

2026

ACCOUNTABILITY PLAN

**FLORIDA AGRICULTURAL AND
MECHANICAL UNIVERSITY**

April 10, 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 Agricultural and Mechanical University is an 1890 land-grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

Statement of Strategy

The Florida Agricultural and Mechanical University 2022-2027 Strategic Plan identifies several ambitious goals designed to elevate the University's performance outcomes, rankings, and profile. These goals include moving into the top tier of State University System (SUS) institutions in annual Performance Based Funding metrics, rising among the Top 100 public university rankings by U.S. World News & Report (currently #81), and being designated as a Carnegie R1 Research institution (currently R2). As the nation's highest ranked public HBCU for the fifth consecutive year, and amongst the SUS leaders in providing access to higher education for first-generation and low-income students, FAMU remains focused on addressing the critical needs of Florida's citizens and the nation.

To support accountability and transparency, FAMU has strengthened its data stewardship operating model to ensure consistent tracking of graduation rates, retention, licensure, employment outcomes, wage benchmarks, and degree production in strategic emphasis areas. Peer comparisons will continue within the SUS and among R2/HBCU comparators to ensure measurable competitiveness.

Specific focus areas of the "Boldly Striking" Strategic Plan include:

- Increasing retention and graduation rates, and first-time licensure pass rates.
- Increasing degree production in Programs of Strategic Emphasis (PSE's).
- Recruiting, developing, and retaining world-class faculty.
- Increasing research productivity.
- Ensuring long-term fiscal health and sustainability.
- Improving organizational efficiency and effectiveness.
- Positioning FAMU as a leader in healthcare education, research, and service.

The University supports and endorses the Board of Governors' Statement of Free Expression and expects open-minded and tolerant civil discourse to take place throughout the campus community.



STRATEGY (cont.)

ONE SUS: Areas of Expertise Progress

Florida A&M University (FAMU) previously identified three Areas of Expertise aligned with Florida's workforce and research priorities: (1) Health & Workforce Readiness; (2) Business Innovation; and (3) Engineering & Design. Since submission of the initial submission (August 12, 2025), the university has refined performance metrics, strengthened implementation strategies, and advanced measurable progress across each area.

1. Health & Workforce Readiness

Progress includes formal launch planning for the Florida A&M Health Professions Readiness and Research Center (FHPRRC), expansion of licensure-focused simulation training, and increased coordination with clinical and health system partners. Target metrics remain aligned with SUS performance indicators, including $\geq 75\%$ bachelor's graduates employed or enrolled (earning $\geq \$40K$), median wages $\geq \$50K$, $\geq 58\%$ four-year FTIC graduation rate, and $\geq 90\%$ second-year retention. The university is also targeting a 20–25% increase in health-related degrees in areas of strategic emphasis over three years.

Strategic Adjustment: Greater emphasis is being placed on licensure passage rates, clinical placement capacity, and interdisciplinary health systems analytics to ensure stronger alignment with workforce pipelines and performance funding outcomes.

2. Business Innovation (Supply Chain, Accounting, AI, Cyber Policy)

The School of Business and Industry has strengthened industry-aligned experiential learning and is scaling internship, analytics, and cybersecurity lab opportunities. Updated focus areas include AI-enabled decision science and supply chain resilience. Key metrics mirror system benchmarks: $\geq 75\%$ employment/enrollment outcomes, $\geq \$50K$ median wages, 20–25% growth in business and technology degrees in strategic emphasis, and $\geq 75\%$ completion of two or more experiential learning experiences.

Strategic Adjustment: Increased investment in cybersecurity and AI labs and executive education partnerships to accelerate workforce alignment and improve median wage outcomes.

3. Engineering & Design (Architecture, Agricultural Engineering, Environmental Design)

The University is utilizing a strategic approach to recruiting high-achieving, research-active faculty in cluster hiring as priority in academic areas aligned with Programs of Strategic Emphasis. Through these efforts, FAMU is strengthening applied research in infrastructure, sustainability, and environmental design, with growth focused on increasing engineering, agricultural, and environmental design degree production by 20–25% and expanding industry partnerships that support internships, co-ops, and design-build experiences.

Strategic Adjustment: Expanded focus on **sustainability and infrastructure partnerships** to better align with state economic development priorities and interdisciplinary grant competitiveness.

Resource Alignment (FY 2025–26)

Planned investments support these expertise areas through faculty cluster hires, innovation labs, simulation training, bridge programs, and industry partnerships. These investments are directly aligned with performance metrics tied to student success, workforce outcomes, research productivity, and retention.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Student success remains FAMU's number one objective. Through best practices, streamlined processes, and data-informed strategies, the university has once again reached records for a four-year graduation rate (42.8%), Academic Progress Rate (88.1%), and median annual wage (\$46,700) of bachelor's graduates. These gains reflect FAMU's strong commitment to continuous improvement and student achievement.

Academic

- **Academic Advising:** The Center for Academic Advising (CAAA) has strengthened student outcomes by fostering a culture of excellence and implementing holistic, standardized advising practices. This year, the new Freshman Advising Unit was launched to provide focused support for first-year students. Through early outreach, academic planning, regular follow-up, and data-informed monitoring, advisors identify and address academic, financial, social, and psychological barriers to help keep students on track to graduation.
- **Gateway Course Success:** FAMU is strengthening success in high-impact gateway courses, especially in STEM and health-related fields. Through course redesign, supplemental instruction, tutoring, and learning assistants, students receive targeted support to improve first-year GPA, course completion, and progression into their majors. At the same time, investments in faculty development, classroom capacity, and course availability help ensure instructional excellence while advancing retention and graduation rates.
- **First-Year and Transfer Student Experience:** The experience for first-year and transfer students continues to be refined. Through its first-year experience, Living Learning Communities, summer bridge programs, first-year seminars, and expanded transfer support, students receive structured academic and social support that promotes belonging, accountability, and early momentum. These efforts connect students to peer mentors, success coaches, faculty, proactive advising, and campus resources, while also supporting timely credit articulation and faster degree completion.

Financial

- **Academic Achievement Grants:** The University awarded 1,125 completion, performance, and retention grants totaling more than \$2 million through Performance-Based Funding (PBF).

Curricular Enhancements

- **University Honors Program:** The honors program currently serves over 270 students and has been increasing the number of incoming students for the past several years. In addition, the HITM (Honors in the Major) program gives juniors and seniors the opportunity to conduct independent, original research, akin to a master's thesis experience.
- **Office of Undergraduate Research Program (URR):** The URR Program continues to grow, now supporting nearly 90 student researchers each semester across more than 35 majors. Through hands-on research, professional development, and presentation opportunities, URR strengthens academic success, retention, and preparation for graduate and professional study.

Policy

- **Textbook Affordability:** During the 2024–2025 academic year, FAMU's Rattler Pack program supported student success by ensuring course materials were available on the first day of class. The program saved students \$2.8 million overall, with an average 42% savings on course materials. In addition, 83% of students reported that the program better prepared them for the term and positively impacted their success, helping strengthen retention and four-year graduation outcomes.



STRATEGY (cont.)

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

Student

- Florida A&M University advanced student success and visibility as journalism student Jonathan Charles secured national publication with KFF Health News and distribution through CBS News, demonstrating excellence in multimedia journalism.
- The University strengthened student innovation as mechanical engineering student Madison Devoux authored Hope Is an Engineer, promoting early interest in STEM and reflecting leadership and creativity.
- Florida A&M University expanded doctoral research innovation as electrical engineering Ph.D. candidate Destiny Law developed a lithium seawater flow battery capable of delivering more than 10 times the energy of traditional lithium-ion batteries, advancing underwater exploration and supporting high-impact applications in energy and defense.
- The College of Law strengthened workforce outcomes as students secured career opportunities through participation in a Florida Bar career fair, supporting post-graduate placement.

Faculty

- Florida A&M University expanded research impact as FAMU-FSU College of Engineering researchers, led by Professor Jamel Ali, developed an advanced 3D liver model that improves drug safety testing and supports biomedical and pharmaceutical innovation.
- The College of Law elevated national scholarly recognition as Professor Areto Imoukhuede received the Education Law Association's Steven S. Goldberg Award for Distinguished Scholarship.

Program Achievements

- Florida A&M University advanced applied learning and innovation through the iLAB initiative, in partnership with the 2150 Center for Innovation, integrating artificial intelligence into academic programs to support entrepreneurship and workforce development.
- The University achieved a record 97.1% first-year retention rate and will convene the first HBCU Student Success Summit to scale effective student success strategies.
- The College of Law significantly improved bar exam outcomes, achieving a 76.1% first-time pass rate on the July 2025 Florida Bar Examination (51 of 67 test takers). This reflects a 34.4 percentage point increase from 41.7% in July 2023 and an 8.9 percentage point increase from 67.2% in July 2024, demonstrating sustained year-over-year growth. The College now performs within close range of the statewide average of 78.4%, signaling strong progress toward full parity.
- Florida A&M University expanded graduate education in high-demand fields by establishing master's and doctoral programs in aerospace engineering, strengthening research capacity and aligning with workforce needs.

Institutional Achievements

- Florida A&M University strengthened its position as a leader in applied research and economic development through expanded innovation and workforce-aligned strategic partnerships.
- Academic advisors earned national recognition at the NACADA Annual Conference, demonstrating excellence in student support and advising practices.
- The Florida A&M University Foundation awarded \$2.8 million in scholarships, increasing access, affordability, and degree completion.
- The University advanced workforce outcomes through its Career Expo, connecting students with employers and converting engagement into internships and full-time employment opportunities.



STRATEGY (cont.)

Enrollment Strategy

Florida A&M University's Enrollment Management strategy is intentionally designed to align with the State University System Accountability Plan by strengthening recruitment, retention, and student success outcomes while maintaining academic rigor and program quality. This strategy directly supports Performance-Based Funding (PBF) metrics, including academic progress rate, four-year graduation rate, and post-graduation outcomes.

The University will maintain a stable First-Time-in-College (FTIC) enrollment while elevating the academic profile of incoming cohorts through targeted increases in high school GPA, standardized test scores, and the number of students entering with dual enrollment credits. These efforts are supported by refined admissions pathways and data-informed recruitment strategies focused on high-performing students.

To further align with workforce needs and Programs of Strategic Emphasis (PSE), the University will increase the proportion of undergraduate students enrolled in high-demand disciplines. In parallel, FAMU will strengthen its transfer pipeline by expanding recruitment of high-achieving students from Florida College System (FCS) institutions, ensuring a consistent and prepared flow of upper-division students.

A key component of this strategy includes the implementation of proactive advising and structured transfer pathways in partnership with five primary feeder institutions: Tallahassee State College, Florida State College at Jacksonville, Valencia College, Broward College, and Miami Dade College. Through these partnerships, the University will establish early advising connections, align course pathways, and create structured redirection opportunities to capture and enroll qualified students who may not initially matriculate as FTIC admits.

At the graduate and professional level, the University will focus on elevating student quality within programs such as law and pharmacy to strengthen licensure exam performance and align with state workforce priorities. Additionally, to support long-term research goals and institutional advancement, FAMU will expand enrollment in research doctoral programs, contributing to increased research productivity and progress toward Carnegie R1 classification. Collectively, these strategies position the University to improve key accountability metrics, enhance student success outcomes, and ensure alignment with state priorities for academic excellence and workforce development.



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	60.1	67.8	66.9	69.8	72.5	.	.	.	.	.
APPROVED GOALS	.	.	70.0	71.0	72.0	73.0	74.0	75.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	74.0	75.0	76.0	77.0

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	37,000	39,500	43,700	45,800	46,700	.	.	.	.	.
APPROVED GOALS	37,400	37,800	40,000	40,500	47,000	48,500	50,000	52,500	55,000	.
PROPOSED GOALS	.	.	.	.	.	48,500	50,000	52,500	55,000	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	-620	-17,790	1,170	-1,300	-3,700	.	.	.	.	.
APPROVED GOALS	7,560	7,540	1,000	4,000	4,000	4,000	4,000	4,000	4,000	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,000	4,000	4,000	4,000

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	27.0	28.4	35.0	41.0	42.6	.	.	.	.	.
APPROVED GOALS	38.0	40.0	43.0	46.0	50.0	55.0	57.0	58.0	58.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	57.0	58.0	58.0	58.0

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	84.2	82.8	81.8	86.3	88.1	.	.	.	.	.
APPROVED GOALS	88.0	88.0	88.0	88.0	88.0	90.0	90.0	90.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	90.0	90.0	90.0	92.0	92.0



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	25.0	21.0	25.5	24.8	25.7	.	.	.	.	.
APPROVED GOALS	.	.	.	.	20.0	20.0	21.0	21.0	21.0	.
PROPOSED GOALS	.	.	.	.	.	26.0	26.5	27.5	28.0	29.0

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	59.3	56.8	57.3	56.6	60.7	.	.	.	.	.
APPROVED GOALS	65.0	60.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	.
PROPOSED GOALS	.	.	.	.	.	56.0	56.0	56.0	56.0	56.0

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	42.2	42.1	44.3	45.8	41.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	35.0	35.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	43.0	44.0	45.0	46.0	47.0

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



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	68.6	61.6	60.5	59.6	60.7	.	.	.	.	.
APPROVED GOALS	65.0	65.0	65.0	65.0	65.0	65.0	67.0	67.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	65.0	67.0	67.0	67.0	67.0

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	52.0	57.4	49.8	48.5	57.3	.	.	.	.	.
APPROVED GOALS	55.0	58.0	61.0	63.0	65.0	67.0	69.0	69.0	69.0	.
PROPOSED GOALS	.	.	.	.	.	67.0	69.0	69.0	69.0	69.0

10. BOT Choice: Number of Bachelor’s Degrees Awarded to Transfers with AA Degrees from FCS

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	338	341	290	327	368	.	.	.	.	.
APPROVED GOALS	330	350	370	390	400	400	400	400	400	.
PROPOSED GOALS	.	.	.	.	.	400	400	400	400	400



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	1	1	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	28	34	37	40	37	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	42

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	25	25	32	40	39	.	.	.	.	.
APPROVED GOALS	35	38	40	45	49	54	56	56	56	.
PROPOSED GOALS	.	.	.	.	.	54	56	56	56	56

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	52	62	50	51	51	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	51.0	51.5	52.0	52.5	53.0



KEY PERFORMANCE INDICATORS (cont.)

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

NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	62	68	82	93	89	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	80	90	90	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	91	91	92

PHYSICAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	82	79	77	70	72	.	.	.	.	.
BENCHMARK	88	85	85	85	87	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	80	85	90	90	91

LAW

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	59	53	41	63	73	.	.	.	.	.
BENCHMARK	71	65	70	77	80	.	.	.	.	.
APPROVED GOALS	80	80	80	80	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	85

PHARMACY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	90	85	70	67	90	.	.	.	.	.
BENCHMARK	84	80	79	78	87	.	.	.	.	.
APPROVED GOALS	88	90	92	94	94	95	95	96	96	.
PROPOSED GOALS	.	.	.	.	.	95	95	96	96	96

Exam Scores Relative to Benchmarks

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ABOVE / TIED	1	1	0	1	2	2	2	2	3	3
TOTAL	4	4	4	4	4	4	4	4	4	4



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	1,466	1,567	1,466	1,587	1,640	.	.	.	.	.
APPROVED GOALS	1,720	1,700	1,500	1,550	1,600	1,650	1,700	1,700	1,700	.
PROPOSED GOALS	.	.	.	.	.	1,650	1,700	1,700	1,700	1,725

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	607	674	501	531	547	.	.	.	.	.
APPROVED GOALS	659	550	600	620	640	660	680	700	720	.
PROPOSED GOALS	.	.	.	.	.	660	680	700	720	720

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	24	30	25	23	24	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	24	26	27	28	29

9. National Academy Members

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

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	47	51	66	69	85	.	.	.	.	.
APPROVED GOALS	43	47	59	62	64	66	68	68	70	.
PROPOSED GOALS	.	.	.	.	.	70	75	75	76	80



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	37	42	56	58	70	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	71.0	71.0	72.0	73.0	73.5

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	1	0	1	1	1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	2	3

13. Utility Patents Awarded

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	7	5	6	10	8	.	.	.	.	.
APPROVED GOALS	5	5	5	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	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	1	.	.	.	.	.
APPROVED GOALS	2	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

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	2	1	0	0	1	.	.	.	.	.
APPROVED GOALS	4	2	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2	2



KEY PERFORMANCE INDICATORS (cont.)

16. Cash to Debt Ratio

	2021	2022	2023	2024	2025
ACTUAL	1,482	1,839	2,128	1,880	440

17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	105	111	114	85	114

18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	5.0	5.6	5.5	-5.5	3.9

19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	17.7	16.3	15.6	16.8	13.8

20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	21.4	-0.2	11.5	-0.2	9.4

21. Shared Initiatives Savings (\$M)

	2021	2022	2023	2024	2025
ACTUAL	1.0	1.8	2.0	2.0	2.7

22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	55	56	56	58	56

22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	24	25	26	26	26



KEY PERFORMANCE INDICATORS (cont.)

