2018
Accountability Plan

FLORIDA GULF COAST UNIVERSITY

APPROVED FGCU BOARD OF TRUSTEES MAY 1, 2018

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

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 potential acceptance of 2016-17 components. Longer-term components 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?)

FGCU is the only public regional comprehensive state university in South Florida. FGCU is a catalyst for regional economic growth in the southwest corner of the state, providing affordable higher education that leads to an educated workforce largely focused on local needs of the region. Nearly half of FGCU's graduates leave the university with no student loan debt and those FGCU graduates with debt have a loan default rate below the SUS average.

FGCU serves students that are increasingly diverse, seeking postsecondary instruction in a supportive environment characterized by relatively small classes, rigorous instruction, experiential learning, challenging scholarship, accessible information resources, entrepreneurship, and career focus. This combination not only ensures our students a competitive place in the job market, but also provides the skillset and attitude necessary to pursue advanced education and lifelong learning. FGCU students are second among the SUS in the percentage of graduates employed and/or continuing their education in Florida following graduation: a very important consideration in calculating the state's return on investment.

Student success is at the core of FGCU's mission and is the primary focus of everyone: trustees, administration, faculty, students, staff, alumni, and community. To further advance the core of our mission, FGCU is becoming more pro-active, limiting enrollment growth, increasing scholarship funds, incentivizing student performance, fostering scholarship, and encouraging and rewarding educational efficiency.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*
What are your core capabilities, opportunities and challenges for improvement?

FGCU's core capabilities are dedicated to student growth and development. What are these capabilities and how are they manifest? FGCU students are much more likely than their peers nationally to engage in an internship, work, or have a research experience with a full-time faculty member while enrolled at FGCU. Moreover, the relationship the university enjoys with its community is outstanding as seen in its service learning statistics, community fundraising, and contributions to the regional economy including workforce development, cultural and social programming, and economic research.

Among the challenges FGCU must confront now:

- low four-year and six-year graduation rates;
- high student attrition and student transfer-out rates;
- critical shortage of teaching labs;
- more flexible course scheduling and delivery; and,
- limited fiscal resources that include institutionally supported student grants and scholarships.

Opportunities include:

- a newly adopted university strategic plan with well-defined goals and objectives
- creation of a new university-wide structural and functional framework dedicated to student success and enrollment management that has been formalized with the appointment of a new Vice President for Student Success and Enrollment Management reporting directly to President Martin with funding to support its initiatives;
- an actively engaged board of trustees advocating on behalf of the university;
- implementation of a very successful bachelor's degree in entrepreneurship;
- prospective resources to move forward with critically needed regional bachelor's programs in construction management, supply chain management, and business analytics and informatics;
- PECO funds to address the growing science teaching lab shortage; and,
- funding that provides a basis for beginning expansion of the existing undergraduate nursing program.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. FGCU will implement a new structural and functional framework to drive student success that will result in improving graduation rates, especially within four years or less. FGCU currently does not have integration of critical offices that support student success. Services provided by these offices (e.g., admissions, financial aid, student advising, registrar, academic support, career services) while largely in place, are spread among several divisions of the University.

To leverage the strengths of each of these offices to achieve significantly enhanced student success requires their integration into a cohesive unit that has direct input to the President. This unit will provide research on FGCU student success. Utilizing the results of this research, FGCU will address the following:

- admissions practices will be adjusted;
- financial support will be targeted to those students with the greatest potential for success;
- flexible scheduling will accommodate student needs;

2. University data systems and analytics are being significantly enhanced to accomplish the following:
   1) identify and enroll students with the greatest potential for academic success
   2) retain and graduate them in four years or less.

Student tracking, student engagement, and student success data (in completing degree requirements) are being scrutinized routinely to inform policy decisions and goal attainment especially with regard to performance funding metrics.
- additional policies, programs, and services that keep students on track to graduation will be implemented;
- enhanced student success will be encouraged and incentivized;
- students transferring out will be reduced; and,
- graduates will secure well-paying jobs with opportunities for further education.

Advisors will intervene to ensure that students are engaged and making satisfactory progress.

