2026 ACCOUNTABILITY PLAN

FLORIDA POLYTECHNIC UNIVERSITY

April 30, 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

We serve students and industry through educational excellence and the discovery, advancement, and application of knowledge in science, technology, engineering, and mathematics.

Florida Polytechnic University promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.

Statement of Strategy

Florida Poly enters the second year of Strategy for Impact, the University's Strategic plan, having demonstrated progress and achievement on several initiatives and refinement and focus on others. Our priorities remain as follows:

1. Comprehensive Institutional Growth
2. Institutional Resource Development
3. Academic and Industry Partnerships

The University's enrollment goal of 3000 by 2030 remains its guiding light. To achieve this, our Enrollment Management Team overhauled its recruitment and admissions strategy that took full effect in recruiting the incoming fall 2026 class. Through this strategy, the University anticipates record-breaking growth for the coming academic year. As a subset of this overall strategy, the University will admit its first class of student athletes this fall and launching sports teams in men's and women's soccer, cross country, and basketball, as well as softball and baseball as we pursue a path to National Association of Intercollegiate Athletics (NAIA) membership.

Critical to our growth is a relentless focus on student retention and success. Detailed more fully in the Graduation Rate Improvement Plan (below), in fall 2026 we will launch our expanded advising and academic success support program. This, along with the full implementation of our new student information system, will enable us to leverage data and analysis resources to facilitate improved outcomes in learning, retention, and graduation.

A third focus for institutional growth is providing a smooth transition and support for transfer students, particularly from FCS institutions. Faculty and Academic Affairs staff have significantly overhauled all undergraduate degree programs to facilitate flexibility for transfers and to offer all students more opportunities to earn workforce-focused certificates, minors, and even double-majors that easily fit within the expected four-year timeframe. We have also added a Bachelor of Science in Biomedical Sciences to attract a new population of students and extend our STEM mission into healthcare fields with a solid footing in engineering through a biomedical devices track. This program includes a partnership with the Orlando College of Osteopathic Medicine (OCOM) where select students may apply for early admission to medical school.

In the coming year, we will continue to track the impact of these changes while we pivot our focus more directly on intentional resource development for teaching and research labs, expanding auxiliary enterprises to support overall campus growth, and pursue several developing industry partnerships to advance opportunities for students, expand applied research for faculty, and identify corporate partnerships foundational to the vision of University Research Park.

STRATEGY (cont.)
ONE SUS: Areas of Expertise Progress

Florida Poly claims two areas of expertise:

1. Industry-Aligned STEM Education & Applied Research
2. Industrial and Phosphate Research

STEM Education and Research

Florida Polytechnic University specializes in high-impact STEM education and research tightly aligned with industry needs and emerging technologies. All programs are guided by Industry Advisory Boards to emphasize hands-on learning through labs, applied research, and real-world projects. Every Florida Poly student completes at least one internship and a year-long capstone project to tackle open-ended, interdisciplinary challenges proposed by industry sponsors. Performance metrics are aligned to Accountability plan metrics (employment, wages, graduates with workforce experience, enrollment). The University has several collaborative agreements in development with industry partners, specifically in areas of data science, robotics, and advanced manufacturing. Agreements accomplished in this academic year include a collaboration with a local cybersecurity company to establish a Security Operations Center on campus where students engage in real-world cybersecurity work that supports small companies and municipalities.

In academic partnerships, the University is launching two degree program/majors in fall 2026, including a major in aerospace engineering, with input from several industry partners, along with a new degree program, the B.S. in Biomedical Sciences, that includes an agreement with the Orlando College of Osteopathic Medicine (OCOM) to provide early entry to medical school for high-achieving prospects. This is one of several partner agreements that will support the program's pre-med track, while several existing partnerships support the biomedical devices track within the program.

Industrial and Phosphate Research

The Florida Industrial and Phosphate Research Institute (FIPR Institute) was created in 1978 as a research institute to study phosphate issues that impact Florida. In 2010, legislation broadened the Institute's capabilities globally and to non-phosphate topics such as energy, and the mining and processing of minerals other than phosphate. In 2012, the FIPR Institute legislatively became part of Florida Polytechnic University.

