

FGCU

2016 Work Plan



Florida Gulf Coast University
University Work Plan Presentation
for Board of Governors June 2016 Meeting

FGCU BOARD OF TRUSTEES APPROVED JUNE 7, 2016

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.



STATEMENT OF STRATEGY (How will you get there?)

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

Florida Gulf Coast University (FGCU) is a public comprehensive university serving Southwest Florida (SWFL) and beyond. FGCU primarily enrolls traditional age undergraduate students and is an institution noted for its excellent career preparation, community engagement/service learning, and has a focus on practicing and promoting environmental sustainability. FGCU provides students comprehensive educational and co-curricular experience that prepares them for successful careers. FGCU will continue to leverage the following strengths: success of our graduates, quality of its programs, focus on teaching and learning, commitment to increase growth in areas of strategic interest, expand community and civic engagement, serve as a major catalyst for economic development in SWFL, and promote critical thinking skills that are grounded in the liberal arts and humanities enhancing career preparation of our students.

We have finalized the 2016-2021 Strategic Plan **FOCUS** and the plan has identified four areas, or “pillars” 1) Academic Excellence, 2) Entrepreneurship, 3) Health Sciences, and 4) Emerging Pre-eminence that will guide us to address the critical needs of our region, the State, nation, and globally.

The new strategic plan focuses on realizing a bright and aspirational future for FGCU, but specifically focuses the institution on **four-year graduation rates** and ensures students achieve a high paying-job or placement into an advanced degree program upon graduation.

The following Pillars will assist FGCU in meeting the benchmarks:

Pillar # 1 – Academic Excellence

1. Expand an already successful Honors Program to a recognized Honors College.
2. Expand the number of internships, co-op educational, and practicum experiences.
3. Create new and or and/or refine existing programs that lead to high-wage-high demand jobs.

Pillar # 2 – Entrepreneurship

1. Expand the existing Institute of Entrepreneurship into a College.
2. Establish entrepreneurial focus throughout all undergraduate degree programs.

Pillar # 3 – Health Sciences

1. Strengthen and develop new clinically-oriented disciplines within healthcare and be known as Florida’s University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.
2. Develop health focus areas in other degree programs external to the College of Health Professions and Social Work (CHPSW) (i.e., Medical Humanities, Medical Sales Force), and expanding inter-professional education interaction and research collaborations.



3. Examine and pursue new possible alternative revenue streams (e.g., faculty practice health clinics) to augment the financial resources available to the university.
4. Investigate feasibility of School of Dental Medicine and School of Pharmacy.

Pillar # 4 – Emerging Pre-eminence

1. Place emphasis on metrics (e.g., 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.
 - a. Provide incentives that encourage students to complete their degrees in four years through programs such as the Soar in Four: The Governor's Challenge for FTIC students. Soar in Four will rebate the first year, out of pocket tuition to these students who graduate in four years and are employed within one year of their graduation. For all undergraduates (i.e., includes AA transfer students) seeking a master's degree if they meet program admissions criteria, a Graduate Tuition Waiver for the last year of full-time study within an eligible master's program at FGCU.
 - b. Implement policies and practices to keep students on a successful pathway to four-year graduation.
 - c. Increase the use of online instruction to provide students with more opportunities to complete their studies in a timely manner, and examine opportunities for competency-based education.
2. Expand enrollments and number of degrees awarded in select graduate (Master's) programs.
3. Improve resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Among FGCU strengths are our focus on teaching and learning, the quality of its academic programs, the employment rate of our graduates and emphasis on institutional efficiencies. FGCU further defines itself through commitment to sustainable growth; engagement with its community; the quality of its facilities and classrooms; and its location in the heart of Southwest Florida.

FGCU's biggest challenge in the immediate future is improving the four-year graduation rate. To accomplish this we will create an Honors College and recruit and enroll academically better-prepared students. Furthermore, new policies and practices will be employed to further ensure students graduate in four years.

