

Florida Gulf Coast University 2013-14 Work Plan



Florida Gulf Coast University

Work Plan Presentation for 2013-14 Board of Governors Review



INTRODUCTION

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

- 1) The Board of Governors' new **Strategic Plan 2012-2025** 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. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

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.

Once a Work 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 2013-14 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.



TABLE OF CONTENTS

1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

2. KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

3. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

4. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents. Outstanding faculty upholds challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

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.

FGCU is a public comprehensive regional university principally serving the five-county area of Southwest Florida comprising Charlotte, Collier, Glades, Hendry, and Lee. The university's appeal also extends to other counties in South Florida and mainly attracts traditional age undergraduates who increasingly are seeking a residential experience at an institution noted for its environmental commitment and community engagement/service. FGCU offers these students the opportunity to acquire a sound foundation in the liberal arts and sciences complemented by a focused education in a number of professional fields and Science, Technology, Engineering and Mathematics (STEM) disciplines. The success of this approach is reflected in the number of students who choose majors in these disciplines and in their post-graduation employment.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The principal strengths of FGCU include: the success of its graduates; its focus on teaching; commitment to sustainable growth; emphasis on efficiency; engagement with its community; the quality of its facilities; location in the heart of Southwest Florida; potential to grow; state of the art technology; the quality of its academic support resources; and regional economic impact. Our biggest challenges come from the historic underfunding of the university compared to our State University System (SUS) peers and the loss of Public Education Capital Outlay (PECO) funding. Despite the significant challenges encountered, FGCU has been able to make considerable progress and has positioned itself for further growth but at a rate consistent with the resources available. It is now among the most efficient universities in the system.

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.

1 Academic Quality - academic excellence will continue as a principal institutional goal. Assessment and continuous improvement will be tools in the vanguard of FGCU's further evolution into a fully comprehensive university. Regional accreditation, state licensure/national certification, and Board of Governors (BOG) planning and accountability requirements will ensure the integrity of our academic enterprise. Specialized accreditation will be sought, earned, and maintained for all appropriate disciplines.

2 Return on Investment - means FGCU dramatically will increase its degree production across the board including STEM areas to provide the educated workforce that drives economic development. Graduation rates will continue their overall positive trend, and FGCU will continue to demonstrate high levels of post-graduation employment and success that will support the projected growth of the region: in health care; education; management, finance, and real estate; information technology; the resort and hospitality industry; the life sciences; the environmental sciences and engineering; and the professions.

3 Operational Efficiency - FGCU will continue to exhibit among the lowest costs per student credit hour in the SUS. The university also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to exhibit among the lowest energy costs per square foot in the SUS. All future facilities where possible will be constructed to Leadership in Energy and Environmental Design (LEED) standards. Classroom and laboratory utilization rates will remain among the highest within the SUS. The campus will remain a clean and secure environment conducive to student success.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
National Ranking for University and Programs					
To achieve this FGCU will continue to focus on academic quality through the following: predominant use of full-time faculty providing instruction; maintenance of state-of-the-art facilities; use of technology to provide effective academic support; and the pursuit and maintenance of professional accreditation whenever possible.					
Avg. SAT Score (for 3 subtests)	0%Δ ¹	1531	1528	1531	1535
Avg. High School GPA	0%Δ	3.4	3.4	3.4	3.5
Professional/Licensure Exam First-time Pass Rates ²					
Exams Above National/State Benchmark	n/a	2	3	3	3
Exams Below National/State Benchmark	n/a	1	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	0		1	1	3
Operational Efficiency					
Freshman Retention Rate	-1%Δ	76%	77%	78%	78%
FTIC Graduation Rates					
In 4 years (or less)	+1%Δ	23%	23%	24%	24%
In 6 years (or less)	+10%Δ	44%	44%	45%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	-9%Δ	26%	30%	31%	33%
In 4 years (or less)	-3%Δ	63%	63%	64%	65%
Percent of Bachelor's Degrees Without Excess Hours*	-2%Δ	70%	71%	72%	73%
Average Time to Degree (for FTIC)	-0.3Δ	4.5 yrs	4.4 yrs	4.4 yrs	4.2 yrs
SUBTOTAL OF IMPROVING METRICS	2		4	6	5
Return on Investment					
Bachelor's Degrees Awarded	+72%Δ	1744	1,850	2,050	2,150
Percent of Bachelor's Degrees in STEM	+11%Δ	16%	16%	17%	18%
Graduate Degrees Awarded	+46%Δ	397	397	420	440
Percent of Graduate Degrees in STEM	+3%Δ	4%	4%	5%	5%
Percent of Baccalaureate Graduates Employed in Florida	-5%Δ ³	69% ³	70%	71%	72%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	-1%Δ ³	20% ³	21%	22%	23%
Annual Gifts Received (\$M)	-36%Δ	\$ 19.4 M	\$ 14.1 M	\$15.0 M	\$ 16.0 M
Endowment (\$M)	+41%Δ	\$ 55.6 M	\$ 60.4 M	\$ 65.0 M	\$ 71.0 M
SUBTOTAL OF IMPROVING METRICS	5		4	7	7
TOTAL OF IMPROVING METRICS	7		9	14	15



Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. It is important to note that combining these two metrics FGCU ranked number 1 in the SUS in both 2006-07 and in 2010-11.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees Awarded to Minorities	+116%Δ	307	316	325	345
Bachelor's Degrees in Areas of Strategic Emphasis	+135%Δ	593	611	629	667
Graduate Degrees in Areas of Strategic Emphasis	+18%Δ	124	130	136	150

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

Goal 1. Return on Investment: FGCU will continue to provide access to higher education to students from low socio-economic backgrounds. Between 2007-08 and 2011-12 FGCU had the highest rate in the SUS of growth in degrees awarded annually to students with Pell Grants.

Degrees Awarded to Pell recipients	+130%Δ	745	755	765	775
------------------------------------	--------	-----	-----	-----	-----

Goal 2. Operational Efficiency: FGCU will continue to exhibit among the lowest costs per student credit hour among the SUS; it also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to exhibit among the lowest energy costs per square foot in the SUS.

Total Expenditure per Student Credit Hour	-21%Δ	\$276	\$273	\$270	\$268
---	-------	-------	-------	-------	-------



OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
Education & General – Main Operations						
State Funds	\$ 51.8	\$ 49.8	\$ 50.6	\$ 45.8	\$ 42.1	\$ xx.x
Tuition	\$ 28.0	\$ 34.0	\$ 41.5	\$ 45.8	\$ 51.6	n/a
TOTAL MAIN OPERATIONS	\$ 79.8	\$ 83.8	\$ 92.1	\$ 91.6	\$ 93.7	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
TOTAL HSC	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
TOTAL IFAS	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 79.8	\$ 83.8	\$ 92.1	\$ 91.6	\$ 93.7	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 26.6	\$ 28.4	\$ 34.9	\$ 36.9	\$ 43.3	n/a
----------	---------	---------	---------	---------	---------	-----

Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 16.8	\$ 15.6	\$ 15.1	\$ 16.0	\$ 18.4	n/a
----------	---------	---------	---------	---------	---------	-----

Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 19.3	\$ 24.4	\$ 30.3	\$ 33.4	\$ 36.9	n/a
----------	---------	---------	---------	---------	---------	-----

Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
----------	------	------	------	------	------	-----

OTHER BUDGET ENTITY TOTAL REVENUES	\$ 62.7	\$ 68.4	\$ 80.3	\$ 86.3	\$ 98.6	n/a
---	----------------	----------------	----------------	----------------	----------------	------------

UNIVERSITY REVENUES GRAND TOTAL	\$ 142.5	\$ 152.2	\$ 172.4	\$ 177.9	\$ 192.3	n/a
--	-----------------	-----------------	-----------------	-----------------	-----------------	------------



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152*	\$3,152	\$3,152
Tuition Differential Fee	\$642	\$1,091	\$1,091	\$1,217	\$1,347
Percent Increase	15%	12%	1.3%*	3%	3%
Required Fees ¹	\$1,791	\$1,877	\$1,927	\$1,955	\$2,014
TOTAL TUITION AND FEES	\$5,533	\$6,068	\$6,172*	\$6,374	\$6,562

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16. Note*: The FGCU Board of Trustees voted to waive the CPI-adjusted increase (of \$1.75 per credit hour) for the 2013-14 academic year; therefore, the tuition and fees charge is the same as 2012-13.

Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	43.3%	46.2%	45%	47.1%	49.9%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,670	\$16,117	\$16,710	\$17,768	\$17,739
Student Loan Cohort Default Rate (2nd Year)	4.6%	5.2%	4.2 (draft)%	n/a%	n/a
Student Loan Cohort Default Rate (3rd Year)	7%	8.1 (draft)%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	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 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	2039	28%	\$ 11,694	\$(1,784)	\$ 7,216	\$ 3,856	
\$40,000-\$59,999	800	11%	\$ 14,390	\$ 1,039	\$ 4,430	\$ 3,618	
\$60,000-\$79,999	638	9%	\$ 15,756	\$ 2,509	\$ 2,968	\$ 3,961	
\$80,000-\$99,999	537	7%	\$ 16,111	\$ 2,716	\$ 2,763	\$ 3,960	
\$100,000 Above	1700	23%	\$ 16,687	\$ 3,034	\$ 2,523	\$ 2,949	
Missing	1629	22%	\$x,000*	\$ 5,496	0	0	
TOTAL	7343	100%	AVERAGE	\$ 11,225	\$ 1,953	\$ 3,530	\$ 2,781

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 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. The bottom-line Average represents the average of all full-time undergraduate Florida residents.



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	N/A
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	N/A
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$N/A
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	N/A%
\$ Increase in tuition differential per credit hour:	\$N/A
\$ Increase in tuition differential for 30 credit hours:	\$N/A
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$N/A
Total differential fee revenue generated in 2013-14 (projected):	\$N/A
Intended Uses	
Describe how the revenue will be used. See attached schedule	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Hire more faculty and staff to keep pace with enrollment growth, add breadth and depth to academic programs; and enhance student advising.	Enrollment grew by 6% from fall 11 to fall 12. 32 new faculty and advisors were hired across a variety of disciplines providing additional depth to the curriculum and assistance to students.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	57
Total Number of Advisors Hired or Retained (funded by tuition differential):	8
Total Number of Course Sections Added or Saved (funded by tuition differential):	342
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Provide additional need-based aid to students.	Need-based aid increased by about 7% over the prior year due in part to the tuition differential.
Increase the number of students receiving need-based financial aid.	50% more students received need-based aid in 2012-2013 over the previous year in part due to the tuition differential.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1130
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,030
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$11
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$8570



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

University Tuition Differential	Estimated Actual*	Estimated
	2012-13	2013-14
	-----	-----
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
<u>FTE Positions:</u>		
Faculty	57 .	62 .
Advisors	8 .	16 .
Staff	.	.
Total FTE Positions:	65	78
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 8,228,660	9,759,274
Interest Revenue - Current Year	-	-
Interest Revenue - From Carry forward	-	-
Balance	-	-
	\$ 8,228,660	\$ 9,759,274
Total Receipts / Revenues:	-	-
<u>Expenditures</u>		
Salaries & Benefits	\$ 5,760,074	\$6,831,491
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
	-	-
Student Financial Assistance	- 2,468,586	2,927,783
Expended From Carry forward Balance	-	-
**Other Category Expenditures	-	-
	\$ -	\$ -
Total Expenditures:	8,228,660	9,759,274
Ending Balance Available:	\$ -	\$ -
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Gulf Coast University **Prior Years matched to** http://www.fgc.edu/trustees/AgendaFile/2012/6-2012/TAB_3.pdf

