graduation. The total amount awarded to students was \$969,182.
- On-campus internships – 1,429 students participated in on-campus internships, which is a 3.4% increase from the previous year, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

#### Policy and Disincentives for Untimely Graduation

- Timely Graduation Policy – Changes in this policy resulted in a 2.9% increase in the average credits attempted by FTIC cohorts (from Fall 2017 to Fall 2024). Students are taking more credit hours – and more students are maintaining full- time course loads throughout their entire four years.
- Supporting Lower-Level Mathematics Courses - FAU has revamped math placement processes and provides free drop-in group tutoring online or in-person at the university's Math Learning Center.

#### Proactive Financial Aid Program

- FAU Academic Achievement Grant – 593 students benefited from this \$1,241,602 grant program that renews each year if students complete a minimum of 30 credits per year.
- FAU Academic Grant – 2,252 students benefited from this \$3,809,062 progressive grant program that increases in the annual award amount as the student continues to the next year.
- Recruitment Scholarships – 6,609 students received these renewable awards, which have expectations for full-time enrollment in the fall and spring terms.
- Pathways to Graduate Education Scholarship - These scholarships incentivize students to finish their undergraduate degrees and start their graduate degrees at FAU earlier. In 2024-25, 44 students received \$1,000 and 12 students received \$2,000 totaling \$68,000 total funds awarded.



## STRATEGY (cont.)

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

#### Student Achievements

- Aiden Geleta and Vincent Stafford were named 2025 Barry Goldwater Scholars, the most prestigious national research fellowship for undergraduate students.
- Paulina DeVito was awarded a National Science Foundation Graduate Research Fellowship, one of the most esteemed honors for graduate students in STEM fields.
- David Zimmerman was awarded the prestigious Department of Defense Science, Mathematics, and Research for Transformation Scholarship, providing full research funding and post-graduation employment at the Naval Surface Warfare Center in Panama City.

#### Faculty Achievements

- Isaac Elishakoff, Ph.D., was selected as the 2025 recipient of the prestigious J.S. Rao Medal in Vibration Engineering, one of the highest international honors in ocean engineering.
- Randy Blakely, Ph.D., Gregg Fields, Ph.D., and Hari Kalva, Ph.D., were inducted into the Academy of Science, Engineering and Medicine of Florida for leadership in innovation.
- Kevin Cox, Ph.D., director of the Adams Center for Entrepreneurship, received the Entrepreneurship Practice Award from the Academy of Management.

#### Program Achievements

- Florida Atlantic received a \$21 million multi-year grant from the U.S. Department of Education Promise Neighborhoods program to fund the “Broward Unlimited Potential Promise Neighborhood” (BrowardUP) program, creating communities of opportunity in Broward County.
- The College of Engineering and Computer Science secured a \$2.1 million grant from the U.S. Department of Defense Air Force Research Laboratory to establish the FAU Center of Excellence for Research and Education in Programmable Wireless Networks.
- The Charles E. Schmidt College of Science received a \$1.4 million grant from the U.S. Army Corps of Engineers for ecosystem restoration wildlife protection in the Everglades.

#### Institutional Achievements

- Ranked among the nation’s Top 100 Public Universities by U.S. News & World Report, and among the Top 30 nationally for Social Mobility.
- Ranked among Washington Monthly’s Top 5 Best Bang for the Buck in the Southeast, Top 25 Best-in-Class Colleges, and Top 40 Best Colleges for Your Tuition (and Tax) Dollars.
- One of only 21 institutions nationwide to earn both the Carnegie R1 designation for very high research activity and the “Opportunity University” classification.
- Received the 2025 Eduventures Innovation Award in the Student Experience category.
- Recognized as a National Center of Academic Excellence in Cyber Research by the National Security Agency and the National Centers of Academic Excellence in Cybersecurity.
- Florida Atlantic received a record 57,000 undergraduate applications, representing a nearly 24% increase from the previous year.



## STRATEGY (cont.)

### Enrollment Strategy

Florida Atlantic's enrollment strategy is designed to strengthen quality, outcomes, and reputation while scaling growth to best serve students and the state. With an emerging institutional strategic plan due later this year, FAU's enrollment strategy operates under the statewide SUS30 framework, which emphasizes student success, world-class talent, operational excellence, and innovative research and economic development.

The university seeks to leverage momentum following a historic year in which the institution achieved two of its longstanding goals: earning Carnegie R1 top-tier research designation and achieving Top 100 public university status in U.S. News & World Report's national ranking system. To translate this success into enrollment strategy, the institution will continue to deliver on access and community impact. In terms of a broad strategy for enrollment management, FAU will build on enhanced infrastructure for academic supports, expanded instruction, and additional on-campus housing. These investments will provide measured undergraduate growth through carefully-planned expansion of a high-achieving freshmen class and strategic graduate growth in line with workforce and market demands.