3. An Honors College that attracts and graduates high-achieving students continues to grow. The plan is to increase student enrollment in the Honors College by 500 (roughly 80% from 700 to 1200) in the next five years. Honors students have much higher graduation rates than the student body as a whole. The Honors College offers generous student financial support, fosters student engagement, creates a challenging intellectual environment and enhances student-life programming. It is a vehicle for attracting and retaining the best and the brightest in an ever-more competitive environment and yields increased scholarship, student retention, and timely graduation.

Key Achievements for Last Year (2016 –2017)

STUDENT ACHIEVEMENTS

1. Yun Cao, a first-year music performance and political science major, participated in the 2016 Conducting Masterclass and Workshop series held in Chicago. Nationally, Yun Cao was the only undergraduate accepted to participate in this event.
2. Chelsea Atkins, a software engineering major, was awarded a SMART Scholarship from the American Society for Engineering Education. The scholarship was established by the Department of Defense to support undergraduate and graduate students pursuing degrees in science, technology, engineering and mathematics (STEM) disciplines.
3. Matthew Walzer, a junior studying sports management, participated in the Design for All Showcase held at The White House, where he spoke on a panel about designing apparel and assistive technology for people with special needs.

FACULTY ACHIEVEMENTS

1. Dr. Robert O'Neill, Professor and Chair of the Environmental and Civil Engineering Department, was awarded the ExCEEd (Excellence in Civil Engineering Education) Leadership Award presented annually by the American Society of Civil Engineers (ASCE).
2. Dr. Arthur Reubens of the Lutgert College of Business received a Fulbright award to conduct research in Bratislava, Slovakia.
3. Dr. Mollie Venglar of the Marieb College of Health and Human Services received the Outstanding Service Award from the Federation of State Boards of Physical Therapy in November 2016.

PROGRAM ACHIEVEMENTS

1. David and Alise Bartley provided a gift of $1 million to support the University's counseling program.
2. The Lutgert College of Business Institute for Entrepreneurship received a $40,000 grant from the Richard M. Schulze Family Foundation to support the Veterans Florida Entrepreneurship Program (VFEP). FGCU is the Southwest Florida chapter host of the program. This a tuition-free course offered to all veterans in Florida interested in starting a business. The 15-week course gives instruction in the nationally recognized Lean Startup method.
3. The FGCU Nursing program had the highest first-time pass rate on the NCLEX within the SUS during 16-17 academic year.

RESEARCH AWARDS/ACHIEVEMENTS

1. Title: State personnel Development Grant; Sponsor: Florida Department of Education; Amount: $1,393,673. Principal Investigator: Margaret Sullivan.
2. Title: FGCU-Runway Program-Economic Incubators. Sponsor: Economic Incubators, Inc. Amount: $250,000. Principal Investigator: Sandra Kauanui.
3. Title: Talent Search for Lee County Florida 2016-2021. Sponsor: U.S. Department of Education; Amount: $240,000. Principal Investigator: Dolores Keisler.

INSTITUTIONAL ACHIEVEMENTS

1. FGCU was awarded $17.8 million in performance-based funding for FY 2017 during the 2016 legislative session, an increase of 35% over the preceding year.
2. FGCU completed its capital campaign exceeding the original target goal of $100 million by $27 million.
3. FGCU won the 2016 "Exemplary Program Award for Improving General Education" from the Association for General and Liberal Studies.

PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.6	64.3	65.8	68.7	.	.	.	.
APPROVED GOALS	.	.	.	66	67	68	69	70	.
PROPOSED GOALS	.	.	.	.	.	*69*	*70*	*71*	*72*

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,300	35,200	36,300	38,000	.	.	.	.
APPROVED GOALS	.	.	.	37,000	37,500	38,200	39,000	39,900	.
PROPOSED GOALS	.	.	.	.	.	*39,000*	*40,000*	*40,500*	*41,000*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	18,300	18,690	18,900	18,230	.	.	.	.
APPROVED GOALS	.	.	.	.	18,690	18,440	18,190	17,940	.
PROPOSED GOALS	.	.	.	.	.	*18,000*	*17,700*	*17,400*	*17,100*

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	21.5	20.2	21.5	21.6	22.9	.	.	.	.
APPROVED GOALS	.	.	.	21	22	23	30	32	.
PROPOSED GOALS	.	.	.	.	.	*24*	*26*	*30*	*32*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.6	71.7	73.5	72.9	74.8	.	.	.	.
APPROVED GOALS	.	.	.	74	75	76	77	78	.
PROPOSED GOALS	.	.	.	.	.	*76*	*77*	*78*	*80*

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PERFORMANCE BASED FUNDING METRICS   (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	43.8	45.2	44.7	47.9	52.5	.	.	.	.
APPROVED GOALS	.	.	.	47	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*53*	*53*	*54*	*54*

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	35.4	35.0	34.2	31.9	30.6	.	.	.	.
APPROVED GOALS	.	.	.	36	33	33	34	34	.
PROPOSED GOALS	.	.	.	.	.	*31*	*32*	*33*	*34*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	66.2	63.6	60.2	65.3	62.0	.	.	.	.
APPROVED GOALS	.	.	.	62	66	67	68	69	.
PROPOSED GOALS	.	.	.	.	.	*63*	*64*	*65*	*70*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.9	72.3	75.9	75.6	75.7	.	.	.	.
APPROVED GOALS	.	.	.	76	77	78	79	80	.
PROPOSED GOALS	.	.	.	.	.	*77*	*78*	*79*	*80*

10. BOT Choice: Bachelor's Degrees Awarded to Hispanic and African-Americans

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	427	452	504	549	608	.	.	.	.
APPROVED GOALS	.	.	.	524	569	589	609	629	.
PROPOSED GOALS	.	.	.	.	.	*625*	*650*	*700*	*750*

KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	11	15	13	14	14	.	.	.	.
APPROVED GOALS	.	.	.	14	15	16	17	20	.
PROPOSED GOALS	.	.	.	.	.	*15*	*16*	*17*	*20*

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	92%	96%	96%	99%	90%	*95%*	*95%*	*96%*	*96%*
US Benchmark	*85%*	*85%*	*87%*	*88%*	*90%*	.	.	.	.

MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	92%	96%	90%	93%	91%	*91%*	*92%*	*92%*	*93%*
US Benchmark	*89%*	*90%*	*91%*	*92%*	*92%*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	2	2	2	2	*1*	*2*	*2*	*2*	*2*
Below	2	2	2	2	*2*	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.6	4.5	4.5	4.5	4.5	.	.	.	.
APPROVED GOALS	.	.	.	4.2	4.4	4.3	4.2	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.3	4.2	4.0

Six-Year FTIC Graduation Rates [full-time students only]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	43	49	43	46	48	.	.	.	.
APPROVED GOALS	.	.	.	45	47	50	53	55	.
PROPOSED GOALS	.	.	.	.	.	50	53	55	57

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,875	1,864	2,062	2,331	2,399	.	.	.	.
APPROVED GOALS	.	.	.	2,132	2,400	2,450	2,500	2,550	.
PROPOSED GOALS	.	.	.	.	.	2,450	2,500	2,550	2,600

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	385	368	339	300	328	.	.	.	.
APPROVED GOALS	.	.	.	350	325	350	375	400	.
PROPOSED GOALS	.	.	.	.	.	350	375	400	425

Bachelor's Degrees Awarded to African-American & Hispanic Students (% of Total)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	23	25	25	24	26	.	.	.	.
APPROVED GOALS	.	.	.	.	25	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	26	27	28	29

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	13	13	12	12	11	.	.	.	.
APPROVED GOALS	.	.	.	13	12	12	13	13	.
PROPOSED GOALS	.	.	.	.	.	*12*	*13*	*13*	*15*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	15	16	18	21	19	.	.	.	.
APPROVED GOALS	.	.	.	19	23	25	26	26	.
PROPOSED GOALS	.	.	.	.	.	*19*	*20*	*21*	*27*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	28	30	31	33	30	.	.	.	.
APPROVED GOALS	.	.	.	32	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	*33*	*35*	*37*	*38*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	35	37	36	39	.	.	.	.
APPROVED GOALS	.	.	.	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*40*	*41*	*42*	*43*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	1	0	1	0	1	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*1*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	15	10	9	7	8	.	.	.	.
APPROVED GOALS	.	.	.	.	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	*9*	*10*	*11*	*12*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	87	72	74	77	74	.	.	.	.
APPROVED GOALS	.	.	.	.	76	77	78	79	.
PROPOSED GOALS	.	.	.	.	.	*77*	*78*	*79*	*80*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	2	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	*0*	*1*	*2*	*2*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	1	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	1	2	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*1*	*1*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	2	5	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*2*	*5*