Undergraduate Students

	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tuition:							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	12.80	\$21.42	\$36.38	\$36.38	\$40.62	\$44.99	\$49.50
Total Base Tuition & Differential per Credit Hour⁵	\$108.47	\$124.74	\$139.70	\$141.45	\$145.69	\$150.06	\$154.57
% Change		15.0%	12.0%	1.3%	3.0%	3.0%	3.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.78	\$5.15	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.24	\$11.24	\$11.24	\$11.50	\$11.73	\$11.96	\$12.20
Health	\$7.74	\$8.34	\$8.79	\$9.24	\$9.42	\$9.61	\$9.81
Athletic	\$15.79	\$16.54	\$16.79	\$17.54	\$17.89	\$18.25	\$18.61
Transportation Access	\$8.50	\$8.50	\$8.70	\$8.70	\$8.87	\$9.05	\$9.23
Technology ¹	\$4.78	\$5.16	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25
List any new fee proposed							
Total Fees	\$57.59	\$59.69	\$62.58	\$64.24	\$65.18	\$66.14	\$67.12
Total Tuition and Fees per Credit Hour	\$166.06	\$184.43	\$202.28	\$205.69	\$210.87	\$216.20	\$221.68
% Change		11.1%	9.7%	1.7%	2.5%	2.5%	2.5%
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		#DN/0!	#DN/0!	#DN/0!	#DN/0!	#DN/0!	#DN/0!
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,191.00	\$4,243.50	\$4,370.81	\$4,501.93	\$4,636.99
Total Fees for 30 Credit Hours	\$1,727.70	\$1,790.70	\$1,877.40	\$1,927.20	\$1,955.39	\$1,984.14	\$2,013.47
Total Tuition and Fees for 30 Credit Hours	\$4,981.80	\$5,532.90	\$6,068.40	\$6,170.70	\$6,326.19	\$6,486.07	\$6,650.45
\$ Change		\$551.10	\$535.50	\$102.30	\$155.49	\$159.88	\$164.38
% Change		11.1%	9.7%	1.7%	2.5%	2.5%	2.5%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$518.32	\$559.80	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid ³	\$25.91	\$27.99	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$544.23	\$587.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		8.0%	8.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$18,803.70	\$20,536.20	\$22,328.40	\$22,380.90	\$22,508.21	\$22,639.33	\$22,774.39
Total Fees for 30 Credit Hours	\$2,505.00	\$2,630.40	\$2,783.70	\$2,833.50	\$2,861.69	\$2,890.44	\$2,919.77
Total Tuition and Fees for 30 Credit Hours	\$21,308.70	\$23,166.60	\$25,112.10	\$25,214.40	\$25,369.89	\$25,529.77	\$25,694.15
\$ Change		\$1,857.90	\$1,945.50	\$102.30	\$155.49	\$159.88	\$164.38
% Change		8.7%	8.4%	0.4%	0.6%	0.6%	0.6%
Housing/Dining⁴	\$8,894.00	\$9,160.82	\$9,424.00	\$9,612.48	\$9,804.73	\$10,000.82	\$10,200.84
\$ Change		\$266.82	\$263.18	\$188.48	\$192.25	\$196.09	\$200.02
% Change		3.0%	2.9%	2.0%	2.0%	2.0%	2.0%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² limited in statute.

⁴ combine the most popular housing and dining plans provided to students

⁵ For FY 13-14, Florida Gulf Coast University will offer a \$1.75 per SCH Waiver per FGCU-UBOT Policy