Moving forward, Florida Atlantic's undergraduate enrollment strategy will build on the following three key areas: 1) increased undergraduate retention and progression toward timely graduation, with growth occurring primarily as a factor of additional continuing students at the sophomore, junior, and senior levels; 2) increased transfer enrollments through targeted articulation agreements with state college partners, enhanced evaluation of transfer credits and streamlined onboarding, and the introduction of attractive flexible curricula—supported by an aggressive transfer growth plan that delivers program-to-program articulation agreements and fully online, asynchronous options, aligns advising protocols with industry best practices, and focuses marketing, recruitment, and financial aid practices on increased transfer student application generation and yield; and 3) increased adult education enrollments through the re-recruitment of FAU's own stop-out students using vehicles such as the professional studies program, which is designed to deliver workforce skills to individuals who have some college credits but did not complete their degrees. With a three-tiered undergraduate strategy, the university will lean into its emerging role as a top national university that attracts a competitive population while ensuring that it delivers on the promise of providing broad regional access to a best of class education.

At the graduate level, FAU will pursue strategic growth that is sustainable and aligned with workforce demands. Recent graduate growth has been supported in part by international recruitment partnerships, including added graduate enrollment in high-demand fields. Moving forward, FAU is expanding its growth approach by consulting strategic advisory service providers to assess the graduate program inventory for alignment with workforce needs and Board of Governors strategic areas of emphasis. One key opportunity is the expansion of accelerated 4+1 graduate pathways that move FAU bachelor's students efficiently into master's programs—improving internal graduate yield while strengthening workforce-aligned credentials, as well as using scholarships to incentivize the transition to graduate enrollment. As a newly recognized R1 institution, FAU will also prioritize sustaining doctoral productivity as a core component of its research classification, reinforcing strategies such as funded assistantships. This approach will enhance the research enterprise and maintain competitiveness of the graduate student body.



## PERFORMANCE-BASED FUNDING METRICS

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	64.8	69.0	71.4	72.5	71.4	.	.	.	.	.
APPROVED GOALS	.	.	70.0	71.5	73.0	73.5	74.0	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	73.7	74.9	76.1	77.3	78.5

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	41,500	45,300	49,500	51,500	52,000	.	.	.	.	.
APPROVED GOALS	42,000	43,000	45,500	46,500	52,000	52,500	53,000	53,500	54,000	.
PROPOSED GOALS	.	.	.	.	.	52,500	53,100	53,900	54,700	55,500

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	6,110	1,680	5,920	5,390	3,180	.	.	.	.	.
APPROVED GOALS	7,600	6,100	8,000	7,000	6,000	6,000	6,000	6,000	6,000	.
PROPOSED GOALS	.	.	.	.	.	6,000	6,000	6,000	6,000	6,000

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

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	49.8	49.4	50.3	53.2	56.0	.	.	.	.	.
APPROVED GOALS	48.0	50.0	51.0	51.5	53.5	54.0	54.5	55.0	55.5	.
PROPOSED GOALS	.	.	.	.	.	61.0	62.0	63.0	64.0	65.0

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	78.0	77.7	81.9	82.4	83.5	.	.	.	.	.
APPROVED GOALS	81.0	81.9	81.9	83.2	84.5	85.0	85.5	86.0	86.5	.
PROPOSED GOALS	.	.	.	.	.	85.0	85.5	86.0	86.5	87.0



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	38.8	41.4	40.4	38.7	39.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	38.0	38.5	39.0	39.5	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.5	45.0	45.0	45.0

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

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	39.6	38.7	38.0	36.3	39.8	.	.	.	.	.
APPROVED GOALS	40.0	40.0	40.0	41.0	42.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0	42.0

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

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	47.1	48.4	47.2	53.5	59.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	50.0	50.5	51.0	51.5	52.0	.
PROPOSED GOALS	.	.	.	.	.	53.5	51.0	51.5	52.0	52.0

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



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29	2027-30
ACTUAL	60.4	60.0	58.9	59.8	62.3	.	.	.	.	.
APPROVED GOALS	57.0	60.0	61.0	61.0	62.0	62.0	63.0	63.0	63.5	.
PROPOSED GOALS	.	.	.	.	.	63.5	64.0	64.5	65.0	65.5

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

### 9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	55.9	61.4	65.6	63.2	64.1	.	.	.	.	.
APPROVED GOALS	56.0	57.0	62.0	66.0	66.0	66.0	66.0	66.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	66.0	66.0	66.0	66.0	66.0

### 10. BOT Choice: Total Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	58.4	61.7	77.6	87.9	88.5	.	.	.	.	.
APPROVED GOALS	56.0	59.0	65.0	81.0	92.0	97.0	102.0	107.0	112.0	.
PROPOSED GOALS	.	.	.	.	.	93.0	98.0	103.0	108.0	113.0



