

UWFF

2017 Work Plan



University of West Florida
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

UWF BOT APPROVED 05-25-2017



INTRODUCTION

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

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods 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 the one-year metric goals. 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. PERFORMANCE BASED FUNDING METRICS
3. PREEMINENT RESEARCH UNIVERSITY METRICS
4. KEY PERFORMANCE INDICATORS
 - a. Teaching & Learning
 - b. Scholarship, Research and Innovation
 - c. Institution Specific Goals
5. ENROLLMENT PLANNING
6. ACADEMIC PROGRAM COORDINATION
7. UNIVERSITY REVENUES
8. TUITION, FEES AND HOUSING PROJECTIONS
9. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged community partner.

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.

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. UWF will manage growth strategically and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

2017 marks the University of West Florida's 50th anniversary. Over the last half century, UWF has evolved from a small upper division institution into a vibrant, distinctive, Doctoral Research University.

UWF's sixth president, Dr. Martha D. Saunders, was installed on April 21, 2017 by Board of Trustees Chairman, Mort O'Sullivan.

UWF will focus on strategic priorities associated with improving performance on key indicators and increasing the University's visibility and reputation.

In February 2017, Dr. Usha and Mahadeb Kundu gifted the university in excess of \$5 million to name the UWF College of Health. The college is named the *Usha Kundu, MD College of Health* in Dr. Kundu's honor. This is the second college in the institution's history to be named after a donor.

In March 2017, a donor (who asked to remain anonymous) provided a gift in excess of \$3 million for scholarships. This will enable the university to provide competitive funding for top student recruits and support many more students.

In April 2017, attorney and community advocate Fred Levin invested \$550,000 in the University of West Florida to establish the Reubin O'D. Askew Institute for Multidisciplinary Studies. The gift will also help the University purchase land to house the Institute. The Institute will substantially further UWF's leadership in STEAM initiatives - combined applications of science, technology, engineering, art and math. Activities within the Institute will include increased visibility of potential STEAM initiatives, partnerships with area schools and businesses, internships and research opportunities.

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.

Programs of Excellence - Identify, enhance, and develop programs of excellence for which the university can be known. Through strategic investment into programs aligning with workforce needs, UWF will lift its academic, research, and student achievement profile. These programs will be expected to recruit academically talented students who will be retained and graduate at a high rate. Exceptional faculty will be recruited who will bring distinction to the identified programs.

Student Success - Expansion and addition of programming designed to assist students to shortened time to degree. This will be done through enhanced pathways to success, predictive analytics, and improved advising. HIP such as undergraduate research, international programming, internships.

Access - Increase financial aid through corporate work-study programs and private resources. Increase distance learning offerings providing flexible and convenient alternatives for students. Strengthen 2 + 2 partnerships with state colleges for seamless access to baccalaureate and graduate degrees.



A. PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor’s Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	57.7	61.0	67.6	70.5	70.5	71.0	71.5

2. Median Wages of Bachelor’s Graduates Employed Full-time [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	\$32,900	\$35,400	\$36,700	\$38,168	\$38,931	\$39,709	\$40,504

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	\$15,120	\$15,460	\$16,340	\$15,523	\$15,058	\$14,606	\$14,168

4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
43.6	41.9	50.5	46.7	48.3	43.4	45.6	47.3	50.0

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
62.4	61.0	64.6	64.8	70.1	73.6	76.0	80.0	81.5

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
40.8	45.0	50.1	51.1	49.5	51.6	53.9	56.1	58.3

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

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
38.3	39.9	40.5	41.6	41.3	41.0	41.0	41.5	42.0

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
42.1	43.4	46.6	38.8	44.0	45.5	46.9	48.5	50.2

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	65.2	72.8	75.8	80.5	80.0	80.2	80.2	80.5

10. BOT Choice: Percent of Adult (Aged 25+) Undergraduates Enrolled

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
31.4	30.7	32.0	30.9	31.7	32.6	32.0	33.0	33.0

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



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

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

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

2013	2014	2015	2016	2017	2018	2019	2020	2021
0	0	0	0	0	X	X	X	X

2. Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
9	12	17	14	12	13	14	15	16

