

# 2026 ACCOUNTABILITY PLAN

## FLORIDA GULF COAST UNIVERSITY

**BOT Approved April 14, 2026**





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2030 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



## STRATEGY

### Mission Statement

Florida Gulf Coast University (FGCU) is a transformative, learner-centered institution dedicated to student success that strategically serves Southwest Florida and beyond. FGCU, as a regional comprehensive institution, provides academic, economic, and cultural enrichment for our community through impactful partnerships and excellent teaching, learning, scholarship, and public service. We create pathways for our students to thrive as engaged, responsible, global citizens. Through undergraduate and graduate programs, FGCU students receive a distinctive education with experiential learning, community service, and participation in a living laboratory of sustainability practices.

### Statement of Free Expression

Florida Gulf Coast University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced by faculty, students, and staff in all deliberations on its campus. As such, the FGCU Community as well as the Florida Gulf Coast University Board of Trustees shares the commitment of the State University System of Florida and the Florida Board of Governors to civil discourse and endorses their commitment with this Statement of Free Expression. (Approved by FGCU Board of Trustees September 8, 2022)

### Statement of Strategy

1. Innovate in Academic Excellence - FGCU is dedicated to fostering forward-thinking, adaptable graduates through a blend of high-impact practices, emerging technologies, and interdisciplinary collaboration, emphasizing creativity and analytical thinking in both education and research.
2. Enhance Student Success and Well-being - FGCU enhances academic and personal growth by offering integrated services and diverse learning experiences, promoting discovery, free expression, civic engagement, and community connections to prepare students for success in a dynamic world.
3. Elevate Partnerships for Regional Impact - FGCU aims to drive regional economic growth and collaborative research through strategic partnerships that benefit Southwest Florida and beyond, fostering student and alumni engagement with the community.
4. Strengthen Organizational Culture and Commitment to Employees - FGCU aims to be distinguished for operational excellence and unity of purpose, enhancing talent recruitment, engagement, and continuous improvement, while fostering a respectful, innovative culture driven by data and learner-centered approaches to achieve transformative institutional growth.
5. Champion Sustainable Practices and Resiliency - FGCU is committed to leading in education, research, and community engagement, specifically addressing Southwest Florida's unique challenges, and encouraging critical thinking among students to tackle global issues through strategic, community-enhancing solutions.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress - Health Span

Since the designation of health span as one of Florida Gulf Coast University's areas of expertise in August 2025, FGCU has expanded its research capacity, workforce preparation programs, and community partnerships aimed at improving quality of life across the lifespan. This effort continues to be anchored by the Marieb College of Health & Human Services (MCHHS), the Shady Rest Institute on Positive Aging, and the Golisano Intellectual & Developmental Disability Initiative (GIDDI), while also engaging faculty and programs across multiple academic units. The initiative focuses on advancing applied research, preparing healthcare professionals, and improving health and well-being outcomes in Southwest Florida through interprofessional collaboration and regional engagement.

FGCU has strengthened its research infrastructure and industry collaboration through the appointment of an Arthrex Director of Research and Career Readiness, with the position beginning in June 2026. This leadership role will support the Marieb College and the Shady Rest Institute on Positive Aging while promoting interprofessional research initiatives, particularly in areas related to orthopedics, rehabilitation science, and health technologies. The Director will guide faculty and student scholarship initiatives, expand grant development activities, and strengthen translational research partnerships with Arthrex and other regional healthcare organizations. These efforts are expected to accelerate externally funded research and contribute toward the initiative's goal of increasing sponsored research expenditures in health and life sciences by 25 percent over five years.

Student success outcomes in FGCU's health programs continue to demonstrate strong performance relative to statewide benchmarks. First-time licensure pass rates remain highly competitive, with recent outcomes including 98.9 percent for Nursing and 100 percent for Physical Therapy, both exceeding the Florida state averages. Additional programs, including Physician Assistant Studies and Occupational Therapy, also maintain strong licensure performance and workforce placement outcomes.

Community engagement and outreach activities also continue to expand. Through partnerships with Health & Wellness magazine, the Marieb College publishes health-related feature articles distributed across hospitals, wellness centers, and community locations throughout the region. The magazine distributes more than 30,000 copies each month, expanding the reach of FGCU's health expertise and supporting the initiative's goal of serving 10,000 Southwest Florida residents annually through health span programming and outreach.

Several strategic initiatives launched since the original proposal further support FGCU's long-term leadership in health span research and education. The university has initiated a national search for a new Executive Director of the Shady Rest Institute on Positive Aging. The Marieb College has also begun developing a Health Span Partnership initiative designed to strengthen collaboration among healthcare systems, community organizations, and regional stakeholders across Southwest Florida.

