

**2018**  
**Accountability Plan**

UNIVERSITY OF  
SOUTH FLORIDA  
ST. PETERSBURG



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



## INTRODUCTION

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

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

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



## TABLE OF CONTENTS

1. **STRATEGY**
  - a. Mission & Vision Statements, p. 3
  - b. Statement of Strategy, p. 4
  - c. Strengths and Opportunities, p. 5
  - d. Key Initiatives & Investments, p. 6-7
  - e. Key Achievements for Last Year, p. 8-9
2. **PERFORMANCE BASED FUNDING METRICS**, p. 10-11
3. **KEY PERFORMANCE INDICATORS**
  - a. Teaching & Learning, p. 12-13
  - b. Scholarship, Research and Innovation, p. 14-15
  - c. Institution Specific Goals, p. 16
4. **ENROLLMENT PLANNING**, p. 17-18
5. **ACADEMIC PROGRAM COORDINATION**, p. 19
6. **DEFINITIONS**, p.20-25



## MISSION STATEMENT *(What is your purpose?)*

The mission of the University of South Florida St. Petersburg is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, USF St. Petersburg reflects a distinctive identity and mission, while contributing to and benefiting from the association, cooperation, and shared resources of a premier national research university.

## VISION STATEMENT *(What do you aspire to?)*

Faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching, and service. USF St. Petersburg will be a premier urban institution recognized for its vibrant community of scholars who engage and improve the community.



## 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.*

The USF System Strategic Plan and USF St. Petersburg’s mission and vision have informed our long-term strategy, which includes six strategic goals:

- Distinctive Identity
- Student Success and Culture
- Faculty Excellence in Teaching and Research
- Strategic Partnerships
- Infrastructure to Meet Current and Future Needs
- Sustainable Funding

As part of the USF System and as Pinellas County’s only public university, USF St. Petersburg has the advantages that come from the support provided by a large public research university. USF St. Petersburg offers small classes in a close-knit learning community within downtown St. Petersburg with a growing distinctiveness in environmental sustainability. It is important to maintain these distinct advantages as we move toward accreditation consolidation of the USF system.

Therefore, over the coming months, USFSP employees will engage with USF system colleagues regarding the programmatic, organizational, and mission related changes necessitated by consolidation. USFSP leadership will be heavily engaged in the St. Petersburg community, to ensure their understanding of the benefits of consolidation to USFSP students, the USFSP campus and Pinellas County as a whole.

To continue nurturing its distinct identity and achieve the expectations of a preeminent research university with high quality teaching centered on student success, USF St. Petersburg will continue its focus on student performance and discovery, faculty teaching, scholarship and research, a relationship-based campus culture, and expansion of strategic partnerships. USF St. Petersburg pursues these goals by providing the organizational infrastructure and dedicated funding to those priorities. For example, USF St Petersburg has invested substantial resources, and will continue to invest resources, in new initiatives that enhance student academic progress and student completion as measured by the four and six year graduation rates.

Achieving those goals means expanding students’ experiential learning opportunities through internships, civic engagement, education abroad, and other learning experiences outside the classroom. It means providing scholarships to encourage students to enroll and succeed at USF St Petersburg and to access to a world-class education. It means creating partnerships with business and industry, civic and non-profit organizations, and other educational institutions so that we maximize the impact of our degree programs, research efforts and campus activities within the Tampa Bay region, particularly in Pinellas County. It also means that USFSP must continue to provide the technological and infrastructure for our campus and students to flourish and for our faculty and staff to excel.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF St. Petersburg's core capabilities include excellence in teaching, learning through innovative methods and technology, data-based decision making that refines and improves initiatives, a close-knit community that provides high levels of faculty-student interaction, an entrepreneurial spirit, and strong, collaborative community support. We provide our students with an intellectual environment that promotes experiential learning and research opportunities to prepare them to become critical thinkers and skilled professionals.