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1 of 1	1 of 1	1 of 1	0 of 1	1 of 1	1 of 1	1 of 1	1 of 1	1 of 1

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.7	4.6	4.7	4.5	4.6	4.6	4.5	4.4	4.3

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
27	27	27	22	22	26	29	31	33

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2,053	1,969	1,924	1,926	2,144	2,305	2,409	2,493	2,593

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
580	625	674	793	814	892	941	1,012	1,062

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16	15	17	18	18	20	21	22	23

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
31	32	31	32	32	32	32	33	33

10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
25	29	30	29	30	33	34	35	36

11. Percent of Bachelor's Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
27	31	36	38	40	40	41	42	43

12. Percent of Graduate Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
17	19	20	21	19	23	24	24	25



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
0	0	0	0	0	0	0	0	0

2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
0	1	0	0	0	0	0	0	0

3. Total Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16	19	20	31	41	39	40	42	45

4. Percentage of Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
85	76	69	43	30	38	40	41	42

5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
0	0	0	1	1	1	0	0	0

6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
5	1	0	2	0	0	0	0	0

7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
0	0	0	0	0	0	0	0	0



Institution Specific Goals (optional)

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

Goal 1. Improve student engagement and participation in "high-impact" learning experiences as measured on the National Survey of Student Engagement (NSSE).

PLEASE NOTE: the University's last survey submission was in 2014 when it was decided to administer it only every three years. It will now be administered every year. Benchmark should be established using the 2017 scores based on NSSE results released in November of 2017 and establish this as the baseline starting year.

	2013 ACTUAL	2014 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric: NSSE Results (participation rates) in two or more "High-Impact Practices" subsections for seniors	47.4%	43.9%	44.0%	46.0%	47.0%	48.0%

Improvement over prior reporting year in the percentage of seniors who are either currently involved or have completed 2 or more High Impact Practices at the University of West Florida for the reporting year. High Impact Practices as reported to the National Survey of Student Engagement (NSSE) by respondents must include at least 2 of the following subsections: 11c. Learning Community, 11e. Research with faculty, 11a. Internship or field experience, 11d. Study abroad, 11f. Culminating senior experience or 12. Service-Learning. National Survey of Student Engagement (NSSE) shall be conducted on an annual basis.

Goal 2. Increase Percent of Bachelor's Degrees in STEM & Health

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 GOALS	2017-18 GOALS	2018-19 GOALS	2019-20 GOALS
Metric: Increase Percent of Bachelor's Degrees in STEM & Health	37.9%	39.7%	40.0%	41.0%	42.0%	43.0%

Goal 3. Increase Percent of Undergraduate FTE in Online Courses

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 GOALS	2017-18 GOALS	2018-19 GOALS	2019-20 GOALS
Metric: Increase Percent of Undergraduate FTE in Online Courses	28.6%	30.0%	33.0%	34.0%	35.0%	36.0%

Goal 4. Increase Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 GOALS	Fall 2018 GOALS	Fall 2019 GOALS	Fall 2020 GOALS
Metric: Increase Percentage of Adult (Aged 25+) Undergraduates Enrolled	31.7%	32.6%	32.0%	32.0%	33.0%	33.0%



ENROLLMENT PLANNING (ACTUAL | PLAN)

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

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	4,574	4,430	4,356	4,272	4,106	4,089	4,108	4,034	3,873
FTIC (Profile Admit)	527	501	526	594	583	595	608	585	584
FCS AA Transfers	2,404	2,274	2,046	1,951	1,879	1,842	1,834	1,845	2,089
Other AA Transfers	300	300	297	262	312	318	320	336	339
Post-Baccalaureates	0	0	234	379	411	459	467	483	485
Other Undergraduates	2,153	2,249	2,232	2,329	2,349	2,335	2,307	2,290	2,296
Subtotal	9,958	9,754	9,691	9,787	9,640	9,638	9,643	9,573	9,665
GRADUATE									
Master's	1,744	1,843	2,020	2,026	2,289	2,466	2,476	2,669	2,754
Research Doctoral	186	147	158	251	318	321	324	335	366
Professional Doctoral	0	0	0	0	0	0	0	0	0
Subtotal	1,930	1,990	2,178	2,277	2,607	2,787	2,800	3,005	3,119
UNCLASSIFIED									
H.S. Dual Enrolled	32	36	35	50	54	59	68	57	58
Other ¹	760	827	723	694	678	617	784	850	834
Subtotal	792	863	758	744	732	677	852	908	893
TOTAL	12,680	12,607	12,627	12,808	12,979	13,102	13,295	13,486	13,677