To further amplify collaboration and regional impact, the Shady Rest Institute hosted an invitation-only convening titled "318 in Common Purpose" in March 2026. The event included regional stakeholders and nationally recognized experts in longevity and aging research to advance collaborative health span initiatives across Southwest Florida.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress - Resort, Golf, and Hospitality Management

FGCU's area of expertise in Resort, Golf, and Hospitality Management continues to advance through expanded academic programs, industry partnerships, and measurable student success outcomes aligned with Florida's tourism-driven economy. This initiative prepares students for leadership roles in some of the state's most important economic sectors through programs in Resort & Hospitality Administration (RHA), Hospitality & Tourism Management (HTM), and Professional Golf Management (PGM). These programs combine business-focused academic training with experiential learning opportunities supported by extensive industry partnerships throughout Southwest Florida and beyond.

Over the past several academic years, internship placements have remained at 100 percent, with 436 Professional Golf Management students and 126 Resort & Hospitality Administration students completing internship placements between 2022 and 2026. These placements occur with leading hospitality organizations, golf facilities, resorts, and tourism enterprises, reinforcing FGCU's strong connections with industry partners and providing students with unparalleled professional experience prior to graduation.

Student success metrics continue to demonstrate progress toward program goals. The four-year graduation rate for First-Time-In-College (FTIC) students in the Professional Golf Management program reached 61.1 percent, exceeding the program's target of 52 percent. The Resort & Hospitality Administration program has also shown improvement, with the most recent cohort achieving 52.4 percent, meeting the target for timely completion. These outcomes reflect the programs' emphasis on structured academic pathways, strong advising, and hands-on learning experiences that support student persistence and completion.

Enrollment trends further demonstrate growing interest in hospitality-related education at FGCU. Total enrollment in hospitality programs increased from 149 students in Spring 2024 to 198 students in Spring 2026, representing a 32.9 percent increase over three years. This growth has been driven in part by the introduction of the B.S. in Hospitality & Tourism Management (HTM) program in Fall 2025, which complements the existing Resort & Hospitality Administration degree by providing a more practice-oriented pathway for students interested in operational leadership roles in the hospitality industry.

FGCU has also expanded its experiential learning infrastructure through the development of the Buckingham Golf Learning Center, a new training facility for students in the Professional Golf Management program. Located at FGCU's Buckingham property, the center features a dedicated driving range and short-game training space that allows students to develop professional teaching and coaching skills while supporting instruction in golf management and player development. The facility opened to students in Spring 2026 and will become fully operational in Fall 2026.

Additionally, the Professional Golf Management program is preparing for its mid-2026 PGA reaccreditation review, with strong prospects for continued accreditation given the program's growth, strong internship placement outcomes, and high levels of graduate career success. The program remains one of only 16 PGA-accredited academic programs in the United States, further reinforcing FGCU's impact and national reputation in golf and hospitality education.



## STRATEGY (cont.)

### ONE SUS: Areas of Expertise Progress - The Water School

FGCU advances its sustainability goals and leadership through interdisciplinary activities and The Water School (TWS), including degree programs that address workforce demands and prepare students for environmental challenges. TWS partners with a variety of FGCU constituents and regional stakeholders to tackle local issues, while applied research and experiential learning generate practical solutions to enhance environmental stewardship and community quality of life.

In 2024–2025, FGCU executed an MOU with the Seminole Tribe of Florida to expand research on Tribal lands and create new opportunities for student engagement in research and experiential learning. FGCU also established an MOU with the U.S. Geological Survey's Coastal and Marine Science Center to collaborate on research addressing coastal resilience and environmental change. These partnerships broaden opportunities for students and reinforce FGCU's role as a regional leader in environmental science and community-engaged scholarship.

Applied research addressing regional environmental and water resource challenges remains a strategic priority of The Water School. During this reporting period, faculty secured 33 grants and contracts totaling \$34,287,884, reflecting strong external support for the school's applied research mission. Major funding sources included the State of Florida, particularly the Florida Department of Environmental Protection, which supported a major initiative to model water quality and identify nutrient hot spots across multiple Florida watersheds. Additional support came from the Florida Fish and Wildlife Conservation Commission, the South Florida Water Management District, the National Oceanic and Atmospheric Administration, the National Institutes of Health, and the U.S. Army Corps of Engineers. The average award size was \$1,039,027, influenced by a \$25 million award from the Florida Department of Environmental Protection; excluding that award, the average grant size was \$290,246. Annual research expenditures exceeded \$8.2 million, supporting personnel, fieldwork, and equipment and providing a clearer measure of annual research productivity than the number of awards alone.