Over the next 5 years, FGCU aims to position itself in the SUS as an aspirational and forward-thinking institution that delivers high quality education with a great return on investment to all stakeholders and is responsive to the needs of Florida. This will be evident in the Pillars detailed in the 2016-2021 strategic plan -- **FOCUS**. FGCU's aspirational goals are outlined in the following Key Initiatives and Investments section.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

Foundational to the four key initiatives is student success and career attainment. FGCU will begin to focus on an aspirational pillar of emerging pre-eminence, through major initiatives as well as capitalizing on current areas of strength, FGCU aims to be ambitious in the beginning to make progress in these benchmarks to allow for an opportunity of positioning within the SUS. We recognize we have to start somewhere, and thus will begin to address the criteria that define an institution of emerging pre-eminence, especially the metrics related to student success. This is a long-term objective that will not be met in the period covered by this Work Plan, but the benchmarks of pre-eminence will guide continuing incremental efforts to distinguish FGCU among its peers and guide the institution's future goals and aspirations.

As stated earlier in this document, FGCU will work to meet the criteria necessary to become an SUS Emerging Pre-eminent institution. That will be the over-arching pillar for our strategic initiatives. The other three pillars are described below.

1. **Academic Excellence:** This remains the central focus of teaching, learning, and scholarship as well as the primary impetus for developing new programs and improving existing programs at FGCU. Another goal is to enhance the four-year graduation rate of our students.

FGCU will focus on transitioning the highly successful Honors Program into an Honors College which will provide a significant step towards attracting higher achieving students to FGCU and ultimately improve our four-year graduation rate. Support resources will expand to connect students with clinical, internship, practical, and civic engagement experiences that supplement the curriculum and produce graduates with the skills most desired by future employers and advanced academic programs.

2. **Entrepreneurship:** At FGCU entrepreneurship is identified as a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further combines the skills of creative thinking, thoughtful planning, perseverance, sound communication both orally and in writing, and business acumen that can be applied, not just to business opportunities, but to any challenge. FGCU proposes to expand its Institute of Entrepreneurship that will be further expanded into a college. The Institute will serve as the epicenter of fostering, and establishing all new entrepreneurial efforts on campus as an entrepreneurial dimension will be infused in the undergraduate education experience of all our students. The newly opened Emergent Technologies Institute (ETI) contains an advanced machine shop and two large project studios designed specifically to support enhanced product prototype development activities for FGCU students enrolled in entrepreneurship courses.