KEY PERFORMANCE INDICATORS (*CONTINUED*)

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.

1. Undergraduate student publications

	2014	2015	2016	2017	2018	2019	2020	2021
Actual	.	.	11	31				
APPROVED GOALS	.	.	.	15	20	25	30	35
PROPOSED GOALS					35	40	45	50

2. Increase in Number of Students in Honors Program/College

	2014	2015	2016	2017	2018	2019	2020	2021
Actual	.	.	674	944				
APPROVED GOALS				770	875	975	1035	1200
PROPOSED GOALS					1000	1100	1,200	1,200

3. Increase in Number of Student Entrepreneurs Starting a Business

	2014	2015	2016	2017	2018	2019	2020	2021
Actual (and proposed)	.	.	5	22	26	30	34	38

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	8,348	8,998	9,351	9,258	9,319	9,412	9,506	9,601	9,697
FTIC (Profile Admit)	377	353	301	282	248	245	240	235	230
FCS AA Transfers	1,710	1,656	1,640	1,606	1,717	1,734	1,751	1,769	1,787
Other AA Transfers	238	208	210	206	220	222	224	226	228
Post-Baccalaureates	0	170	178	157	182	183	185	187	189
Other Undergraduates	2,081	1,816	1,896	2,035	1,896	1,915	1,934	1,953	1,973
Subtotal	**12,754**	**13,201**	**13,576**	**13,544**	**13,582**	**13,711**	**13,840**	**13,971**	**14,104**
GRADUATE									
Master's	863	838	834	798	822	830	838	846	854
Research Doctoral	48	64	52	72	67	68	69	70	71
Professional Doctoral	76	95	94	116	125	126	127	128	129
Subtotal	**987**	**997**	**980**	**986**	**1,014**	**1,024**	**1,034**	**1,044**	**1,054**
UNCLASSIFIED									
H.S. Dual Enrolled	21	25	28	97	139	140	141	142	143
Other[1]	312	240	240	194	208	210	212	214	216
Subtotal	**333**	**265**	**268**	**291**	**347**	**350**	**353**	**356**	**359**
TOTAL	**14,074**	**14,463**	**14,824**	**14,821**	**14,943**	**15,085**	**15,227**	**15,371**	**15,517**

Notes: This table reports the number of students enrolled at the university by student type categories. 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. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)
Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	5,424	5,741	5,855	5,587	5,459	5,380	5,385	5,390	5,400	5,420
UPPER	4,468	4,667	4,961	5,349	5,502	5,788	5,790	5,800	5,825	5,850
GRAD I	705	667	650	631	598	637	640	645	650	655
GRAD II	163	153	145	146	174	185	190	195	200	205
TOTAL	10,760	11,228	11,610	11,713	11,733	11,990	12,005	12,030	12,075	12,130
NON-RESIDENT										
LOWER	311	342	407	559	632	625	630	635	640	650
UPPER	180	194	208	233	277	346	350	355	360	365
GRAD I	31	29	28	30	35	40	41	45	50	55
GRAD II	7	11	15	15	19	15	17	20	25	30
TOTAL	530	575	657	837	963	1,026	1,038	1,055	1,075	1,100
TOTAL										
LOWER	5,735	6,083	6,262	6,147	6,091	6,005	6,015	6,025	6,040	6,070
UPPER	4,649	4,860	5,168	5,582	5,779	6,134	6,140	6,155	6,185	6,215
GRAD I	736	696	677	661	633	677	681	690	700	710
GRAD II	170	163	160	161	193	200	207	215	225	235
TOTAL	11,290	11,802	12,267	12,551	12,696	13,016	13,043	13,085	13,150	13,230