The Water School also continues to advance student success through high-impact educational practices. This year saw a record number of faculty proposals for undergraduate research assistantships, resulting in 36 students receiving stipends to work alongside faculty on active research projects. In addition, 48 students participated in grant-funded research projects, and 49 students completed senior research projects or research-focused courses, expanding opportunities for inquiry-based learning and faculty mentorship. Experiential learning through internships remains another major strength: in 2024–2025, 88 Water School students completed internships across 47 organizations.

Recognizing that careers in sustainability and resilience are in demand, FGCU has launched a new strategic initiative linking research, education, and workforce development to address Florida's sustainability challenges. The initiative will be housed in a new facility planned for the town of Babcock Ranch in Charlotte County and will convene experts, support interdisciplinary research, create new academic pathways into sustainability careers, and provide training to upskill the existing workforce. Its goals are to strengthen community resilience in the face of environmental change and population growth while preparing the next generation of sustainability leaders.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

Florida Gulf Coast University (FGCU) has undertaken a comprehensive initiative to improve graduation rates, focusing on key Performance-Based Funding (PBF) metrics: the FTIC Four-Year Graduation Rate, Academic Progress Rate, Three-Year Graduation Rate for FCS AA Transfer Students, and Six-Year Graduation Rate for Pell Recipients. To address these areas, FGCU has implemented a coordinated care management approach to student success, utilizing predictive analytics, artificial intelligence, and a sophisticated customer relationship management platform (CRM, Wings Up) to deliver timely, appropriate, and customized support to students. These supports occur both inside and outside of the classroom.

Our efforts to improve retention and graduation rates are inter-related and mutually reinforcing, linked by the development of a strategic enrollment plan and our care management approach to student success. To drive further improvements in student persistence and completion, FGCU has enhanced and expanded utilization of Wings Up to empower our faculty and staff with comprehensive data and AI to provide the right support, to the right student, at the right time. We have also integrated student engagement data, early alert data, and data from the learning management system (Canvas) into Wings Up to produce a 360-view of students, helping to “triage” students and identify those not likely to persist or complete. FGCU has initiated implementation of Ellucian Smart Plan to provide all incoming FTIC students with a curriculum map designed to put them on a path to graduate in four years.

Other related initiatives include: 1) the formation of an Eagle Persistence and Completion (EPAC) Team, a cross-functional team empowered to coordinate and direct interventions; 2) deployment of specially trained Student Success Advocates to function as “case managers” in our care network; 3) development of a new academic advising model that will feature AI tools, including a virtual student success coach; 4) implementation of a mathematics placement test as a means of advising and directing students into undergraduate classes and degree programs for which they are best prepared; 5) expansion of Gateway Course Coordinators to improve student learning outcomes in high-impact courses; 6) launched a Take 15 marketing campaign to reinforce the expectation that all undergraduate students complete 30 credit hours per year, and 7) revised and strengthened 2+2 academic pathways with our Florida College System (FCS) partners for admission into specific majors, with agreements and advanced discussions with 5 institutions.

These initiatives have already shown promising results. The four-year FTIC graduation rate increased from 45.3% to 46.4%, while the Academic Progress Rate improved from 80.5% to 83.6%. The three-year graduation rate for AA transfer students rose from 59.5% to 62.3%, and the six-year graduation rate for Pell recipients increased from 52.7% to 54.0%. Based on current performance, we remain confident that our systematic, comprehensive, and data-driven approach will produce further gains on each of these metrics.



## STRATEGY (cont.)

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

#### Students

- FGCU students earned 12 prestigious nationally and internationally competitive scholarships, including one Fulbright, five Gilman, and one Gleitsman award.
- Students in the Lutgert College of Business scored in the 99th percentile nationally on the ETS Business Major Field Test in key disciplines such as Accounting, Finance, and Info Systems.
- Quang Vo, Piano major, received a Certificate of Merit from the Prime Minister of Vietnam for a year of elite achievements, including winning the Southwest Florida Symphony Prescott Competition and first place in the Tampa Bay Symphony Jack Heller Concerto Competition.
- FGCU student-athletes achieved a record cumulative GPA of 3.5+ and a 95% NCAA Graduation Success Rate, tying for the highest rate in Florida.
- Jaci Carpenter, FGCU beach volleyball student-athlete, was named Academic All-American, recognizing both athletic and academic excellence at the national level.
- Max Perez (Gold) and Sarah Dranoff (Silver), Digital Media Design students, won ADDY Awards at the 2025 American Advertising Awards Celebration at the America Advertising Federation Southwest Florida Conference.