3. **Health Sciences:** FGCU will capitalize on its existing strengths in offering undergraduate and graduate degree programs in Nursing and Rehabilitation Sciences within the College of Health Professions and Social Work (CHPSW) and look to expand its portfolio of programs by developing clinically-oriented disciplines within healthcare and become known as Florida's University for preparing students for all careers within healthcare except allopathic and osteopathic medicine. In addition, we will initiate the process and examine the feasibility of establishing a School of Dental Medicine and School of Pharmacy. These areas meet existing significant state and nationwide demands, while also allowing FGCU to further establish itself as the University in the SUS of FL in preparing outstanding clinicians. By integrating with the existing, highly successful CHPSW, the concept to form the College of Dental Medicine and Health can be actualized. FGCU is uniquely positioned to establish an integrated academic medical campus to deliver programs in dental medicine and pharmacy in addition to its current extensive offerings in Nursing, Behavioral Health, Rehabilitation Sciences, and its Physician Assistant Studies program that will begin in summer 2017.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	65.6% 2012-13	64.2% 2013-14	66% 2014-15	67% 2015-16	68% 2016-17	69% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$35,300 2012-13	\$35,200 2013-14	\$37,000 2014-15	\$37,500 2015-16	\$38,200 2016-17	\$39,000 2017-18
Cost per Bachelor's Degree Costs to the University	\$29,390 2010-14	\$30,080 2011-15	\$29,980 2012-16	\$30,280 2013-17	\$30,580 2014-18	\$30,880 2015-19
FTIC 6 year Graduation Rate for full- and part-time students	48.8% 2008-14	43.0% 2009-15	45% 2010-16	47% 2011-17	50% 2012-18	53% 2013-19
Academic Progress Rate FTIC 2 year Retention Rate with GPA>2	71.7% 2013-14	73.5% 2014-15	74% 2015-16	75% 2016-17	76% 2017-18	77% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	45.2% 2013-14	44.7% 2014-15	47% 2015-16	48% 2016-17	49% 2017-18	50% 2018-19
University Access Rate Percent of Fall Undergraduates with a Pell grant	35.0% Fall 2013	33.8% Fall 2014	36% Fall 2015	37% Fall 2016	38% Fall 2017	39% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	63.6% 2013-14	60.2% 2014-15	62% 2015-16	64% 2016-17	66% 2017-18	68% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	72.3% 2013-14	75.9% 2014-15	76% 2015-16	77% 2016-17	78% 2017-18	79% 2018-19
UBOT METRIC: Bachelor's Degrees Awarded to Minorities	452 2013-14	504 2014-15	524 2015-16	544 2016-17	564 2017-18	584 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	15% Fall 2014	13% Fall 2015	14% Fall 2016	15% Fall 2017	16% Fall 2018	17% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	2 of 2 2013-14	2 of 2 2014-15	2 of 2 2015-16	2 of 2 2016-17	2 of 2 2017-18	2 of 2 2018-19
4. Time to Degree <i>for FTICs in 120hr programs</i>	4.5 2013-14	4.5 2014-15	4.2 2015-16	4.2 2016-17	4.1 2017-18	4.0 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	20% 2010-14	21% 2011-15	21% 2012-16	22% 2013-17	23% 2014-18	30% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	1,864 2013-14	2,062 2014-15	2,132 2015-16	2,163 2016-17	2,200 2017-18	2,300 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	368 2013-14	339 2014-15	350 2015-16	370 2016-17	375 2017-18	400 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	13% 2013-14	13% 2014-15	13% 2015-16	14% 2016-17	15% 2017-18	16% 2018-19
12. Percent of Undergraduate FTE in Online Courses	16% 2013-14	18% 2014-15	19% 2015-16	20% 2016-17	25% 2017-18	30% 2017-18
16. Percent of Bachelor's Degrees in STEM & Health	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
18. Percent of Graduate Degrees in STEM & Health	35% 2013-14	37% 2014-15	38% 2015-16	39% 2016-17	40% 2017-18	41% 2018-19
IMPROVING METRICS		5 of 10	7 of 10	8 of 10	9 of 10	9 of 10



KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals (optional)

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

Narrative Goals.

1. Florida Gulf Coast University’s Quality Enhancement Plan, a required plan by regional accreditation to enhance student learning and successes, FGCUScholars: Think. Write. Discover, strengthens undergraduate student learning by helping students develop stronger writing, critical thinking, and information literacy skills as students work to become scholars within their major. FGCUScholars supports student research, creative endeavors, and scholarly activities as ways to enhance and professionalize student skills in writing, critical thinking, and information literacy. These skills are foundational to successful lives that also lead to rewarding careers. To demonstrate the highest achievement in scholarship resulting from high-quality writing, critical thinking and information literacy, FGCU plans to increase the number of undergraduate students publishing their research or presenting their creative endeavors.
2. A prominent goal of FGCU is to increase student success. This can be measured in several ways, but one measure that FGCU will focus on in the next four years is the four-year graduation rate. Currently the four-year graduation is 21%. Over the next four years, FGCU will increase the four-year graduation rate by 9%.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Undergraduate Student Publications and Performances	Not Collected	11	15	20	25	30



ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	8,725	9,351	9,652	9,941	10,165	10,393	10,627
AA Transfers ¹	1,948	1,864	1,850	1,900	1,943	1,986	2,031
Other ²	2,081	1,986	2,074	2,100	2,147	2,196	2,245
Subtotal	12,754	13,201	13,576	13,941	14,255	14,575	14,903
GRADUATE³							
Master's	863	838	834	840	907	989	1078
Research Doctoral	48	64	52	60	63	66	71
Professional Doctoral	76	95	94	100	110	121	139
Subtotal	987	997	980	1,000	1,080	1,176	1,288
UNCLASSIFIED							
H.S. Dual Enrolled	21	25	28	15	16	17	18
Other ⁴	312	240	240	200	212	227	245
Subtotal	333	265	268	215	228	244	263
TOTAL	14,074	14,463	14,824	15,156	15,563	15,995	16,454

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.



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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,597	1,774	2,055	2,393	2,510	2,670	2,850
Hybrid (50-79%)	214	138	87	125	131	150	160
Traditional (0-50%)	8,572	9,030	9,289	9,220	9,303	9,400	9,500
Subtotal	10,384	10,943	11,431	11,738	11,944	12,220	12,510
GRADUATE							
Distance (80-100%)	230	217	225	300	310	324	343
Hybrid (50-79%)	103	63	19	5	6	7	8
Traditional (0-50%)	573	580	593	518	520	522	524
Subtotal	906	859	837	823	836	853	875

Note: 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 standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	5,816	5,533	5,588	5,714	5,843	5,974	6,109	6,246	2.04%
UPPER	4,926	5,297	5,429	5,565	5,704	5,847	5,993	6,143	2.50%
GRAD I	633	611	617	623	637	651	666	681	1.83%
GRAD II	139	141	145	149	154	157	161	166	2.75%
TOTAL	11,514	11,582	11,780	12,052	12,338	12,630	12,929	13,236	2.25%
NON RESIDENT									
LOWER	377	523	533	544	555	566	577	590	2.04%
UPPER	192	214	218	223	227	232	237	242	2.08%
GRAD I	22	28	29	32	33	35	37	39	5.67%
GRAD II	15	14	15	15	16	17	18	19	4.83%
TOTAL	606	779	795	814	831	849	869	890	2.25%
TOTAL									
LOWER	6,193	6,056	6,122	6,258	6,398	6,540	6,686	6,836	2.04%
UPPER	5,118	5,511	5,647	5,788	5,931	6,078	6,230	6,385	2.48%
GRAD I	655	639	646	655	670	686	703	720	2.01%
GRAD II	154	155	160	165	170	174	179	184	2.95%
TOTAL	12,120	12,360	12,575	12,865	13,169	13,479	13,797	14,125	2.25%
NOT STATE FUNDABLE									
LOWER	69	96	98	99	101	103	106	108	2.08%
UPPER	50	75	76	78	80	82	83	85	2.17%
GRAD I	22	23	24	26	29	32	35	39	9.03%
GRAD II	6	6	6	7	7	8	8	9	7.50%
TOTAL	147	199	204	210	217	225	233	241	3.21%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group have reviewed these programs as part of their on-going coordination efforts.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Informatics	11.0104	STEM	None	No	30	4/2017
Construction Management	15.1001	STEM	FAMU,FIU,UF,UNF	No	30	4/2017

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs for Consideration by University in 2017-19

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Supply Chain Management	52.0203	STEM	FPU,UNF,UWF	No	30	4/2018
Real Estate	52.1501	None	FAU,FIU,FSU, UCF,UF	No	75	4/2019
Professional Sales	52.1804	None	None	No	75	4/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU,FSU,UCF, UWF	Yes	50	4/2019
Biology	26.0101	STEM	FAMU,FAU,FIU, FSU, UCF,UNF,USFT, UWF	No	45	4/2019
Health Administration	51.0701	HEALTH	FAMU,FAU,FIU, UF,UNF,USFT	Yes	75	4/2018
Athletic Training	51.0913	HEALTH	FIU,USFT	Yes	18	4/2018
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	None	No	30	April 2019