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	2,174	2,582	2,545	2,434	2,559	2,793	2,929	3,087	3,225
Hybrid (50-79%)	1,827	1,095	1,308	250	276	236	257	265	262
Classroom (0-50%)	4,619	5,134	4,736	5,833	5,694	5,457	5,429	5,468	5,471
Subtotal	8,620	8,811	8,589	8,517	8,529	8,487	8,615	8,820	8,958
GRADUATE									
Distance (80-100%)	734	905	1,059	1,136	1,242	1,545	1,549	1,522	1,559
Hybrid (50-79%)	218	119	98	50	29	31	41	36	37
Classroom (0-50%)	401	407	393	447	377	294	320	394	382
Subtotal	1,353	1,431	1,550	1,633	1,648	1,870	1,910	1,952	1,978

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	2,919	2,736	2,754	2,782	2,887	2,831	2,862	2,894	1.0%
UPPER	4,221	4,252	4,319	4,408	4,523	4,467	4,517	4,562	1.1%
GRAD I	675	631	660	681	700	693	702	706	1.4%
GRAD II	47	51	53	55	55	47	42	46	-2.8%
TOTAL	7,863	7,670	7,787	7,925	8,164	8,038	8,124	8,208	1.1%
NON RESIDENT									
LOWER	391	411	419	440	420	409	450	452	1.5%
UPPER	499	473	510	538	509	504	549	551	1.5%
GRAD I	264	247	244	249	249	252	257	259	1.2%
GRAD II	18	23	20	18	14	12	13	13	-8.4%
TOTAL	1,172	1,154	1,193	1,245	1,191	1,176	1,268	1,275	1.3%
TOTAL									
LOWER	3,310	3,147	3,173	3,221	3,306	3,240	3,312	3,346	1.1%
UPPER	4,720	4,725	4,830	4,946	5,032	4,971	5,066	5,113	1.1%
GRAD I	940	878	904	930	948	945	959	966	1.3%
GRAD II	65	74	73	72	69	58	55	59	-4.2%
TOTAL	9,034	8,824	8,980	9,169	9,355	9,214	9,392	9,483	1.1%
NOT STATE FUNDABLE									
LOWER	74	85	80	83	82	84	85	85	1.2%
UPPER	424	530	532	570	538	574	586	589	2.1%
GRAD I	561	794	804	814	819	844	852	856	1.3%
GRAD II	82	124	129	136	142	141	143	146	2.5%
TOTAL	1,141	1,533	1,545	1,603	1,581	1,643	1,666	1,677	1.6%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Exercise Science	31.0505	STEM	FGCU, FAU, FSU	No	495	2017
Sport Management	31.0504		FSU, UF, UNF	No	145	2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Family Nurse Practitioner	51.3805	Healthcare	FIU	No	50	2017
DOCTORAL PROGRAMS						
None						