FIPR Institute engages in multiple research arrangements. In the current period, FIPR has applied for federal, private, and corporate partner grants totaling over $40 million over multiple years. FIPR research service contracts total around $150,000 with an additional $65,000 pending contract approval. FIPR is also engaged with five different companies on collaborative research projects spanning different industries.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

Advancing our performance begins early at Florida Poly. Our enrollment management team has now had more than a full cycle of delivering its new model for recruiting and onboarding students that includes multiple opportunities for connection and engagement with orientation dates spread throughout the summer. The growth in applicants and deposits illustrates the success of this new model on not just growing the numbers but making a close connection with incoming students to better set them up for success in the first year.

In previous reports, we discussed our focus on the first-year and related freshman initiatives to advance our APR and graduation rates. For this year, our curricular changes in the freshman year – removing boutique leveling classes – have proven successful in terms of reduced DFW rates and greater student satisfaction. By introducing students more directly to their intended majors with engaging curriculum informed by current trends, strong foundations, and hands-on experiences, we have contextualized the scope of first-year classes to enable students to better see connections across their coursework and facilitate deeper learning.

The success of this change to our first-year curriculum enabled us to pivot fully toward staffing up and developing the support model to improve our advising and success coaching models. In previous years, a small team of Success Coaches delivered first-year advising and served to backstop faculty advisors. To address the limits of this model, we have doubled the number of Success Coaches and tasked them with advancing student engagement and developing programs to support the transition to college and our rigorous curricula. For advising, we have moved it fully to the faculty and added key personnel in the Registrar's Office to support faculty management of advisees, facilitate on-time communication, and lead faculty through the necessary professional development to ensure a high-quality curricular advising experience with meaningful career focus and exploration.

Academic support for learning has undergone important changes as well. We have relocated our Tutoring and Learning and Testing Centers to accommodate larger growth in student population and provide a better overall environment for students to study, learn, and test. Our partnership with Knack has continued to prove effective in facilitating peer-to-peer learning for upper-level courses and substantially close the gap between classroom learning and independent study.

In spring 2026, we saw completion of a multi-year process to implement a new, state of the art, student information system that integrates multiple systems, facilitates stronger communication with students. From a decision-support standpoint, this change provides us with a clean, rich set of data to study student success and point to critical and timely interventions where needed.

Advancing graduation rates goes hand-in-hand with faculty curricular improvements and professional development. A comprehensive redesign to streamline our undergraduate programs will create greater space for transfer students and for students to supplement their learning with minors and workforce-related certificates. Additionally, in fall 2026 we will formally implement the faculty-developed center for teaching and learning, which will round out these initiatives by fostering a culture of teaching excellence, student-centered instruction, and faculty development. Along with recent corporate grants to advance Artificial Intelligence in support of learning, we are continually modernizing our curriculum to prepare students for the workforce of tomorrow.

STRATEGY (cont.)

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

Students

- New Electrochemical Society aspires researchers with new opportunities to make a global impact.
- Graduate research assistant Sydney Wickett captured top honors at the American Standard for Testing Materials (ASTM) E08 Fatigue and Fracture forum through his innovative 3-D printing research.
- The Phoenix Racing team finished in third place among a field of national well-known schools in the annual Formula Sun Grand Prix solar race.
- A team of students took home top honors at the Florida Interactive Entertainment Academy with 34 teams challenged to create a video game under 48 hours.

Faculty

- Fulbright Advanced research by Dr. Chris Kelley, assistant professor of mechanical engineering, and Dr. Jalal Ahamed, associate professor at Canada UWindsor's are developing sensors to improve Parkinson's Disease.
- A groundbreaking study by Dr. Daren Watson, assistant professor of mechanical engineering, has revealed how tiny water-walking insects survive torrential rainstorms, potentially paving the way for advances in biomimetics and water pollution solutions.
- Three University professors have once again been named to an elite list of the top 2% of scientists in the world in nanotechnology, rare earth element recovery, and electronics.
- Dr. Gerardo Carbajal, associate professor of mechanical engineering, is leading two energy-focused projects with Dr. Antonio Soria, a Spain Fulbright scholar to advance battery cooling.

Programs

- The University expanded its educational offerings in the fall of 2025 with the addition of two new, industry-driven master's degrees.
- Students gain hands-on investing using $100,000 in virtual funds in TD Bank's Virtual Stock Market Simulation Game to strategize the best ways to grow their portfolios.