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 that students enroll. 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.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,597	1,774	2,055	2,428	2,309	2,360	2,478	2,600	2,725	2,855
Hybrid (50-79%)	215	138	87	120	56	65	67	70	72	75
Classroom (0-50%)	8,572	9,031	9,289	9,180	9,505	9,714	9,610	9,510	9,428	9,355
Subtotal	10,384	10,943	11,431	11,728	11,870	12,139	12,155	12,180	12,225	12,285
GRADUATE										
Distance (80-100%)	230	217	225	291	245	260	273	292	311	342
Hybrid (50-79%)	103	63	19	4	10	15	15	20	20	25
Classroom (0-50%)	573	580	593	526	571	602	600	593	594	578
Subtotal	906	860	837	821	826	877	888	905	925	945

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) 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.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Business Analytics & Informatics	11.0104	STEM	None	No	30	4/2019
Construction Management	15.1001	STEM	FAMU, FIU,UF,UNF	No	30	4/2019
Digital Media Design	50.0102	STEM	UCF, UF	No`	75	4/2019
Supply Chain Management	52.0203	STEM	FAMU,FPU,UNF,UWF	No	30	4/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						

New Programs for Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Physics	40.0801	STEM	FAMU,FAU,FIU,FSU,UCF,UF,UNF,USFT,UWF	No	25	4/2020
Environmental Geology	40.0699	STEM	None	No	50	4/2020
Real Estate	52.1501	None	FAU,FIU,FSU,UCF,UF	No	75	4/2020
Professional Sales	52.1804	None	None	No	75	4/2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU,FSU,UCF,UWF	Yes	50	4/2020
Biology	26.0101	STEM	FAMU,FAU,FIU,FSU,UCF,UNF,USFT,UWF	No	45	4/2020
Health Administration	51.0701	HEALTH	FAMU,FAU,FIU,UF,UNF,USFT,UWF	Yes	75	4/2020
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	UF	No	30	4/2020

This appendix subcomponent of the 2018 Accountability Plan is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation. [1 page max]

We have established objectives that will focus on Academic, Curricular, Financial, and Policy areas that, collectively, will make a positive impact on improving our 4-year graduation rate. They include: **Academic** – 1) Promote and increase timely graduation and persistence by focusing on well-established high impact and related practices; 2) Refine existing programs and implement new innovative programs through the Center for Academic Achievement to assist students with adjusting to college and with the rigors of college coursework; 3) Expand degree completion opportunities for students; 4) Implement, increase, and improve the use of technology/software that will contribute to students' academic success and degree progression; 5) Establish new comprehensive university-wide academic advising services to improve advising practices for students; 6) Formalize and expand faculty engagement in enhancing student success. **Curricular** – 1) Develop a first-year experience program that provides a common set of experiences for all FTIC students, while providing opportunities to form deeper connections to the university. **Financial** – 1) Realign and expand our scholarship and financial aid programs to provide a positive impact on recruiting best-fit students, first-year retention rates, sophomore persistence, and 4-year graduation rates; 2) Expansion of scholarship and financial aid programs to significantly expand students enrolling in summer courses; 3) Commitment to containing the cost of degree to the student. **Policy** – 1) Create institutional-wide policy focusing on graduating students in a timely-manner (e.g. 4-years); 2) Improve operations involving the application process, document management, file review and course articulation to provide a more student friendly and efficient process for incoming undergraduate students; 3) Continue to improve and expand the communications and interactions between the enrollment services offices and incoming students by providing a more student-friendly/student-first environment; 4) Enhance our marketing and recruitment plans to attract best-fit students and students with the highest probability to succeed, including examining policies that are hindering students rather than enticing them to enroll; 5) Re-evaluate the current university-wide course scheduling and course enrollment management process to maximize course offerings that allow for timely graduation.