USF St. Petersburg's strengths and opportunities include a distinguished faculty and dedicated administration and staff, all highly committed to student success. Another strength is the unique location, settled on the waterfront in the heart of St. Petersburg's Innovation District. Just steps from downtown's financial industries and arts, and adjacent to premier health facilities, USF St. Petersburg offers rich community experiences as well as learning and employment opportunities for students that can only come with being in a growing and vibrant city. We are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong, growing, and innovative community partnerships provide exceptional opportunities to gain feedback about our programs and curriculum in order to meet employer and community needs. By developing appropriate support structures and expanded partnerships, our faculty is able to advance student learning through research and creative activities, the securing of external funds through grants and contracts, and by providing an ever increasing number of internship and other experiential learning opportunities for students.

As we grow our reputation and become the first choice for prospective students, we are balancing regional needs, student interests, and campus capacity to provide an array of forward-thinking programs, degrees, and services within the existing USFSP Master Academic Plan and the USF System Master Academic Plan. This goal requires us to actively recruit students who reflect the diversity of our region. It also requires implementation of new retention initiatives to ensure that students who start at USF St. Petersburg progress and graduate within four years, and are prepared to earn advanced degrees or enter the workforce.

USFSP will ensure that our students' employment opportunities and pathways into graduate school reverse the one year decline in the PBF metric reflecting the number of graduates employed/enrolled in graduate school. USFSP implemented Handshake last year and aggressively worked to engage new students in our career services center; filled the career fairs offered on campus to capacity for the first time; secured and provided over 200 new internship opportunities for students (a 32% increase over previous year); and launched a new master's program in Conservation Biology while getting approval for two new bachelor degree programs that provide a pipeline of students into graduate programs offered by USF Tampa. We believe that these actions and a continued expansion of experientially based opportunities for students will positively impact students as they secure careers and apply to graduate school.

We continue to develop our identity and the infrastructure needed to fully realize our potential. Although we see many advantages of being a metropolitan institution, our location also limits our physical expansion. As the number of new STEM and programs of strategic emphasis grows, we will need additional teaching and laboratory space as well as scholarship support for our students.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

### 1. Grow academic programs - and access to those programs - in areas of strategic emphasis.

USF St. Petersburg is dedicated to addressing students' academic and career interests as well as catering to employer needs by growing and creating programs that meet current and future demands. The following initiatives are planned in an effort to grow our programming:

- a) As part of its Master Academic Plan, USFSP has several programs it envisions growing over the next five years, including BOT approved new Bachelor's degrees in Computational and Applied Mathematics and Sustainability Studies, and the a new program proposal next year in Environmental Chemistry. With the USF system accreditation consolidation, we will also have opportunities to provide programs on our campus that meet local needs and already exist with the USF system such as nursing, insurance, hospitality, computer science, and technology/engineering related.
- b) In accordance with the Board of Governors Strategic Plan for Online Education and via the Online Learning and Instructional Technology Services (OLITS), a total of 31 classes have received Quality Matters certification, the second highest number in the Florida State University System, and we will continue to lead the way in QM certification of online courses.
- c) USFSP is strengthening the FUSE program offerings with St. Petersburg College from 16 to 19 and expanding FUSE to other institutions to provide greater access to baccalaureate and graduate degrees for regional students, including offering FUSE scholarships for the first time.

### 2. Implement strategies that lead to increases in retention and a higher rate of graduation within four years.

The Strategic Enrollment Management team, representing departments across campus, is developing new initiatives to enhance the student academic progress rate and four and six-year graduation rates, as well as fostering student success through increased social, wellness and recreational opportunities and services for all students. These initiatives include:

- a) Working with USF Tampa to enhance the use of the Archivum Insights online platform that allows cross departmental referrals and increases collaboration among staff and faculty for student success and retention.
- b) Providing students with greater experiential learning opportunities, via initiatives such as Ex Labs and collaborations with the Dali Museum and other prominent partners in the Innovation District, and building a Summer Excursions program for students prior to each academic year.
- c) Improving scheduling practices by identifying barriers for on-time course completion based on inefficient scheduling and then implementing a new class schedule that substantially reduces class scheduling conflicts by fall 2019.
- d) Hiring of two new mental health professionals, expansion of services and programs, and taking steps to ensure a proper ratio of professionals per student in order to address the mental health needs of our students.