#### Faculty

- Dr. Greg Desrosiers, Daveler-Kauanui School of Entrepreneurship, won the Entrepreneurship Experiential Exercises Competition at the United States Association of Small Business and Entrepreneurship 2025 National Conference.
- Dr. Rachel Rotz, The Water School, secured major external research grants, including participation in a \$25 million statewide water quality assessment initiative.
- Dr. Nurettin Sahiner, U.A. Whitaker College of Engineering, published more than 20 research articles on nanogels, antimicrobial polymers, and biomedical materials and received a U.S. patent for controlled degradable drug delivery particles.

#### Program

- FGCU's School of Nursing graduates achieved a 98.9% pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- The Daveler & Kauanui School of Entrepreneurship was ranked among the Top 50 entrepreneurship programs in the nation by the Princeton Review.
- The Dendritic Human-Centered AI and Data Science Institute was launched to advance interdisciplinary research and education in artificial intelligence.
- FGCU Athletics won the Bill Bibb & Sherman Day Trophies for top-performing school across all ASUN sponsored sports.

#### Institutional

- FGCU achieved full decennial reaffirmation of accreditation from SACSCOC with zero recommendations, confirming compliance with all standards.
- The FGCU Foundation received its largest philanthropic commitment in history, a \$22 million gift from the Elaine Nicpon Marieb Foundation, to support healthcare instructional technology.
- The FGCU Foundation's endowment surpassed \$150 million, reflecting strong philanthropic growth and long-term financial stability.



## STRATEGY (cont.)

### Enrollment Strategy

The FGCU Student Success Plan, approved by the BOG in September 2025, calls for the implementation of a strategic multi-year enrollment plan for new and continuing students. This plan, covering 2026 to 2030, serves as the foundation for our entire student success initiative. It is designed to: 1) recruit a class of FTIC students who are academically prepared for success at FGCU; 2) schedule classes to meet student demand; 3) utilize AI to recruit, admit, and enroll students; and 4) optimize class size and increase course seat availability in FTIC gateway and key milestone courses and support academic sequences that contribute to continuous enrollment in fall, spring, and summer terms.

While the plan is scheduled for implementation in the fall 2026 semester, FGCU has already implemented several initiatives associated with its longer-term plan, including 1) reset admissions standards to bring in students with a higher level of academic preparation; 2) enhanced recruiting and scholarship practices to yield a more FGCU-ready cohort; 3) deployed the AI features of our customer relationship management (CRM) platform (Wings Up) to recruit, admit, and enroll more FGCU-ready students; 4) engaged the consulting services of Encoura to conduct market research that will guide the development of the multi-year enrollment plan; 5) enhanced our summer bridge program, Eagle Summer Start, to provide selected students with an academic ladder that will promote their persistence and completion; and 6) engaged Ad Astra to deploy a sophisticated course forecasting platform to enhance current efforts to optimize class size, increase course seat availability, and support academic sequences for continuous enrollment in fall, spring and summer terms

Over the next five years, the university aims to recruit FTIC, transfer, and graduate students who are better prepared for success at FGCU, meaning that the students are academically prepared for on-time graduation and that the university is also prepared to serve them adequately in the classrooms, labs, residence halls, dining rooms, and supporting offices. Toward these ends, FGCU intends to 1) continue to improve and reshape the academic profile of incoming FTIC cohorts by elevating key indicators of student readiness, including standardized test scores and high school GPAs; 2) implement a holistic evaluation process that utilizes AI to assess indicators of hope and resilience in admissions application essays; 3) deploy a financial aid leveraging model to advance support FGCU's enrollment targets, improve yield rates, and optimize financial aid; 4) open up more residence hall spaces for upper-class undergraduate students while serving the needs of new FTIC students; and 5) strengthen transfer student pathways through structured academic pathways developed in partnership with FCS institutions.



## PERFORMANCE-BASED FUNDING METRICS

### 1. Percent of Bachelor’s Graduates Enrolled or Employed (\$40,000+)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	57.7	63.9	70.3	70.5	72.6	.	.	.	.	.
APPROVED GOALS	.	.	65.0	71.0	73.0	75.0	76.0	77.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	73.6	74.6	75.6	76.6	77.6

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	40,200	44,200	47,700	48,900	50,800	.	.	.	.	.
APPROVED GOALS	41,000	42,000	45,000	48,000	49,000	49,500	50,000	50,500	51,000	.
PROPOSED GOALS	.	.	.	.	.	51,325	51,850	52,375	52,900	53,425