Academic, Curricular, Financial, and Policy incentives and disincentives have been defined. Specific **Incentives** include: 1) Expansion of high impact practices that will engage students outside the classroom that enables students to develop their leadership skills and broaden their professional networks for gaining employment; 2) Expand admittance into the Honors College; 3) SOAR in 4 plan for first-year students to stay on track to a 4-year degree and secure employment; 4) Expansion of financial aid that is targeted to students willing to commit FGCU as their first choice; 5) Implementation of a policy whereby merit scholarship program funding ends after 4 years with recipients required to complete a minimum of 30 credit hours each academic year while maintaining a 3.0 GPA; 6) Expansion of all scholarship and financial aid programs to significantly expand students enrolling in summer courses; 7) Creation of a gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year; 8) Creation of a gap fund to support tuition costs to help prevent students from dropping out their senior year right before graduation; 9) Implementation of new institutional policies that will alleviate common bottle neck areas in course and space scheduling; 10) Establish a new office that focuses specifically on creating greater flexibility for students to take online courses and complete their degrees faster; 11) Expand the number of adjunct faculty to deliver more courses during the Summer term; 12) SOAR in 4 plan for first-year students to stay on track to a 4-year degree and secure employment; 13) Implement and improve the technology used by students so that it enhances and facilitates their use which will improve their time to degree progression. Specific **Disincentives** include: 1) Students who are currently receiving scholarships or financial aid are at risk for losing their funding (and not remaining in school) if they don't maintain academic requirements and maintain enough credit hours; 2) Not meeting academic program milestones (e.g. earning certain grades in critical courses along their progression) will result in a student being removed from their major of choice; 3) Implementation of the "3/2 Withdrawal Rule" where students are limited to withdraw from 3 lower level courses and 2 upper level courses without financial penalty; 4) Creation and implementation of FGCU Timely Graduation of Undergraduate Students Policy to encourage students to graduate in 4 years and not accrue excess hours resulting in a surcharge.

2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters. [1 page max]

Within the context of our 4-year graduation rate plan, the focus of our **Financial** endeavors is to assist students in a variety of ways that will promote persistence to graduation in a timely fashion for all undergraduate students through their programs. This will be actuated through the broadening of the university's financial aid packaging and awarding strategies to recruit and retain students. In addition, FGCU continues to proactively pursue and increase funding for our merit scholarships as well as our Foundation need-based and merit scholarships. The expansion of student financial services on campus will continue to be extremely vital to help students understand their financial position and eliminate any barriers to matriculation and graduation. We are evaluating some of these ideas relative to cost/benefit and, thus, these ideas / plans may change or be modified. Provided below are a number of specific action items that outlines the implementation of a proactive financial aid plan to enable full-time students with financial need to take 15 credits in the Fall and Spring semesters as well as support for taking courses in the Summer term:

- FGCU has implemented a policy where merit scholarship programs require students to complete 30 credit hours each academic year and maintain a 3.0 GPA. Scholarship funding ends after 4 years thereby creating an incentive for students to graduate in 4 years.

- Investigate the creation of incentive and retention scholarships for need-based students who complete 30 credits and maintain Satisfactory Academic Progress after each academic year.

- Creation of a gap fund to support tuition costs to help prevent students from dropping out between their sophomore and junior year.

- Creation of a gap fund to support tuition costs to help prevent students from dropping out their senior year right before graduation.

- Expand our partnerships with Collegiate High schools to offer scholarships to AA graduates.

- Offer scholarships to Collegiate School Associate in Arts degree graduates (similar to our ACE graduates) to help improve our four-year graduation and retention rates.

- Expansion of Florida Bright Futures Academic and Medallion recipient funding for Summer 2018 term where students are taking at least 6 credit hours.

- Implementation of a 6 credit hour of tuition and fees scholarship for students enrolled in our Summer Bridge program (Step Ahead) as students in our summer bridge program demonstrate higher retention rates.

- Starting with the Summer 2018 term, need-based students will be eligible for a second Pell award.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____   Date: ____May 1, 2018_____
(Chair, University of Board of Trustees)

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) 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 $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 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: State University Database System (SUDS).
6. 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: State University Database System (SUDS).

7. 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).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	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. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. 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).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	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).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
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 most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) 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. Source: State University Database System (SUDS).
Six-Year Graduation Rates	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 <u>same</u> 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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 those 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).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. 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. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
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.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.