### 3. Designing a campus for the 21<sup>st</sup> century: Upgrades to physical and technological infrastructure.

USF St. Petersburg is planning for strategic and sustainable growth that optimizes space and facilities for academic, residential and community needs. The university is revamping and upgrading infrastructure and technology that will appeal to current students and provide them the resources to excel in their chosen field. Some of these improvements include:

- a) Building a new state-of-the-art immersive STEM and Innovation lab within College of Education that will open in the fall of 2018.
- b) Opening a new externally funded Wealth Management Center in the Kate Tiedemann College of Business in the fall of 2018 that will offer students a state-of-the-art venue to analyze stocks, refine investment pitches to industry veterans and apply skills learned in class towards managing clients' actual wealth.
- c) Finalize planning for the renovation of Davis Hall, one of the main academic buildings on campus, and launch phase one of the remodeling spring of 2019.
- d) Continue working with USF system to redefine and secure funding for the new student residential facility.
- e) Move to the next phase in the USF St. Petersburg waterfront master plan that transforms the waterfront into a more welcoming and engaging space for collaboration, teaching, and learning.





## Key Achievements for 2016-17

### STUDENT ACHIEVEMENTS

1. Since the 2013-14 academic year, all credit-bearing student internships have risen by 32%, from 493 to 650 placements at the end of the 2016-17 academic year.
2. Elementary Education major Heather Hammerling received the Fanchon Funk Scholar Award from the Florida Association of Teacher Educators, given to those educators emerging with high qualifications into the profession.
3. Eighty students in the Kate Tiedemann College of Business collaborated with the Suncoast Sierra Club on its *100% St. Pete* campaign, in which students developed tactics to get citizens involved in climate action planning.

### FACULTY ACHIEVEMENTS

1. *La Florida: The Interactive Digital Archive of the Americas*, developed by Dr. J. Michael Francis, the Hough Family Endowed Chair of Florida Studies, sheds light on Spanish colonial Florida and events of America's earliest beginnings and has attracted substantial support from academic and cultural institutions in Spain.
2. Biologist Dr. Norine Noonan was named a member of the ad-hoc Committee to Review the Planetary Protection Policy Development Processes for the National Academies of Science, Engineering, and Medicine.
3. Dr. Joseph Smoak received a grant of \$1.3 million from the U.S. Department of Agriculture for his research project titled “Organic Carbon Biomass, Burial, and Biogeochemistry in Blue Carbon Ecosystems Along the South Florida Coast: Climate Change and Anthropogenic Influences.”

### RESEARCH ACHIEVEMENTS

1. Dr. Thomas Smith, Associate Professor of Political Science, published his book “Human Rights and War Through Civilian Eyes,” which focused on the impact of the Iraq and Gaza wars on noncombatants. The book was a finalist for the 2017 International Studies Association Human Rights Section Book Award
2. Biologist Dr. Heather Judkins took part in a Deep-Pelagic Nekton Dynamics (DEEPEND) Consortium cruise with researchers from institutions around the U.S. that explored the deep ocean layers of the northern Gulf of Mexico and allowed Judkins to explore, analyze and publish on many aspects of cephalopod systematics, biogeography and other collaborative effects. The DEEPEND Consortium was created in response to the Deepwater Horizon oil spill of 2010 to allow researchers to examine deep sea biodiversity.
3. MBA Students Trevor Tillwick and Chris Palko, under the direction of Associate Dean of the Kate Tiedemann College of Business Dr. Gary Patterson, conducted an extensive housing and employment study for the working class Lealman district in Pinellas County that helped streamline which strategies had a greater likelihood of success in combating economic blight. This research was encouraged by Florida State Senator Jeff Brandes.



### PROGRAM ACHIEVEMENTS

1. A new Master of Science in Conservation Biology degree program launched as the only M.S. thesis-based degree of its kind in the State University System of Florida.
2. A partnership with the AMERI-CAN International Academy in China has allowed several students the opportunity to teach English and other subjects in Weifang City, China.
3. New partnerships with three universities in Malaysia for their American Degree Program students to transfer to USFSP.
4. The College of Education created the Educational Studies pathway program for careers external to the K-12 classroom.
5. The national launch of *La Florida: The Interactive Digital Archive of the Americas* in Washington D.C. gained national and statewide media attention and has been proclaimed by Spanish embassy leadership as a program that will “significantly impact our understanding of the Spanish colonial history of the southeastern U.S.”