New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

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						
Computer Science	11.0701	STEM		No	100	2018
Education General	13.0101	Education	FAU, FGCU	Yes	90	2018
Human Resources Mgt	52.1001	Gap	FIU	Yes	30	2018
Information Security Mgt	52.1299	STEM	UF, FSU	No	30	2018
Construction Engineering Tech	15.0101	STEM	FAMU, FIU, UF, UNF	No	100	2018
Public Health	51.2201	Healthcare	USF, UNF, FIU, FSU, UF	Yes	144	2019
Healthcare Admin	51.0701	Healthcare	FAU, FIU, UCF, UNF	Yes	151	2019
Civil Engineering	14.0801	STEM	FAMU, FAU, FSU, UF, FIU, USF, UCF	No	150-200	2019
Materials Science	10.1001	STEM		No	100	2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Physician Assistant	51.0912	Healthcare	UF, FAMU	Yes	50	2018
Engineering	14.0100	STEM		Yes	50	2018
Human Resources Mgt	52.1001	Gap	FIU	Yes	45	2018
Public Administration	44.0401		FAU, FGCU, FIU, FSU, UCF, UNF, USF	Yes	45	2019
Athletic Training	51.0913	Healthcare	FIU, USF-T	No	50	2019
Epidemiology	26.1309	STEM	UF	Yes	50	2019
Environmental Health	51.2202	Healthcare	UF	Yes	100	2019
DOCTORAL PROGRAMS						
Instructional Technology	13.0501	STEM	FSU	Yes	50	2018
Nursing Practice	51.3818	Healthcare	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	Yes	10-12	2019
Intelligent Systems & Robotics	11.0102	STEM		No	25	2020
Public Health	51.2201	Healthcare	FAMU, FIU, UF, USF-T	Yes	30	2020



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimated
Main Operations		
State Funds	\$ 114.2	\$ 110.2
Tuition	\$ 43.7	\$ 45.8
SUBTOTAL	\$ 157.9	\$ 156.0
EDUCATION & GENERAL TOTAL REVENUES	\$ 157.9	\$ 156.0
<p>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).</p>		
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 24.5	\$ 25.5
Contracts & Grants	\$ 20.5	\$ 22.7
Local Funds	\$ 94.6	\$ 93.2



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: UWF <i>Undergraduate Students</i>	-----Actual-----			-----Projected-----			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	38.88	38.88	38.88	38.88	38.88	38.88	38.88
Total Base Tuition & Differential per Credit Hour	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57
Health	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52
Athletic	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03
Total Tuition and Fees per Credit Hour	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		-	-	-	-	-	-
Total Tuition for 30 Credit Hours	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50
Total Fees for 30 Credit Hours	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90
Total Tuition and Fees for 30 Credit Hours	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45
Total per credit hour	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70
Total Fees for 30 Credit Hours	\$2,654.40	\$2,654.40	\$2,654.40	\$2,654.40	\$2,654.40	\$2,654.40	\$2,654.40
Total Tuition and Fees for 30 Credit Hours	\$19,241.10	\$19,241.10	\$19,241.10	\$19,241.10	\$19,241.10	\$19,241.10	\$19,241.10
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴	\$9,324.00	\$9,488.00	\$9,580.00	\$9,676.00	\$9,774.00	\$10,050.00	\$10,334.00
\$ Change		\$164.00	\$92.00	\$96.00	\$98.00	\$276.00	\$284.00
% Change		1.8%	1.0%	1.0%	1.0%	2.8%	2.8%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee. Amount reported is amount in addition to in state fee.

² as approved by the Board of Governors.

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

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)
One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

2. Median Wages of Bachelor's Graduates Employed Full-time
One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

4. Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

5. Academic Progress Rate
*2nd Year Retention
with GPA Above 2.0*

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

6. University Access Rate
*Percent of Undergraduates
with a Pell-grant*

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

7. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



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: Accountability Report (Table 5C).

8b. Freshmen in Top 10% of High School Class
Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).

BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours

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

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

9b. Number of Faculty Awards

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual ‘Top American Research Universities’ report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

9c. National Ranking for University

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

10b. Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

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



<p>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU</p>	<p>This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.</p>
<p>10d. Percent of Undergraduate Seniors Participating in a Research Course NCF</p>	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.</p>
<p>10e. Number of Bachelor Degrees Awarded Annually UCF</p>	<p>This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).</p>
<p>10f. Number of Licenses/Options Executed Annually UF</p>	<p>This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.</p>
<p>10g. Percent of Undergraduate FTE in Online Courses UNF</p>	<p>This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).</p>
<p>Number of Postdoctoral Appointees USF</p>	<p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
<p>Percentage of Adult Undergraduates Enrolled UWF</p>	<p>This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).</p>

Preeminent Research University Funding Metrics

<p>Average GPA and SAT Score</p>	<p>An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').</p>
<p>Public University National Ranking</p>	<p>A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.</p>



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor’s Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor’s Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor’s Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

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: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
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 annual Accountability Report (table 6A).