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

	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	8,740	4,840	8,700	8,300	5,920	.	.	.	.	.
APPROVED GOALS	8,750	8,700	9,650	8,700	8,250	8,200	8,200	8,200	8,200	.
PROPOSED GOALS	.	.	.	.	.	5,700	5,500	5,300	5,100	4,900

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

### 4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	42.1	42.2	42.3	45.3	46.4	.	.	.	.	.
APPROVED GOALS	43.0	46.0	48.0	44.0	51.0	52.0	52.0	53.0	53.0	.
PROPOSED GOALS	.	.	.	.	.	48.3	49.8	51.3	52.8	54.3

### 5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	76.8	78.0	78.8	80.5	83.6	.	.	.	.	.
APPROVED GOALS	80.0	82.0	81.0	81.0	82.0	82.0	83.0	83.0	84.0	.
PROPOSED GOALS	.	.	.	.	.	83.9	84.2	84.5	84.8	85.1



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	31.0	28.9	29.5	30.0	33.0	.	.	.	.	.
APPROVED GOALS	.	.	.	.	30.0	30.0	31.0	32.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	36.0	39.0	42.0	45.0	47.5

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

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	30.6	31.1	29.8	29.4	34.4	.	.	.	.	.
APPROVED GOALS	34.0	31.0	31.0	31.0	32.0	32.0	32.0	32.0	32.0	.
PROPOSED GOALS	.	.	.	.	.	35.0	35.0	35.0	35.0	35.0

Note: Beginning 2024-25, changes were implemented to expand federal financial aid eligibility as part of the FAFSA Simplification Act.

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	61.9	48.6	44.8	44.1	37.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	41.0	42.0	42.0	43.0	43.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	43.0	46.0	50.0	50.0

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



## PERFORMANCE-BASED FUNDING METRICS (cont.)

### 9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29	2027-30
ACTUAL	56.8	57.8	57.5	59.5	62.3	.	.	.	.	.
APPROVED GOALS	60.0	61.0	62.0	60.0	63.0	64.0	64.0	65.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	63.1	64.1	65.1	66.1	67.1

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

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

	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29	2024-30
ACTUAL	51.5	55.7	51.7	52.7	54.0	.	.	.	.	.
APPROVED GOALS	54.0	57.0	57.0	53.0	59.0	60.0	61.0	62.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	56.0	57.0	58.0	59.0

### 10. BOT Choice: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	813	944	935	944	921	.	.	.	.	.
APPROVED GOALS	820	860	960	970	980	990	1,000	1,010	1,010	.
PROPOSED GOALS	.	.	.	.	.	990	1,000	1,010	1,010	1,010



## KEY PERFORMANCE INDICATORS

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

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

Notes: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

### 2. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
ACTUAL	50	54	58	60	61	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	64	64

### 3. Pell Recipient Four-Year Graduation Rate [for full-time FTIC]

	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29	2026-30
ACTUAL	37	38	38	39	40	.	.	.	.	.
APPROVED GOALS	38	39	40	39	40	41	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	41.5	43	44.5	46	47.5

### 4. Annual Students Without Loans Rate

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	73	75	76	77	79	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	80	80	81	81	82



## KEY PERFORMANCE INDICATORS (cont.)

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

#### NURSING

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	98	98	100	100	99	.	.	.	.	.
BENCHMARK	86	82	90	92	88	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### PHYSICAL THERAPY

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	100	85	92	100	100	.	.	.	.	.
BENCHMARK	88	85	85	85	87	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### PHYSICIAN'S ASSISTANT

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	95	95	95	90	89	.	.	.	.	.
BENCHMARK	93	92	92	92	91	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

Note: The Physician Assistant National Certifying Examination (PANCE) reports pass rates on a rolling basis. Historical pass rates included in the Accountability Plan remain fixed. The most recent pass rates above are current as of March 20, 2026.

#### Exam Scores Relative to Benchmarks

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



## KEY PERFORMANCE INDICATORS (cont.)

### 6. Bachelor's Degrees Awarded [First Majors Only]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	2,818	2,871	2,910	2,968	3,081	.	.	.	.	.
APPROVED GOALS	3,100	3,100	2,900	2,950	3,000	3,050	3,100	3,150	3,200	.
PROPOSED GOALS	.	.	.	.	.	3,350	3,300	3,400	3,500	3,600

### 7. Graduate Degrees Awarded [First Majors Only]

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	451	519	563	748	823	.	.	.	.	.
APPROVED GOALS	400	425	600	625	750	750	775	775	800	.
PROPOSED GOALS	.	.	.	.	.	850	850	800	750	700

### 8. Percent of Bachelor's Degree Completers with Internships

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	36	39	36	39	38	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	40.0	41.5	43.0	44.5	46.0

### 9. National Academy Members

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

### 10. Total Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	8	10	25	24	22	.	.	.	.	.
APPROVED GOALS	12	8	9	30	35	40	45	50	50	.
PROPOSED GOALS	.	.	.	.	.	22	22	23	24	25

Note: FGCU's FY 2024 research expenditures have been revised to align with data resubmitted to the National Science Foundation.