### INSTITUTIONAL ACHIEVEMENTS

1. The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall opened as the new home of the Kate Tiedemann College of Business in January, 2017. The Hall is named after philanthropist Lynn Pippenger, who gave a \$5 million gift to the institution in 2016.
2. USF St. Petersburg hit a new high with research expenditures of above \$4.5 million and awards of over \$5 million, continuing our upward trend in external funding.
3. The university partnered with the City of St. Petersburg to launch a Climate Action Plan for reducing baseline Greenhouse Gas emissions by 50 percent by 2035 and to achieve carbon neutrality by 2050.



## PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	61.1	67.1	69.0	63.1	.	.	.	.
APPROVED GOALS	.	.	.	69.0	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	70.0	71.0	72.0	73.0

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,900	34,800	35,400	36,800	.	.	.	.
APPROVED GOALS	.	.	.	.	36,600	37,200	37,800	38,400	.
PROPOSED GOALS	.	.	.	.	.	37,200	38,200	39,200	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS									
PROPOSED GOALS									

Data Reported at the USF System Level Only

### 4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	34.1	30.7	33.0	32.5	41.3	.	.	.	.
ACTUAL Graduated Same Campus	23.1	22.1	20.8	18.6	30.0	.	.	.	.
APPROVED GOALS	.	.	.	.	30.0	40.0	45.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.0	50.0	55.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	73.1	74.2	76.4	73.4	76.5	.	.	.	.
ACTUAL Retained Same Campus	57.3	61.6	66.9	65.5	75.6	.	.	.	.
APPROVED GOALS	.	.	.	68.0	73.0	78.0	83.0	88.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	83.0	88.0	90.0



## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.9	36.5	42.3	43.3	46.6	.	.	.	.
APPROVED GOALS	.	.	.	43.0	44.0	45.0	47.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	47.0	48.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	39.2	40.0	43.3	42.3	40.6	.	.	.	.
APPROVED GOALS	.	.	.	40.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.7	33.5	29.7	28.4	29.5	.	.	.	.
APPROVED GOALS	.	.	.	30.2	30.2	30.2	30.2	30.2	.
PROPOSED GOALS	.	.	.	.	.	30.2	30.5	31.0	31.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.2	67.9	69.4	76.5	76.9	.	.	.	.
APPROVED GOALS	.	.	.	70.0	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	79.0	80.0	80.0

### 10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2



## KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS	Data Reported at the USF System Level Only								
PROPOSED GOALS									

### Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	17.3	17.9	14.0	19.0	17.5	.	.	.	.
APPROVED GOALS	.	.	.	12.0	20.0	23.0	26.0	29.0	.
PROPOSED GOALS	.	.	.	.	.	23.0	30.0	33.0	35.0

### Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.2	4.5	4.1	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.1

### Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	60.2	53.2	59.8	51.1	54.9	.	.	.	.
ACTUAL Graduated Same Campus	41.4	31.6	38.3	36.8	35.2	.	.	.	.
APPROVED GOALS	.	.	.	42.0	36.0	39.0	45.0	54.0	.
PROPOSED GOALS	.	.	.	.	.	39.0	45.0	54.0	55.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	826	821	825	882	943	.	.	.	.
APPROVED GOALS	.	.	855	886	913	928	943	960	.
PROPOSED GOALS	.	.	.	.	.	928	943	960	970



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	143	167	222	211	217	.	.	.	.
APPROVED GOALS	.	.	.	225	225	230	235	240	.
PROPOSED GOALS	.	.	.	.	.	230	235	240	250

#### Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	17	18	22	21	.	.	.	.
APPROVED GOALS	.	.	.	20	22	24	26	26	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

#### Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	31	33	32	29	29	.	.	.	.
APPROVED GOALS	.	.	.	33	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30

#### Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	33	32	32	32	34	.	.	.	.
APPROVED GOALS	.	.	.	32	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

#### Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	9	15	21	22	.	.	.	.
APPROVED GOALS	.	.	.	19	21	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	24	26	28	30

#### Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	2	1	3	3	.	.	.	.
APPROVED GOALS	.	.	.	2	3	3	5	5	.
PROPOSED GOALS	.	.	.	.	.	3	5	5	7



**KEY PERFORMANCE INDICATORS (CONTINUED)**

**Scholarship, Research and Innovation Metrics**

**National Academy Memberships**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

**Faculty Awards**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	2	0	1	0	0	0	0	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

**Total Research Expenditures (\$M)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

**Percentage of Research Expenditures Funded from External Sources**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

**Utility Patents Awarded [from the USPTO]**

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

**Number of Licenses/Options Executed Annually**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									



**KEY PERFORMANCE INDICATORS** *(CONTINUED)*

**Scholarship, Research and Innovation Metrics**

**Number of Start-up Companies Created**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									





## KEY PERFORMANCE INDICATORS (CONTINUED)

### Institution Specific Goals

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

#### 1. Bachelor's Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
304	309	356	387	453	436	453	470	485

#### 2. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
18%	18%	22%	24%	26%	28%	29%	30%	31%

#### 3. Maintain Carnegie Community Engagement Classification

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes



## ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	1,624	1,501	1,593	1,745	1,851	1,865	1,870	1,875	1,880
FTIC (Profile Admit)	12	17	16	14	9	15	16	16	17
FCS AA Transfers	1,193	1,188	1,232	1,213	1,227	1,250	1,280	1,310	1,340
Other AA Transfers	253	239	232	218	266	270	275	280	285
Post-Baccalaureates	-	153	134	126	138	140	142	145	147
Other Undergraduates	868	737	738	712	674	680	685	690	700
<b>Subtotal</b>	<b>3,950</b>	<b>3,835</b>	<b>3,945</b>	<b>4,028</b>	<b>4,165</b>	<b>4,220</b>	<b>4,268</b>	<b>4,316</b>	<b>4,369</b>
<b>GRADUATE</b>									
Master's	552	530	540	556	567	580	592	604	616
Research Doctoral	-	-	-	-	-	-	-	-	-
Professional Doctoral	-	-	-	-	-	-	-	-	-
<b>Subtotal</b>	<b>552</b>	<b>530</b>	<b>540</b>	<b>556</b>	<b>567</b>	<b>580</b>	<b>592</b>	<b>604</b>	<b>616</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	-	-	-	-	-	-	-	-	-
Other <sup>1</sup>	238	231	264	221	249	250	255	260	265
<b>Subtotal</b>	<b>238</b>	<b>231</b>	<b>264</b>	<b>221</b>	<b>249</b>	<b>250</b>	<b>255</b>	<b>260</b>	<b>265</b>
<b>TOTAL</b>	<b>4,740</b>	<b>4,596</b>	<b>4,749</b>	<b>4,805</b>	<b>4,981</b>	<b>5,050</b>	<b>5,115</b>	<b>5,180</b>	<b>5,250</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.