## KEY PERFORMANCE INDICATORS

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

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	0	1	1	1	1	.	.	.	.	.
APPROVED GOALS	0	1	1	1	2	2	2	2	3	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

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

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

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	43	42	43	44	45	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	46	47	47	48	48

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

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	51	49	50	53	54	.	.	.	.	.
APPROVED GOALS	50	51	51	52	54	54	55	55	56	.
PROPOSED GOALS	.	.	.	.	.	55	56	57	58	58

### 4. Annual Students Without Loans Rate

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	73	74	74	75	77	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	76	76	77	77	77



## KEY PERFORMANCE INDICATORS (cont.)

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

#### NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
BOCA RATON	83	79	81	94	89	.	.	.	.	.
DAVIE	67	55	69	71	43	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	100	100	86	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### MEDICINE (2YR)

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	98	89	94	97	94	.	.	.	.	.
BENCHMARK	96	93	92	91	93	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### MEDICINE (4Y-CK)

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

#### Exam Scores Relative to Benchmarks

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ABOVE / TIED	2	0	2	3	3	3	3	3	3	3
TOTAL	4	4	4	4	4	3	3	3	3	3



## KEY PERFORMANCE INDICATORS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	5,915	6,049	5,637	5,866	5,768	.	.	.	.	.
APPROVED GOALS	5,910	5,939	5,950	5,700	6,050	6,050	6,050	6,050	6,050	.
PROPOSED GOALS	.	.	.	.	.	6,050	6,050	6,050	6,050	6,050

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	1,814	1,922	1,881	2,110	2,479	.	.	.	.	.
APPROVED GOALS	1,817	1,826	1,860	1,880	2,150	2,170	2,190	2,200	2,200	.
PROPOSED GOALS	.	.	.	.	.	2,200	2,200	2,300	2,400	2,400

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

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

### 9. National Academy Members

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
ACTUAL	1	1	1	1	1	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	2	2

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	58	62	78	88	89	.	.	.	.	.
APPROVED GOALS	56	59	65	81	92	97	102	107	112	.
PROPOSED GOALS	.	.	.	.	.	93	98	103	108	113



## KEY PERFORMANCE INDICATORS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	29	29	35	35	33	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	35	36	38	40	42

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

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

### 13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	5	2	5	7	10	.	.	.	.	.
APPROVED GOALS	2	3	3	3	5	5	5	6	7	.
PROPOSED GOALS	.	.	.	.	.	5	5	6	7	7

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1	0	0	2	0	.	.	.	.	.
APPROVED GOALS	3	4	1	1	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2

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

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



## KEY PERFORMANCE INDICATORS (cont.)

### 16. Cash to Debt

	2021	2022	2023	2024	2025
ACTUAL	240	265	312	363	307

### 17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	214	229	241	245	227

### 18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	-0.5	7.1	4.1	5.2	-1.7

### 19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	16.4	16.7	16.7	17.2	16.8

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

	2021	2022	2023	2024	2025
ACTUAL	4.9	7.8	5.5	5.7	0.9

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

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	3.4	4.1	8.1	13.2	11.7

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

	2021	2022	2023	2024	2025
ACTUAL	70	69	67	66	65

### 22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	20	20	22	23	24



## KEY PERFORMANCE INDICATORS (cont.)

### 23. Bond Program Ratings

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

Issuer	Type	Moody's	S&P	Fitch
DBF (Division of Bond Finance)	Housing Bonds	A1/Stable	A/Stable	A+/Stable
FAU Finance Corporation	Housing Bonds	A1/Stable	-	A+/Stable



## KEY PERFORMANCE INDICATORS (cont.)

### Institution Specific Goals

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

#### Percent of Course Sections Offered Via Fully Distance and Primarily Distance Learning

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	65	28	27	28	28	.	.	.	.	.
APPROVED GOALS	.	.	28	29	29	29	29	30	.	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30	30

#### Time to Degree for FTIC’s in 120hr Programs

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	4.3	4.1	4.1	4.0	4.0	.	.	.	.	.
APPROVED GOALS	4.3	4.1	4.1	4.1	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

#### Percent of Undergraduates who Attend Full-Time

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	65	65	68	73	75	.	.	.	.	.
APPROVED GOALS	.	.	66	67	74	75	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	77	78	79	80	81



## ENROLLMENT PLANNING

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	23,683	23,057	23,462	23,755	24,484	.	.	.	.	.
APPROVED GOALS	25,310	23,507	23,050	23,962	24,624	25,512	26,287	27,004	27,685	.
PROPOSED GOALS	.	.	.	.	.	25,139	26,064	26,898	27,759	28,644

  