## KEY PERFORMANCE INDICATORS (cont.)

### 11. Federal Research Expenditures (\$M)

	2020-21	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	4	6	10	11	5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5	5

Note: FGCU's FY 2024 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

### 12. Research Expenditures from Business & Industry (\$M)

	2020-21	2021-22	2022-23	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACTUAL	0.1	0.1	0.1	0.1	0.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0.2	0.2	0.3	0.3	0.3

Note: FGCU's FY 2024 research expenditures have been revised to align with data resubmitted to the National Science Foundation.

### 13. Utility Patents Awarded

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

### 14. Number of Start-up Companies Created

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	0	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

### 15. Number of Licenses & Options Executed Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	0	0	0	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1



## KEY PERFORMANCE INDICATORS (cont.)

### 16. Cash to Debt

	2021	2022	2023	2024	2025
ACTUAL	171	175	204	254	290

### 17. Days Cash on Hand

	2021	2022	2023	2024	2025
ACTUAL	174	208	116	210	184

### 18. Net Operating Revenues Ratio

	2021	2022	2023	2024	2025
ACTUAL	7.3	5.2	7.1	13.7	5.4

### 19. Age of Plant Ratio

	2021	2022	2023	2024	2025
ACTUAL	11.9	12.5	12.3	12.7	13.1

### 20. Return on Net Assets (RONA) Ratio

	2021	2022	2023	2024	2025
ACTUAL	7.2	4.2	6.3	27.0	14.1

### 21. Shared Initiatives Savings (\$M)

	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	5.0	9.2	9.1	9.2	13.0

### 22a. Percent of Employees in Instruction/Research

	2021	2022	2023	2024	2025
ACTUAL	64	64	64	65	65

### 22b. Percent of Employees in Administration

	2021	2022	2023	2024	2025
ACTUAL	23	23	22	21	22



# KEY PERFORMANCE INDICATORS (cont.)

## 23. Bond Program Ratings

	Moody's	S&P	Fitch
<b>Florida Gulf Coast University Issuer Rating</b>	<b>A1/Stable</b>	<b>-</b>	<b>AA-/Stable</b>

Issuer	Type	Moody's	S&P	Fitch
FGCU Financing Corporation	Student Housing Bonds	A2/Stable	A-/Stable	A+/Stable
FGCU Financing Corporation	Parking Bonds	A2/Stable	-	A+/Stable
FGCU Financing Corporation	Employee Housing Bonds	A3/Stable	-	A-/Stable



## ENROLLMENT PLANNING

### Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	13,855	13,794	13,815	13,864	13,814	.	.	.	.	.
APPROVED GOALS	13,553	13,994	13,693	13,742	13,827	13,781	13,843	13,918	13,983	.
PROPOSED GOALS	.	.	.	.	.	14,059	14,085	14,252	14,488	14,764

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	1,588	1,780	1,891	2,098	2,223	.	.	.	.	.
APPROVED GOALS	1,390	1,620	1,949	1,970	2,151	2,200	2,250	2,300	2,350	.
PROPOSED GOALS	.	.	.	.	.	2,200	2,100	2,000	1,900	1,800

### Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTIC: New	3,135	2,803	2,777	2,704	2,828	2,450	2,450	2,450	2,450	2,450
FTIC: Returning	6,492	6,733	6,848	7,043	6,886	7,214	7,118	7,082	7,070	7,116
Transfer: FCS w/ AA	1,607	1,465	1,345	1,267	1,244	1,357	1,422	1,507	1,606	1,677
Other Undergraduates	2,496	2,672	2,727	2,723	2,698	2,904	2,955	3,069	3,223	3,380
Post-Baccalaureates	125	121	118	127	158	134	140	144	139	141
<b>Subtotal</b>	<b>13,855</b>	<b>13,794</b>	<b>13,815</b>	<b>13,864</b>	<b>13,814</b>	<b>14,059</b>	<b>14,085</b>	<b>14,252</b>	<b>14,488</b>	<b>14,764</b>

GRADUATE	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Master's	1,322	1,482	1,592	1,808	1,932	1,897	1,791	1,686	1,581	1,478
Research Doctoral	79	81	77	68	66	69	70	71	72	73
Professional Doctoral	187	217	222	222	225	234	239	243	247	249
<b>Subtotal</b>	<b>1,588</b>	<b>1,780</b>	<b>1,891</b>	<b>2,098</b>	<b>2,223</b>	<b>2,200</b>	<b>2,100</b>	<b>2,000</b>	<b>1,900</b>	<b>1,800</b>
<b>TOTAL</b>	<b>15,443</b>	<b>15,574</b>	<b>15,706</b>	<b>15,962</b>	<b>16,037</b>	<b>16,259</b>	<b>16,185</b>	<b>16,252</b>	<b>16,388</b>	<b>16,564</b>

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	10	12	12	11	11	.	.	.	.	.
PROJECTIONS	.	.	.	.	.	11	11	11	11	11

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

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

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	21	21	23	24	29	.	.	.	.	.
APPROVED GOALS	24	23	21	22	24	24	25	25	26	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
LOWER	6,178	6,283	6,356	6,379	6,295	6,327	6,556	6,568	6,646	6,756	6,884
UPPER	6,500	6,497	6,419	6,616	6,991	7,146	7,157	7,169	7,254	7,375	7,515
GRAD 1	964	1,074	1,166	1,253	1,449	1,601	1,572	1,484	1,397	1,310	1,225
GRAD 2	269	302	345	351	342	344	358	365	371	377	381
<b>TOTAL</b>	<b>13,910</b>	<b>14,156</b>	<b>14,286</b>	<b>14,600</b>	<b>15,077</b>	<b>15,418</b>	<b>15,643</b>	<b>15,586</b>	<b>15,668</b>	<b>15,818</b>	<b>16,005</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2031-32
<b>UNDERGRADUATE</b>											
All Distance (100%)	68	36	34	35	36	36	37	36	36	36	36
Primarily Dist. (80-99%)	1	1	0	0	0	1	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	2	2	2	3	2	3	3	3	3
Classroom (0-49%)	30	62	64	63	62	60	60	60	60	60	60
<b>GRADUATE</b>											
All Distance (100%)	67	57	59	57	59	60	61	63	63	63	63
Primarily Dist. (80-99%)	1	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	6	0	0	0	0	0	0
Hybrid (50-79%)	1	1	1	1	0	1	1	1	1	1	1
Classroom (0-49%)	31	41	41	42	34	39	38	36	36	36	36

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



## DEFINITIONS

### Performance Based Funding (PBF)

#### **PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

#### **PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

#### **PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:**

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

**PBF-4. Four Year FTIC Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

**PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis:** This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

**PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant:** This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

**PBF-8a: Graduate Degrees within Programs of Strategic Emphasis:** This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

**PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

**PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

**PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS:** This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

**PBF-10. FAU: Total Research Expenditures:** Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



## DEFINITIONS (cont.)

**PBF-10. FGPU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:**

Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

**PBF-10. FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Post doctorates in Science and Engineering (GSS).

**PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class:** The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

**PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10. UF: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PBF-10. UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-10. USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.



## DEFINITIONS (cont.)

### Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**PRE-F: Total Annual Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



## DEFINITIONS (cont.)

**PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences:** Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-H: National Ranking in Research Expenditures:** The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

**PRE-I: Utility Patents Awarded:** Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**PRE-J: Doctoral Degrees Awarded Annually:** Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

**PRE-K: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PRE-L: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PRE-M: Total Annual Science & Engineering Research Expenditures:** Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



## DEFINITIONS (cont.)

### Key Performance Indicators (KPI)

**Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings.

Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

**Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

**Percent of Bachelor's Degree Completers with Internships:** This metric is based on the percentage bachelor's degree completers annually who complete an internship course. These courses offer students opportunities to acquire or apply knowledge and skills in a supervised setting that simulates the conditions in which the knowledge and skills will be utilized. Source: State University Database System (SUDS).

**Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**Percent of Students Paying Excess Hours Fees:** This metric is based on the percentage of undergraduate students who are assessed excess hour fees during the academic year. Students are counted once per academic year if they incur the fee, regardless of the number of terms or courses in which the fee is applied. The percentage is calculated by dividing the number of students paying the fee by the total number of degree-seeking undergraduate students enrolled during the academic year. Source: State University Database System (SUDS).

**Annual Students Without Loans Rate:** This metric is based on the percentage of Florida resident undergraduates who did not receive a student loan as part of their financial aid disbursement in an academic year. Source: State University Database System (SUDS).

**Professional Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, Initial Teacher Preparation, Physician Assistant, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2030 System Strategic Plan calls for institutions to be in the top decile of scores compared to the average pass rate for the nation or state. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.



## DEFINITIONS (cont.)

**Bachelor's and Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

**National Academy Members:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**Total Research Expenditures (\$M):** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**Federal Research Expenditures (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by federal government sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**Research Expenditures from Business & Industry (\$M):** Research expenditures (in millions of dollars) for all research activities (including non-science and engineering activities) funded by business sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey

**Number of Licenses/Options Executed Annually:** Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**Annual Giving (\$):** Refers to new funds committed, including bequests, according to Council for Advancement and Support of Education (CASE) Global Reporting Standards. Source: CASE Voluntary Support of Education (VSE) Survey.



## DEFINITIONS (cont.)

**Cash to Debt:** This metric provides an indication of the financial health of the university by showing the base of cash and investments available to respond to unforeseen impacts on pledged revenues. The ratio is calculated by dividing all cash and investments by the total of bonds, leases, SPITA, and loans/notes.

**Days Cash on Hand:** This metric is a primary indicator of liquidity, measuring how long the university could continue operations if no additional revenues or cash inflows occurred. It is calculated by dividing unrestricted cash and investments by cash operating expenses (excluding non-cash pension expense), then multiplying by 365.

**Net Operating Revenues Ratio:** This metric reflects the university's operating margin in a given year by dividing adjusted operating surplus by adjusted operating revenues.

**Age of Plant Ratio:** This metric measures the average age of the university's capital assets, including buildings, infrastructure, and capital equipment. It is calculated by dividing accumulated depreciation by annual depreciation expense.

**Return on Net Assets (RONA) Ratio:** This metric indicates whether the university is better off financially than it was in the prior year by measuring the percentage increase in total net assets. It is calculated by dividing the change in net assets plus non-cash pension expense by adjusted beginning net assets.

**Shared Initiatives Savings:** This metric tracks cost savings achieved through coordinated university efforts to maximize efficiencies in the purchase of goods and services.

**Percent of Employees in Instruction/Research & Administration:** This metric is based on employee FTE, which represents the portion of full-time effort assigned for the length of the contract. It only includes state-funded employees. Percentages are calculated using all state-funded FTE as the denominator, with activity categories including Instruction/Research and Administration. Other categories not shown include Student Support, Services, and Operational Support.

**Bond Program Ratings:** This metric reflects ratings assigned to a university's bond or debt issuances by nationally recognized credit rating agencies, including S&P Global Ratings, Moody's Investors Service, and Fitch Ratings.



**Bond Program Ratings:**

Moody's	S&P	Fitch	Rating description		Credit Worthiness
Aaa	AAA	AAA	Prime	Investment grade	An obligor has <b>EXTREMELY STRONG</b> capacity to meet its financial commitments.
Aa1	AA+	AA+	High grade		An obligor has <b>VERY STRONG</b> capacity to meet its financial commitments. It differs from the highest-rated obligors only to a small degree.
Aa2	AA	AA			
Aa3	AA-	AA-			
A1	A+	A+	Upper-medium grade		An obligor has <b>STRONG</b> capacity to meet its financial commitments but is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.
A2	A	A			
A3	A-	A-			
Baa1	BBB+	BBB+	Lower-medium grade		An obligor has <b>ADEQUATE</b> capacity to meet its financial commitments. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitments.
Baa2	BBB	BBB			
Baa3	BBB-	BBB-			
Ba1	BB+	BB+	Non-investment grade, speculative	Non-investment grade aka: high-yield bonds aka: junk bonds	An obligor is <b>LESS VULNERABLE</b> in the near term than other lower-rated obligors. However, it faces major ongoing uncertainties and exposure to adverse business, financial, or economic conditions which could lead to the obligor's inadequate capacity to meet its financial commitments.
Ba2	BB	BB			
Ba3	BB-	BB-			
B1	B+	B+	Highly speculative		An obligor is <b>MORE VULNERABLE</b> than the obligors rated 'BB', but the obligor currently has the capacity to meet its financial commitments. Adverse business, financial, or economic conditions will likely impair the obligor's capacity or willingness to meet its financial commitments.
B2	B	B			
B3	B-	B-			
Caa	CCC	CCC	Extremely speculative		An obligor is <b>CURRENTLY VULNERABLE</b> , and is dependent upon favorable business, financial, and economic conditions to meet its financial commitments.
Ca	CC	CC	Default imminent		An obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> .
	C	C			The obligor is <b>CURRENTLY HIGHLY-VULNERABLE</b> to nonpayment. May be used where a bankruptcy petition has been filed.
C	D	D	In default		An obligor has failed to pay one or more of its financial obligations (rated or unrated) when it became due.



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

**Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits:** This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

**Full-Time Equivalent Enrollment by Course Level:** This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

**Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

**Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents pursuant to Board Regulation 7.006. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA





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