Institution

- The University was recognized as the No.1 public college in the Southeast and Top 20 public engineering without a Ph.D. in the nation in U.S. News and World Report for 4th straight year.
- Through a strong final enrollment push during the first weeks of the new academic year, Florida Poly saw a significant spike in student interest which exceeded projections.
- Florida Poly and Catapult, one of the region's leading business incubators, teamed up to ignite and strengthen STEM education and fuel innovation, entrepreneurship, and economic growth in Lakeland and beyond.
- Mechanical engineers at Florida Poly have put their skills to the test for the Lakeland Police Department, inventing a device to help make turning on their body cameras effortless in situations when they must draw their firearm. The patent-pending device is now worn on the holster of every Lakeland police officer.
- Florida Polytechnic University was ranked No. 8 in the nation for top career outcomes for its graduates in WalletHub's 2025's Best Universities Ranking. This recognition placed Florida Poly alongside elite institutions such as the California Institute of Technology, Georgetown University and Duke University. Among public institutions, Florida Poly ranked No. 1 in the country.

STRATEGY (cont.)
Enrollment Strategy

Over the past several cycles, the enrollment team has implemented a series of intentional, data-informed strategic and operational changes designed to build a sustainable pipeline and position the institution for long-term growth. These efforts reflect a shift from broad, reactive recruitment toward a focused, high-impact enrollment model centered on regional strength, early engagement, and personalized student experiences.

We redefined our recruitment strategy to prioritize a student body composed of approximately 90% Florida residents. This shift strengthens yield, improves retention, and builds a more predictable enrollment pipeline. Central to this strategy is a concentrated focus on the I-4 corridor, where we are working to establish a dominant regional presence and a recognizable STEM identity. Rather than spreading efforts thinly across distant markets, we are investing in depth of engagement within key local counties to create long-term market ownership.

The campus visit experience has been redesigned as a primary driver of enrollment conversion. We expanded and enhanced our student ambassador program, equipping ambassadors to deliver engaging, authentic, and academically aligned tours. Visits are now more personalized and high-touch, helping prospective students and their families build meaningful connections to campus culture, academic programs, and career outcomes.

Recognizing the importance of early decision-making, we developed a comprehensive communication plan that engages students beginning in their sophomore and junior years of high school. This multi-year approach ensures consistent, strategic communication throughout the entire enrollment cycle. By nurturing relationships earlier, we are increasing awareness, strengthening affinity, and improving conversion rates over time.

We reimagined our tabling strategy and marketing materials to better reflect our brand and value proposition. Outreach efforts now emphasize active engagement, clear messaging around outcomes, and a strong focus on STEM opportunities. Materials and interactions are designed to resonate with students and families while reinforcing institutional strengths.

Investment in digital advertising and marketing has increased significantly, enabling more precise audience targeting and more efficient resource allocation. Data and analytics are now central to our decision-making, allowing us to continuously refine messaging, optimize campaigns, and improve performance across the enrollment funnel. Digital and in-person strategies are integrated to create a cohesive and effective recruitment experience.

To support scalable growth, we have aligned staffing, ambassador utilization, and recruitment efforts with institutional goals. Our enrollment operation has become more data-informed, with a focus on accountability, performance tracking, and continuous improvement. Each initiative is intentionally connected to advancing enrollment outcomes and supporting student success.

Building on current progress, the enrollment team will continue to deepen its presence in the I-4 corridor through expanded school partnerships and community engagement. We will further refine data analytics and predictive modeling to better anticipate student behavior and enhance decision-making. Additionally, we will expand early outreach initiatives and continue enhancing personalized engagement strategies to support sustainable growth.

These combined efforts position the institution to achieve its goal of 3,000 students by 2030 while strengthening its identity, regional impact, and long-term enrollment stability.

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	75.0	75.6	85.3	80.9	77.0	.	.	.	.	.
APPROVED GOALS	.	.	76.0	83.0	83.0	83.0	83.0	83.0	83.0	.
PROPOSED GOALS	.	.	.	.	.	*80.0*	*81.0*	*82.0*	83.0	84.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	54,400	54,800	68,000	66,800	64,200	.	.	.	.	.
APPROVED GOALS	54,000	54,500	54,800	65,000	66,000	67,000	68,000	69,000	70,000	.
PROPOSED GOALS	.	.	.	.	.	*66,000*	*67,000*	*68,000*	70,000	72,000

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	-12,160	-13,610	-11,110	-9,510	-10,660	.	.	.	.	.
APPROVED GOALS	2,000	3,000	-8,000	-9,500	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	0	0

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	38.2	41.0	41.2	36.8	55.8	.	.	.	.	.
APPROVED GOALS	41.0	43.0	40.0	37.0	49.0	49.0	49.0	52.0	56.0	.
PROPOSED GOALS	.	.	.	.	.	*55.7*	*56.2*	*56.5*	56.7	60.0

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	64.2	75.3	73.6	74.9	70.0	.	.	.	.	.
APPROVED GOALS	66.0	75.0	82.0	73.0	75.0	83.0	83.0	84.0	87.0	.
PROPOSED GOALS	.	.	.	.	.	*73.0*	*83.0*	*84.0*	87.0	88.0

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	85.5	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	.	.	100	100	95.0	95.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	*100*	*95.0*	*95.0*	90.0	90.0

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	33.1	36.3	35.3	34.1	38.4	.	.	.	.	.
APPROVED GOALS	32.0	32.0	32.0	31.5	32.0	33.0	34.0	35.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	*36.3*	*36.6*	*36.9*	37.0	37.2

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	50.0	55.9	47.2	68.4	96.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	100	100	95.0	95.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	*96.0*	*95.0*	*95.0*	90.0	90.0

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	.	.	31.3	19.4	37.0	.	.	.	.	.
APPROVED GOALS	18.0	25.0	30.0	24.0	30.0	39.0	48.0	57.0	66.0	.
PROPOSED GOALS	.	.	.	.	.	*39.0*	*48.0*	*57.0*	66.0	68.0

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

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

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	.	.	46.4	50.5	54.9	.	.	.	.	.
APPROVED GOALS	.	.	.	.	50.0	53.0	56.0	59.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	*53.0*	*56.0*	*59.0*	62.0	62.0

Note: In October 2024, the Board's Budget and Finance Committee approved a change to this metric replacing the retention rate for FTIC Pell grant recipients with the six-year graduation rate for FTIC Pell grant recipients. Since the 2017-23 cohort was the first attending Florida Poly eligible to receive federal financial aid, graduation rates for prior cohorts are not available.

10. BOT Choice: Percent of Bachelor's Graduates with 2+ Workforce Experiences

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	78.1	98.6	99.5	98.8	99.7	.	.	.	.	.
APPROVED GOALS	84.0	84.0	96.0	96.0	96.0	96.0	97.0	98.0	99.0	.
PROPOSED GOALS	.	.	.	.	.	*99.0*	*99.0*	*99.0*	*99.0*	*99.0*

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	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

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	10	71	65	66	47	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*47*	*47*	*48*	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	31	35	48	35	53	.	.	.	.	.
APPROVED GOALS	33	34	40	37	40	44	48	52	56	.
PROPOSED GOALS	.	.	.	.	.	*44*	*48*	*52*	56	57

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	74	75	76	76	74	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	*75*	75	75

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	256	217	214	259	331	.	.	.	.	.
APPROVED GOALS	251	250	220	250	330	370	380	400	410	.
PROPOSED GOALS	.	.	.	.	.	*370*	*380*	*400*	410	420

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	18	34	36	38	29	.	.	.	.	.
APPROVED GOALS	26	32	40	40	45	50	55	60	65	.
PROPOSED GOALS	.	.	.	.	.	*72*	*75*	*75*	75	78

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	87	77	84	98	100	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	100	100

9. National Academy Members

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

10. Total Research Expenditures ($Thousands)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	1,269	1,725	2,260	2,391	1,951	.	.	.	.	.
APPROVED GOALS	1,013	1,300	1,900	1,900	2,000	2,200	2,400	2,900	3,900	.
PROPOSED GOALS	.	.	.	.	.	*2,200*	*2,400*	*2,900*	3,900	4,400

KEY PERFORMANCE INDICATORS (cont.)

11. Federal Research Expenditures ($Thousands)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	459	706	1,172	939	666	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*650*	*600*	*550*	500	480

12. Research Expenditures from Business & Industry ($Thousands)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	89	225	183	109	163	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*250*	*300*	*350*	370	420

13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1	0	0	0	1	.	.	.	.	.
APPROVED GOALS	0	0	0	1	2	2	3	4	5	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*4*	5	5

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	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	0	0

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	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	0	0

KEY PERFORMANCE INDICATORS (cont.)