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	5,064	5,160	5,935	6,491	6,411	.	.	.	.	.
APPROVED GOALS	5,063	5,115	5,238	6,052	6,671	6,850	7,041	7,241	7,455	.
PROPOSED GOALS	.	.	.	.	.	6,574	6,730	6,894	7,069	7,215

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

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTIC: New	3,925	4,365	4,415	4,232	4,258	4,500	4,600	4,700	4,800	4,900
FTIC: Returning	9,378	9,167	9,889	10,338	10,829	11,068	11,716	12,270	12,846	13,444
Transfer: FCS w/ AA	5,873	5,124	4,715	4,442	4,346	4,433	4,522	4,612	4,704	4,798
Other Undergraduates	3,487	3,483	3,718	4,078	4,337	4,424	4,512	4,602	4,695	4,788
Post-Baccalaureates	1,020	918	725	665	714	714	714	714	714	714
<b>Subtotal</b>	<b>23,683</b>	<b>23,057</b>	<b>23,462</b>	<b>23,755</b>	<b>24,484</b>	<b>25,139</b>	<b>26,064</b>	<b>26,898</b>	<b>27,759</b>	<b>28,644</b>

  

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	3,759	3,865	4,612	5,076	4,919	5,042	5,168	5,297	5,430	5,565
Research Doctoral	898	906	942	993	1,043	1,053	1,064	1,075	1,085	1,096
Professional Doctoral	407	389	381	422	449	479	498	522	554	554
<b>Subtotal</b>	<b>5,064</b>	<b>5,160</b>	<b>5,935</b>	<b>6,491</b>	<b>6,411</b>	<b>6,574</b>	<b>6,730</b>	<b>6,894</b>	<b>7,069</b>	<b>7,215</b>
<b>TOTAL</b>	<b>28,747</b>	<b>28,217</b>	<b>29,397</b>	<b>30,246</b>	<b>30,895</b>	<b>31,713</b>	<b>32,794</b>	<b>33,792</b>	<b>34,828</b>	<b>35,859</b>

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



## ENROLLMENT PLANNING (cont.)

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	9	11	12	13	13	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

Note: Reflects the percentage of students enrolled who are considered non-residents pursuant to Board Regulation 7.006.

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	12	14	17	17	19	.	.	.	.	.
APPROVED GOALS	13	13	14	17	18	19	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	18.5	19	19.5	20	20

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
LOWER	10,313	9,863	10,106	11,045	11,171	10,819	11,164	11,520	11,887	12,267	13,061
UPPER	12,838	12,167	11,700	11,809	12,277	13,393	13,820	14,261	14,716	15,185	16,169
GRAD 1	2,996	3,021	3,080	3,730	3,916	3,708	3,801	3,896	3,993	4,093	4,300
GRAD 2	647	632	627	646	712	747	762	778	794	810	843
<b>TOTAL</b>	<b>26,794</b>	<b>25,683</b>	<b>25,513</b>	<b>27,229</b>	<b>28,075</b>	<b>28,667</b>	<b>29,547</b>	<b>30,455</b>	<b>31,390</b>	<b>32,355</b>	<b>34,373</b>

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



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
<b>UNDERGRADUATE</b>											
All Distance (100%)	79	44	46	47	48	50	50	50	50	50	50
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	12	16	6	4	3	2	2	2	2	2	2
Hybrid (50-79%)	9	2	3	3	3	3	3	3	3	3	3
Classroom (0-49%)	0	38	45	46	46	45	45	45	45	45	45

### GRADUATE

All Distance (100%)	78	55	52	49	48	50	50	50	50	50	50
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	8	14	10	12	10	8	8	8	8	8	8
Hybrid (50-79%)	13	1	4	7	7	7	7	7	7	7	7
Classroom (0-49%)	1	30	34	32	35	35	35	35	35	35	35

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



## DEFINITIONS

### Performance Based Funding (PBF)

**PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

**PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:**

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

**PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:**

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

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



## DEFINITIONS (cont.)

**PBF-10. FGPU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:**

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

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

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

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



## DEFINITIONS (cont.)

### Preeminence Research University (PRE)

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

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

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

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

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

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



## DEFINITIONS (cont.)

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

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

**PRE-I: Utility Patents Awarded:** Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.) System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

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



## DEFINITIONS (cont.)

### Key Performance Indicators (KPI)

**Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings.

Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

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

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

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

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

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

**Professional Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, Initial Teacher Preparation, Physician Assistant, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2030 System Strategic Plan calls for institutions to be in the top decile of scores compared to the average pass rate for the nation or state. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.



## DEFINITIONS (cont.)

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

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

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

**Federal Research Expenditures (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by federal government sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**Research Expenditures from Business & Industry (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by business sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



**Bond Program Ratings:**

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



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

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

**Full-Time Equivalent Enrollment by Course Level:** This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

**Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

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



# STATE UNIVERSITY SYSTEM OF FLORIDA





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