23. Bond Program Ratings

	Moody's	S&P	Fitch
Florida A&M University	-	-	-

Issuer	Type	Moody's	S&P	Fitch
US DOE Capital Finance Program	Housing Bonds	-	-	-



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.

Bachelor’s Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	1,411	1,510	1,385	1,539	1,525	.	.	.	.	.
APPROVED GOALS	1,652	1,615	1,700	1,700	1,700	1,700	1,700	1,700	.	.
PROPOSED GOALS	.	.	.	.	.	1,700	1,700	1,700	1,700	1,700

Number of Graduate Degrees Awarded to African Americans

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	431	417	363	391	398	.	.	.	.	.
APPROVED GOALS	565	479	487	496	402	548	574	.	.	.
PROPOSED GOALS	.	.	.	.	.	548	574	600	626	626

Percent of Course Sections Offered via Distance and Blended Learning

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	71	25	24	27	26	.	.	.	.	.
APPROVED GOALS	10	20	22	24	25	26	27	.	.	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	29	29

Number of Students Enrolled in Graduate Online Programs

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	68	83	125	164	151	.	.	.	.	.
APPROVED GOALS	80	100	150	200	210	250	250	.	.	.
PROPOSED GOALS	.	.	.	.	.	250	290	330	370	370



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	7,000	7,464	7,512	7,574	7,372	.	.	.	.	.
APPROVED GOALS	7,420	7,190	7,637	7,798	7,972	8,110	8,250	8,440	8,630	.
PROPOSED GOALS	.	.	.	.	.	8,110	8,250	8,440	8,630	8,745

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1,688	1,486	1,443	1,398	1,367	.	.	.	.	.
APPROVED GOALS	1,800	1,700	1,530	1,580	1,620	1,660	1,700	1,740	1,740	.
PROPOSED GOALS	.	.	.	.	.	1,660	1,700	1,740	1,780	1,880

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	1,170	1,545	1,397	1,405	1,229	1,500	1,500	1,500	1,500	1,590
FTIC: Returning	3,919	3,676	3,742	3,824	4,020	4,315	4,405	4,495	4,585	4,595
Transfer: FCS w/ AA	855	969	985	909	817	1,100	1,150	1,250	1,350	1,350
Other Undergraduates	1,005	1,229	1,316	1,370	1,240	1,150	1,150	1,150	1,150	1,150
Post-Baccalaureates	51	45	72	66	66	45	45	45	45	60
Subtotal	7,000	7,464	7,512	7,574	7,372	8,110	8,250	8,440	8,630	8,745

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	678	577	612	651	561	660	680	700	720	720
Research Doctoral	245	273	266	237	253	320	330	340	350	450
Professional Doctoral	765	636	565	510	553	680	690	700	710	710
Subtotal	1,688	1,486	1,443	1,398	1,367	1,660	1,700	1,740	1,780	1,880
TOTAL	8,688	8,950	8,955	8,972	8,739	9,770	9,950	10,180	10,410	10,625

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	19	21	23	22	22	.	.	.	.	.
PROJECTIONS	.	.	.	.	.	20	20	20	20	20

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

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	24	23	28	27	31	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	31	32	34	35	35

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	3,607	3,486	3,789	3,822	3,911	4,047	4,122	4,196	4,271	4,346	4,347
UPPER	3,469	3,502	3,555	3,595	3,639	3,809	3,879	3,948	4,019	4,090	4,088
GRAD 1	670	645	578	643	672	620	632	643	654	667	665
GRAD 2	1,192	1,127	1,001	937	845	1,069	1,089	1,113	1,137	1,161	1,161
TOTAL	8,939	8,760	8,921	8,996	9,066	9,546	9,723	9,898	10,076	10,256	10,261

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%)	79	27	26	28	27	38	40	43	48	48	48
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	2	2	2
Flex	12	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	2	2	2	2	2	2	2	2	2
Classroom (0-49%)	8	71	72	70	71	60	58	55	48	48	48

GRADUATE

All Distance (100%)	73	24	21	20	21	33	36	39	43	44	44
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	12	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	0	1	2	1	1	1	1	1	1
Classroom (0-49%)	13	75	78	78	77	66	63	60	56	55	55

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. 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 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.

2026 ACCOUNTABILITY PLAN

Florida A&M University

Draft April 10, 2026



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





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