16. Cash to Debt

	2021	2022	2023	2024	2025
ACTUAL	55,581	15,642	129	126	104

17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	250	268	283	384	313

18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	-5.5	1.8	2.5	16.0	3.7

19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	6.6	7.8	7.7	6.8	7.8

20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	-1.4	6.8	4.2	8.9	4.0

21. Shared Initiatives Savings ($M)

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	2.2	2.8	1.1	1.7	1.7

22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	50	46	47	54	59

22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	37	37	35	29	25

KEY PERFORMANCE INDICATORS (cont.)

23. Bond Program Ratings

	Moody's	S&P	Fitch
Florida Polytechnic University Issuer Rating	**-**	**-**	**-**

Issuer	Type	Moody's	S&P	Fitch
DBF (Division of Bond Finance)	Housing Bonds	-	BBB-/Stable 'AA' with bond ins.	-

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	1,335	1,428	1,496	1,689	1,746	.	.	.	.	.
APPROVED GOALS	1,390	1,447	1,502	1,796	1,826	1,975	2,135	2,309	2,497	.
PROPOSED GOALS	.	.	.	.	.	*2,100*	*2,312*	*2,569*	2852	3,199

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	81	62	48	77	155	.	.	.	.	.
APPROVED GOALS	67	73	70	77	97	121	152	191	239	.
PROPOSED GOALS	.	.	.	.	.	*120*	*152*	*191*	239	263

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	399	361	343	477	510	628	680	761	853	955
FTIC: Returning	699	739	790	803	832	992	1110	1244	1394	1561
Transfer: FCS w/ AA	131	122	116	126	138	164	184	206	230	268
Other Undergraduates	95	197	237	272	254	302	322	340	355	393
Post-Baccalaureates	11	9	10	11	12	14	16	18	20	22
Subtotal	**1,335**	**1,428**	**1,496**	**1,689**	**1,746**	*2,100*	*2,312*	*2,569*	2,852	3,199

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	81	62	48	77	155	120	152	191	239	263
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
Subtotal	**81**	**62**	**48**	**77**	**155**	120	152	191	239	263
TOTAL	**1,416**	**1,490**	**1,544**	**1,766**	**1,901**	2,220	2,464	2,760	3,091	3,462

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	.	7	7	6	7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7*	*7*	*7*	8	8

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	30	28	37	36	30	.	.	.	.	.
APPROVED GOALS	32	33	34	36	37	38	39	40	40	.
PROPOSED GOALS	.	.	.	.	.	*32*	*36*	*36*	38	38

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	616	793	779	733	771	864	960	1,092	1,229	1,383	1,942
UPPER	580	521	573	676	760	851	953	1,068	1,207	1,359	1,906
GRAD 1	47	47	40	39	64	72	80	90	101	114	158
GRAD 2	0	0	0	0	0	0	0	0	0	0	14
TOTAL	**1,243**	**1,361**	**1,392**	**1,448**	**1,595**	**1,786**	**1,994**	**2,250**	**2,537**	**2,857**	**4,017**

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
UNDERGRADUATE											
All Distance (100%)	21	4	1	1	0	0	1	1	1	1	1
Primarily Dist. (80-99%)	0	1	0	0	0	0	1	1	1	1	1
Flex	54	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	1	2	2	4	3	3	3	3	3	3
Classroom (0-49%)	25	94	97	97	96	97	95	95	95	95	95
GRADUATE											
All Distance (100%)	11	2	5	5	3	3	3	4	4	4	4
Primarily Dist. (80-99%)	0	0	0	0	0	1	1	2	2	2	2
Flex	53	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	5	1	1	1	1	2	2	2
Classroom (0-49%)	36	98	95	90	96	95	95	93	92	92	92

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 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-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. FGCU: 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) 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). 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 4th 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 EXTREMELY STRONG capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has VERY STRONG 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 STRONG 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 ADEQUATE 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 LESS VULNERABLE 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 MORE VULNERABLE 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 CURRENTLY VULNERABLE, and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is CURRENTLY HIGHLY-VULNERABLE.
	C	C			The obligor is CURRENTLY HIGHLY-VULNERABLE 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

Board of Governors

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