ENROLLMENT PLANNING

Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	+92%Δ	7153	64%	8615	67%	9476	68%	10423	69%
FTIC (Profile Admit)	-20%Δ	347	3%	310	2%	295	2%	280	2%
AA Transfers*	+38%Δ	2138	19%	2500	19%	2770	20%	3069	20%
Other Transfers	+18%Δ	1496	13%	1400	11%	1373	10%	1346	9%
Subtotal	+60%Δ	11134	100%	12825	100%	13914	100%	15119	100%
GRADUATE STUDENTS									
Master's	+23%Δ	981	90%	928	88%	945	88%	957	88%
Research Doctoral	n/a%Δ	34	3%	36	4%	38	4%	38	3%
Professional Doctoral	n/a%Δ	74	7%	86	8%	88	8%	98	9%
Subtotal	+23%Δ	1089	100%	1050	100%	1071	100%	1093	100%
NOT-DEGREE SEEKING	-23%Δ	432		300		300		300	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	+52%Δ	12655		14175		15285		16512	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	58%	1130	15%	1252	15%	1321	15%	1394	15%
HYBRID (50%-79%)	93%	164	2%	190	2%	200	2%	211	2%
TRADITIONAL (<50%)	59%	6040	82%	6700	82%	7068	82%	7457	82%
TOTAL	59%	7334	100%	8142	100%	8590	100%	9062	100%
GRADUATE									
DISTANCE (80%)	32%	224	32%	210	32%	214	32%	218	32%
HYBRID (50%-79%)	64%	54	8%	50	8%	51	8%	52	8%
TRADITIONAL (<50%)	34%	432	61%	403	61%	411	61%	419	61%
TOTAL	35%	710	100%	663	100%	676	100%	690	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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 (and Technology



Enhanced) 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)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded	Estimated	Funded	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	5-Year Projected Average Annual Growth Rate
	2012- 13	Actual 2012-13	2013- 14	Estimated 2013-14	Planned 2014- 15	Planned 2015- 16	Planned 2016- 17	Planned 2017- 18	
<i>Florida Resident</i>									
LOWER	2224	4029	2224	4283	4528	4787	5060	5349	5.7%
UPPER	2319	3319	2319	3521	3717	3922	4140	4368	5.5%
GRAD I	510	517	510	516	526	536	546	556	1.9%
GRAD II	10	122	10	122	124	126	128	130	1.7%
TOTAL	5063	7987	5063	8442	8894	9371	9874	10403	5.4%
<i>Non-Resident</i>									
LOWER	n/a	211	n/a	212	214	216	218	220	0.9%
UPPER	n/a	119	n/a	126	131	137	142	150	4.5%
GRAD I	n/a	19	n/a	20	21	22	23	24	4.7%
GRAD II	n/a	5	n/a	5	6	6	7	7	9.2%
TOTAL	310	354	310	363	372	381	390	401	2.5%
<i>TOTAL</i>									
LOWER	n/a	4240	n/a	4495	4742	5003	5278	5569	5.5%
UPPER	n/a	3438	n/a	3647	3848	4059	4282	4518	5.5%
GRAD I	n/a	536	n/a	536	547	558	569	580	2.0%
GRAD II	n/a	127	n/a	127	130	132	135	137	2.0%
TOTAL	5373	8341	5373	8805	9266	9752	10264	10804	5.2%
TOTAL (US FTE)	7164	11121	7164	11740	12355	13003	13686	14406	5.2%



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2013-14 for Implementation

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						
Biochemistry	26.0202	STEM	FSU	No	65	4/2014
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Ed Media/Instructional Tech	13.0501	STEM	FSU, UCF, UWF	Yes	30	4/2014
DOCTORAL PROGRAMS						
Nursing Practice	51.3818	HLTH	FAU, FSU, UCF, UF, UNF, USF	No	48	4/2014

New Programs To Be Considered by University in 2014-16 for Implementation

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						
Renewable Energy	14.9999	STEM	None	No	60	4/2015
Earth and Space Science	40.0203	STEM	None	No	50	4/2015
Music Therapy	51.2305		FSU	No	30	4/2015
Real Estate	52.1501		FAU, FIU, FSU, UCF	No	45	4/2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Engineering	14.0101	STEM	USF	No	30	4/2015
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF	No	20	4/2015
Physician Assistant Studies	51.0912	HLTH	UF	No	60	4/2016
DOCTORAL PROGRAMS						



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 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 <u>same</u> institution by the fourth or sixth 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.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or 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.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i>) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	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.





Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see link .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see link .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see link .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see link .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
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. As reported by the Top American Research Universities – see link .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see link .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link .
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see link .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see link .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see link .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see link .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see link .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see link .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see link .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News & World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link .