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	45%	47%	49%	46%	46%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,710	\$17,770	\$21,390	\$23,040	\$24,540
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	7%	8%	6%	4.7%	6%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,318	\$1,200	\$9,424	\$1,700	\$1,700	\$20,342
AT HOME	\$6,318	\$1,200	\$3,364	\$1,700	\$1,700	\$14,282

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	1,858	23%	\$8,938	\$1,750	\$10,067	\$3,688	
\$40,000-\$59,999	751	9%	\$12,995	\$3,654	\$5,813	\$4,020	
\$60,000-\$79,999	567	7%	\$15,118	\$4,898	\$3,606	\$5,279	
\$80,000-\$99,999	534	7%	\$15,814	\$4,843	\$3,043	\$5,315	
\$100,000 Above	1,380	17%	\$16,596	\$4,950	\$2,598	\$5,446	
Not Reported	2,858	36%	n/a	\$5,490	0	0	
TOTAL	7948	100%	AVERAGE	\$8,340	\$2,289	\$3,815	\$2,921

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 64.4	\$ 72.4
Tuition	\$ 57.2	\$ 59.2
TOTAL	\$ 121.6	\$ 131.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 47.6	\$ 48.0
Contracts & Grants	\$ 11.4	\$ 13.2
Local Funds	\$ 41.8	\$ 41.6
Faculty Practice Plans	\$ 0	\$ 0

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
Total Base Tuition & Differential per Credit Hour	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50
Health	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24
Athletic	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54
Transportation Access	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$64.24	\$64.24	\$64.24	\$64.24	\$64.24	\$64.24	\$64.24
Total Tuition and Fees per Credit Hour	\$205.69	\$205.69	\$205.69	\$205.69	\$205.69	\$205.69	\$205.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,191.00	\$4,191.00	\$4,191.00	\$4,191.00	\$4,191.00	\$4,191.00	\$4,191.00
Total Fees for 30 Credit Hours	\$1,927.20	\$1,927.20	\$1,927.20	\$1,927.20	\$1,927.20	\$1,927.20	\$1,927.20
Total Tuition and Fees for 30 Credit Hours	\$6,118.20	\$6,118.20	\$6,118.20	\$6,118.20	\$6,118.20	\$6,118.20	\$6,118.20
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid ³	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,328.40	\$22,328.40	\$22,328.40	\$22,328.40	\$22,328.40	\$22,328.40	\$22,328.40
Total Fees for 30 Credit Hours	\$2,833.50	\$2,833.50	\$2,833.50	\$2,833.50	\$2,833.50	\$2,833.50	\$2,833.50
Total Tuition and Fees for 30 Credit Hours	\$25,161.90	\$25,161.90	\$25,161.90	\$25,161.90	\$25,161.90	\$25,161.90	\$25,161.90
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
\$ Change	\$9,612.48	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00
% Change	2.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%



DEFINITIONS

Performance Based Funding

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

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Median Wages of Bachelor's Graduates Employed Full-time in Florida 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. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree

Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six 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 had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate

Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

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: Accountability Report (Table 4H).

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: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the “Excess Hour Surcharge” (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers’ Training Corps (ROTC) program). Source: State University Database System (SUDS)

UBOT Choice Metrics

Bachelor's Degrees Awarded to Minorities
FGCU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).

Professional/Licensure Exam First-time Pass Rates

The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Average Time to Degree for FTIC in 120hr programs

This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

FTIC Graduation Rates In 4 years (or less)

As reported in the annual Accountability report (table 4D), 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 or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

Bachelor’s Degrees Awarded

This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).

Graduate Degrees Awarded

This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).



Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor’s Recipients with Debt

This is the percentage of bachelor’s graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor’s who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor’s recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015