## ENROLLMENT PLANNING (CONTINUED)

### FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
<b>RESIDENT</b>										
LOWER	1564	1381	1220	1325	1392	1406	1420	1433	1448	1463
UPPER	2400	2333	2300	2200	2175	2228	2283	2341	2391	2455
GRAD I	369	401	426	424	413	401	411	418	426	435
GRAD II	1	2	1	1	2	0	0	0	0	0
<b>TOTAL</b>	<b>4335</b>	<b>4117</b>	<b>3947</b>	<b>3951</b>	<b>3982</b>	<b>4035</b>	<b>4114</b>	<b>4192</b>	<b>4271</b>	<b>4353</b>
<b>NON-RESIDENT</b>										
LOWER	50	56	51	63	91	70	72	74	76	78
UPPER	57	61	69	82	110	100	105	110	115	120
GRAD I	17	26	13	16	17	15	17	19	22	24
GRAD II	0	0		0	1	0	0	0	0	0
<b>TOTAL</b>	<b>124</b>	<b>144</b>	<b>133</b>	<b>162</b>	<b>219</b>	<b>185</b>	<b>194</b>	<b>203</b>	<b>213</b>	<b>222</b>
<b>TOTAL</b>										
LOWER	1614	1437	1270	1389	1483	1476	1492	1507	1524	1541
UPPER	2457	2394	2369	2282	2284	2328	2388	2451	2512	2575
GRAD I	386	427	439	441	430	416	428	437	448	459
GRAD II	1	2	1	1	4	-	-	-	-	-
<b>TOTAL</b>	<b>4459</b>	<b>4260</b>	<b>4080</b>	<b>4112</b>	<b>4201</b>	<b>4220</b>	<b>4308</b>	<b>4395</b>	<b>4484</b>	<b>4575</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 that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	1,347	1,228	1,172	1,183	1,279	1,275	1,301	1,327	1,354	1,381
Hybrid (50-79%)	37	67	82	39	94	40	40	41	41	42
Classroom (0-50%)	2,688	2,537	2,386	2,449	2,394	2,489	2,539	2,590	2,641	2,693
<b>Subtotal</b>	<b>4,072</b>	<b>3,832</b>	<b>3,640</b>	<b>3,671</b>	<b>3,767</b>	<b>3,804</b>	<b>3,880</b>	<b>3,958</b>	<b>4,036</b>	<b>4,116</b>
<b>GRADUATE</b>										
Distance (80-100%)	154	183	203	203	238	220	228	233	240	247
Hybrid (50-79%)		4	19	3	6	3	3	3	3	3
Classroom (0-50%)	234	242	219	235	189	193	197	201	205	209
<b>Subtotal</b>	<b>387</b>	<b>428</b>	<b>440</b>	<b>442</b>	<b>434</b>	<b>416</b>	<b>428</b>	<b>437</b>	<b>448</b>	<b>459</b>

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



**ACADEMIC PROGRAM COORDINATION**

**New Programs For Consideration by University in AY 2018-19**

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019

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

**DOCTORAL PROGRAMS**

**New Programs For Consideration by University in 2019-21**

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS</b>						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020

**DOCTORAL PROGRAMS**



## GLOSSARY

### Performance Based Funding

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

One Year After Graduation

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

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

One Year After Graduation

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

#### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

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

#### 4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

#### 5. Academic Progress Rate

2nd Year Retention  
with 2.0 GPA or Above

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



<p><b>6. University Access Rate</b> <i>Percent of Undergraduates with a Pell-grant</i></p>	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).</p>
<p><b>7. Bachelor's Degrees within Programs of Strategic Emphasis</b></p>	<p>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).</p>
<p><b>8a. Graduate Degrees within Programs of Strategic Emphasis</b></p>	<p>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).</p>
<p><b>8b. Freshmen in Top 10% of High School Class</b> Applies only to: NCF</p>	<p>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.</p>

**BOG Choice Metric**

<p><b>9. Percent of Bachelor's Degrees Without Excess Hours</b></p>	<p>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).</p>
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**BOT Choice Metrics**

<p><b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU</p>	<p>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).</p>
<p><b>10b. Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU</p>	<p>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>



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

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System
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<b>Public University National Ranking</b>	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.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
<b>6-year Graduation Rate (Full-time, FTIC)</b>	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.
<b>National Academy Memberships</b>	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.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	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.
<b>Patents Awarded (3 calendar years)</b>	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
<b>Number of Post-Doctoral Appointees</b>	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 Post-doctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.





## Key Performance Indicators

### Teaching & Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board’s 2025 System Strategic Plan calls for all institutions to be above or tied the exam’s respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
<b>Six-Year Graduation Rates</b>	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes ‘early admits’ students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
<b>Bachelor’s and Graduate Degrees Awarded</b>	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria. Source: State University Database System (SUDS).
<b>Bachelor’s Degrees Awarded To African-American and Hispanic Students</b>	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).



<b>Adult (Aged 25+) Undergraduates Enrolled Fall term</b>	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
<b>Percent of Undergraduate FTE Enrolled in Online Courses</b>	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
<b>Percent of Bachelor's And Graduate Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

### Scholarship, Research & Innovation Metrics

<b>National Academy Members</b>	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.
<b>Faculty Awards</b>	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.
<b>Total Research Expenditures (\$M)</b>	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).
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	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).
<b>Utility Patents Awarded</b>	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation.