

# USF TAMPA 2017 Work Plan



**University of South Florida - Tampa**

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

**BOARD OF TRUSTEES APPROVED - JUNE 8, 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.*



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## MISSION STATEMENT (What is your purpose?)

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

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

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

## 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.*

As a Carnegie-classified Doctoral Research University, Highest Research Activity, USF attracts students and faculty of the highest caliber. Designated as an Emerging Preeminent university in 2016, USF continues its forward progress towards meeting criteria for Preeminence and developing a profile consistent with that of AAU institutions. We do this by maintaining a laser-like focus on our strategic goals of student success, research and innovation, and partnerships, at the regional, national and global levels.

USF's strategy is driven by its commitment to accountability and with guidance from both our own strategic plan and the State University System of Florida Board of Governors' (BOG) Strategic Plan. The resulting roadmap, which is informed through benchmarking ourselves against both current and aspirational peers, guides us as we balance our priorities, allowing us to realize improvements in both performance-based funding and preeminence criteria, which in turn, elevates our profile as we strive to be positioned for AAU eligibility. USF was recently ranked by *The Times Higher Education* 8<sup>th</sup> among American public and private "Golden Age Universities," the first ranking solely focused on higher education institutions founded between 1945 and 1966.



The USF Board of Trustees and university leadership use a detailed planning, performance, and accountability matrix, to continuously track performance and align resources with strategies that can most effectively expand educational access, student success, innovative and impactful research, and both local and global partnerships. Through a clear focus on planning and the tracking of performance, with an expectation of accountability, informed resource allocation assures that maximum impact is achieved.

USF is steadfastly committed to student success evident in our recent recognition by *The Education Trust* as the No. 1 University in Florida, and No. 6 in the nation for Black Student Success, as demonstrated through the elimination of the completion gap between black and white students. Equally important is our focus on ensuring that all of our students are well prepared to compete in today's competitive and fast-paced workplace environment, a commitment underscored by the fact that USF leads the SUS in the percentage of students employed or continuing their education one year after graduation and in the percentage of students (undergraduate and graduate) earning a degree in areas of strategic emphasis. USF continues to strengthen its career preparedness initiatives and our efforts toward meeting the Ready, Set, Work challenge put forth last year by our Governor including the expansion of required and optional experiential learning and internship opportunities and additional career fairs (employer participation up an average of 63 percent and student participation up an average of 27 percent).

USF is also working to meet the growing workforce needs in health care through the establishment of strategic partnerships with the health care community. Last fall, the Morsani College of Medicine brought in its strongest student cohort to date, with an average MCAT score of 34, placing it in the top quintile of all medical schools in the country. The education of our medical students, as well as students across healthcare, including those in pharmacy, public health and nursing, will be enhanced through the new Morsani College of Medicine and USF Heart Health Institute in downtown Tampa which is progressing as planned. As part of the re-envisioned Channelside District, the new facility will create opportunities for unprecedented research, education and healthcare synergies and collaborations with health professionals throughout Tampa's metropolitan core and at USF's main teaching hospital, Tampa General Hospital.

In addition to increased research opportunities afforded through these new partnerships, USF continues to perform groundbreaking research and innovation aligning with our designation by the National Science Foundation as an Innovation Corps (I-Corps) site, one of only 36 sites nationally, and only the second in Florida. In 2016 USF registered 105 new patents, 133 licenses and options, and nine new startup companies. Furthermore, the USF Tampa Bay Technology Incubator is now home to over 60 companies, with a combined \$73.2M in funding, \$37.1M in sales, and has created over 230 jobs.

These accomplishments are noteworthy and highlight our continuous improvements in both performance funding and preeminence criteria, attesting to the balanced dedication of USF's faculty, staff, and leadership to the teaching, research, and public service missions of the institution.



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

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

One of USF's core strengths is its ability to remain agile and adapt quickly to the evolving needs of its students and other key stakeholders, including our community, state leaders, and the Board of Governors. USF continually seeks new opportunities to improve and to innovate. One example of this is USF's use of predictive analytics, to help identify students in need of additional support from our cross-functional Care Team. By reviewing real-time individual student data, USF can preemptively engage with students long before impacting their path to graduation.

Our world-class faculty and students are engaged in groundbreaking research on a daily basis that aims to address our most pervasive problems and to create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF to continue to be one of the most productive research universities in Florida, which helped lead to our being recognized by the Florida Legislature, the Governor, and the Board of Governors through the designation of USF as an Emerging Preeminent institution in 2016.

We appreciate the opportunity to present the strategies that will allow us to continue to make progress towards meeting the preeminence designation that reflects USF's research mission, along with the strategies that allow us to continue our focus on meeting PBF goals and continue our commitment to undergraduate student access and success.

Our challenge remains our ability to sustain momentum in student success and research productivity as we continue to optimize budget efficiencies.





## 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 Graduate well-educated global citizens through a continued commitment to student success.** USF remains dedicated to the success of our students and is committed to providing unfettered access to high-quality, competitive, relevant and globally informed academic programs and experiential learning opportunities that prepare students to successfully compete in today's rapidly changing workplace. This commitment is supported by our efforts to continuously refine and advance student success through proactive advising, research opportunities at every level, and a career-readiness model that focuses on real-world experience and developing deliberate curriculum to career pathways. USF will continue to invest in predictive analytics to better monitor students' academic performance, and ensure that they are on a timely path to graduation. Enhancing the rigor, relevance, and coherence of general education together with a more fully integrating high impact practices (including internships, undergraduate research, and education abroad) remains a high priority. USF continues to advance its global focus through our Quality Enhancement Plan (QEP) engaging faculty, students, and staff throughout the university. The QEP works to enhance curriculum across USF with global, cross-cultural perspectives and to ensure that every student has an opportunity for a global experience – whether through a technology-enabled global classroom, a study abroad experience, or meaningful interactions with international students and cultures. Additionally, in alignment with the Florida Board of Governors' 2025 Strategic Plan for Online Education, USF is committed to expanding the portfolio of online offerings to increase access to higher education, helping to create a strong workforce and to attract businesses that provide the high-skill, high-wage jobs that drive today's economy. Designing ways in which technology and media-rich online delivery can increase student success (course completion, retention, and graduation) through engaged learning (e.g. gamification, etc.). And, finally, USF continues to create greater mobility (completing coursework on mobile devices, anytime, anywhere).



**2 Produce high-impact research and innovation that will change lives for the better, improve health, and foster positive societal change.** USF has intensified its efforts to recruit and retain world-class, research productive faculty talent with an emphasis on nationally and globally prominent faculty. This effort focuses on strategic areas of faculty hiring that will offer the greatest reputational, impactful, and scientific return on investment.

As a Carnegie-classified Doctoral Research University, USF launched a new vision for research through the development of the USF System Research Strategic Plan. This five-year plan is driven by our mission to create new knowledge and solutions for global problems while preparing students to become the next generation of researchers and leaders, able to serve the needs of society and focuses on brain and spinal cord, data science, heart health, security, water, and research translation.

As a critical part of the USF educational experience USF continues to place a high priority on undergraduate research; a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge and critical high-demand skills such as real-world problem solving and communication.

As part of its balanced commitment to student success, research, and innovation, USF has established the Department of Medical Engineering, with faculty from both the College of Engineering and the Morsani College of Medicine working jointly on innovative educational programs. In addition to fostering translational, impactful research, the department will house USF's graduate programs in medical engineering and an undergraduate biomedical engineering degree program. Biomedical engineering is a career field showing above average growth across the country. This environment will foster innovative solutions that save lives and improve the quality of health care.

**3 Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida.** USF's partnerships, research and innovation efforts continue to strengthen the Tampa Bay region and Florida economy. USF will continue to "raise our game" as we compete for external funding and explore innovative pathways to take our discoveries to the marketplace. USF also remains committed to a transparent and collaborative process for all stakeholders and maximum efficiency in the use of its resources.

USF is steadfast in its commitment to establish meaningful partnerships throughout the community. In fall 2017, USF will open The Village, the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS. This new student living and learning district will accommodate 2,000 more USF students to live on campus, with direct access to wellness facilities, study halls, new dining options, and a Publix grocery store. The Village will enhance the student experience at USF, and create an environment where students can live and learn, most effectively.





**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
.	.	64.9%	65.8%	69.6%	70.0%	73.0%	75.0%	77.0%

**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
\$33,200	\$34,700	\$35,300	\$36,500	\$38,000	\$38,500	\$39,000	\$39,500	\$40,700

**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
Reported at the USF System Level								

**4. FTIC Six-Year Graduation Rate**

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.0%	62.5%	66.6%	68.1%	67.3%	71.0%	73.0%	75.0%	77.0%

**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
85.0%	86.4%	86.7%	85.6%	87.9%	88.0%	89.0%	90.0%	90.0%

**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
50.2%	51.7%	53.5%	56.6%	62.0%	62.0%	62.0%	63.0%	63.0%

**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
42.2%	42.4%	42.5%	42.8%	40.9%	40.0%	40.0%	40.0%	40.0%

**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
69.5%	71.5%	71.5%	76.3%	78.0%	78.0%	78.0%	78.0%	78.0%

**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
52.0%	56.6%	62.8%	65.1%	75.5%	77.0%	78.0%	79.0%	80.0%

**10. BOT Choice: Postdoctoral Appointees**

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
293	304	289	321	300	277	267	260	260

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

### 1. Average GPA and SAT Score

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3.9	4	4	4.1	4.1	4.1	4.1	4.1	4.1
1210	1200	1197	1223	1226	1280	1282	1285	1290

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

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	3	4	4	5	5	5	5

### 3. Freshman Retention Rate [Full-time students as reported to IPEDS]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
87%	89%	89%	88%	90%	91%	92%	93%	93%

### 4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.0%	62.5%	66.6%	68.1%	67.3%	71.0%	73.0%	75.0%	77.0%

### 5. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
3	6	9	8	11	10	10	10	10

### 6. Science & Engineering Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$395	\$411	\$438	\$420	\$448	\$427	\$434	\$440	\$447

### 7. Non-Medical Science & Engineering Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$142	\$193	\$239	\$229	\$229	\$233	\$237	\$241	\$245

### 8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
5 of 8	5 of 8	7 of 8	7 of 8	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8

### 9. Utility Patents Awarded [over three calendar years]

2010-12	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
261	270	291	297	314	273	276	279	282

### 10. Doctoral Degrees Awarded Annually

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
417	448	546	601	704	650	655	660	665

### 11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
261	293	304	289	321	300	277	267	260

### 12. Endowment Size (\$Millions)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$334	\$364	\$417	\$417	\$395	\$412	\$432	\$448	\$472



**KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)**

**1. Public University National Ranking** [based on BOG’s official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	3	4	4	5	5	5	5

**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
38%	39%	34%	36%	35%	35%	36%	36%	36%

**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
3 of 5	4 of 5	3 of 5	5 of 5	4 of 6	6 of 6	6 of 6	6 of 6	6 of 6

**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
5	5	4.9	4.8	4.4	4.5	4.3	4.1	4.1

**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
39%	43%	44%	51%	54%	56%	59%	62%	65%

**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
7,607	7,617	8,079	7,991	7,876	7,900	7,900	8,000	8,100

**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
2,943	3,007	3,179	3,501	3,654	3,675	3,750	3,800	3,850

**8. 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
29%	29%	31%	32%	33%	33%	33%	33%	33%

**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
23%	21%	21%	20%	19%	19%	18%	17%	18%

**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
19%	20%	21%	24%	26%	26%	27%	28%	28%

**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
33%	36%	37%	42%	46%	46%	46%	47%	47%

**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
49%	53%	56%	61%	65%	65%	66%	67%	67%



## 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
3	6	7	8	11	10	10	10	10

#### 2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
6	10	7	8	8	8	9	10	11

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$443	\$459	\$489	\$485	\$506	\$501	\$516	\$531	\$547

#### 4. Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
63%	59%	60%	55%	55%	57%	58%	59%	60%

#### 5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
84	98	110	90	114	69	93	117	72

#### 6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
36	52	75	91	119	120	121	122	123

#### 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
8	10	9	11	11	8	9	10	11



### 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.

	2015 ACTUAL	2015 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Graduate Degrees in Areas of Strategic Emphasis	2,046	2,150	2,274	2,670	2,850	2,850	2,905	2,945	2,965
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Freshman in Top 10% of Graduating High School Class	38%	39%	34%	36%	35%	35%	36%	36%	36%
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of Course Sections Offered via Distance and Blended Learning	11%	10%	11%	12%	12%	12%	13%	13%	13%
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Research Expenditures	\$443	\$459	\$489	\$485	\$506	\$501	\$516	\$531	\$547
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Federal Research Expenditures	\$236	\$225	\$223	\$218	\$228	\$222	\$226	\$229	\$232



## 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
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	15,231	15,329	15,480	15,638	15,756	15,860	15,900	15,940	15,979
FTIC (Profile Admit)	157	143	184	186	187	195	196	196	197
FCS AA Transfers	7,386	7,397	7,195	7,095	7,295	7,222	7,240	7,313	7,386
Other AA Transfers	1,265	1,218	1,171	1,104	1,052	1,017	1,017	1,007	997
Post-Baccalaureates	0	0	805	764	735	716	718	720	721
Other Undergraduates	6,393	6,304	5,446	5,501	5,525	5,321	5,335	5,348	5,361
<b>Subtotal</b>	<b>30,432</b>	<b>30,391</b>	<b>30,281</b>	<b>30,288</b>	<b>30,550</b>	<b>30,332</b>	<b>30,405</b>	<b>30,522</b>	<b>30,641</b>
<b>GRADUATE</b>									
Master's	5,884	6,126	6,300	6,446	6,568	6,699	6,833	6,970	7,109
Research Doctoral	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
Professional Doctoral	905	1,235	1,379	1,309	1,347	1,317	1,416	1,416	1,416
<b>Subtotal</b>	<b>9,125</b>	<b>9,655</b>	<b>9,905</b>	<b>9,984</b>	<b>10,248</b>	<b>10,324</b>	<b>10,531</b>	<b>10,643</b>	<b>10,757</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	0	42	14	24	31	26	21	18	15
Other <sup>1</sup>	1,655	1,615	1,865	1,895	2,095	2,167	2,242	2,319	2,399
<b>Subtotal</b>	<b>1,655</b>	<b>1,657</b>	<b>1,879</b>	<b>1,919</b>	<b>2,126</b>	<b>2,193</b>	<b>2,263</b>	<b>2,337</b>	<b>2,414</b>
<b>TOTAL</b>	<b>41,212</b>	<b>41,703</b>	<b>42,065</b>	<b>42,191</b>	<b>42,924</b>	<b>42,848</b>	<b>43,199</b>	<b>43,502</b>	<b>43,812</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. 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
<b>UNDERGRADUATE</b>									
Distance (80-100%)	5,536	5,732	5,918	6,830	7,381	7,580	7,807	8,041	8,282
Hybrid (50-79%)	477	587	452	407	189	190	192	194	196
Classroom (0-50%)	22,765	22,409	22,195	21,284	21,304	21,108	20,730	20,546	20,490
<b>Subtotal</b>	<b>28,778</b>	<b>28,728</b>	<b>28,565</b>	<b>28,521</b>	<b>28,874</b>	<b>28,878</b>	<b>28,729</b>	<b>28,781</b>	<b>28,968</b>
<b>GRADUATE</b>									
Distance (80-100%)	1,446	1,563	1,611	1,803	1,855	1,907	1,964	2,023	2,084
Hybrid (50-79%)	202	210	224	179	64	64	64	65	66
Classroom (0-50%)	5,645	5,673	5,884	6,004	6,163	6,248	6,163	6,188	6,213
<b>Subtotal</b>	<b>7,293</b>	<b>7,446</b>	<b>7,719</b>	<b>7,986</b>	<b>8,082</b>	<b>8,219</b>	<b>8,191</b>	<b>8,276</b>	<b>8,362</b>

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*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	10,055	10,056	10,076	10,096	10,116	10,137	10,157	10,177	0.20%
UPPER	15,217	14,793	14,823	14,852	15,001	15,151	15,302	15,455	0.84%
GRAD I	3,881	3,649	3,704	3,759	3,816	3,873	3,931	3,990	1.50%
GRAD II	1,159	1,158	1,175	1,193	1,211	1,229	1,247	1,266	1.50%
<b>TOTAL</b>	<b>30,312</b>	<b>29,656</b>	<b>29,778</b>	<b>29,901</b>	<b>30,144</b>	<b>30,389</b>	<b>30,638</b>	<b>30,889</b>	<b>0.74%</b>
<b>NON RESIDENT</b>									
LOWER	1,326	1,389	1,389	1,390	1,390	1,391	1,391	1,392	0.03%
UPPER	1,321	1,545	1,545	1,546	1,561	1,577	1,593	1,609	0.81%
GRAD I	1,447	1,577	1,582	1,586	1,591	1,596	1,601	1,606	0.30%
GRAD II	924	996	1,001	1,006	1,011	1,016	1,021	1,026	0.50%
<b>TOTAL</b>	<b>5,018</b>	<b>5,507</b>	<b>5,518</b>	<b>5,528</b>	<b>5,554</b>	<b>5,580</b>	<b>5,606</b>	<b>5,632</b>	<b>0.41%</b>
<b>TOTAL</b>									
LOWER	11,381	11,445	11,466	11,486	11,507	11,527	11,548	11,569	0.18%
UPPER	16,538	16,338	16,368	16,398	16,562	16,728	16,895	17,064	0.84%
GRAD I	5,328	5,226	5,285	5,346	5,407	5,469	5,532	5,596	1.15%
GRAD II	2,083	2,154	2,176	2,199	2,222	2,245	2,269	2,292	1.04%
<b>TOTAL</b>	<b>35,330</b>	<b>35,163</b>	<b>35,295</b>	<b>35,429</b>	<b>35,698</b>	<b>35,969</b>	<b>36,244</b>	<b>36,521</b>	<b>0.68%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	595	611	611	611	611	611	612	612	0.02%
UPPER	360	284	285	285	288	291	294	297	0.84%
GRAD I	623	653	654	656	657	658	660	661	0.20%
GRAD II	49	75	75	76	76	76	77	77	0.40%
<b>TOTAL</b>	<b>1,627</b>	<b>1,623</b>	<b>1,625</b>	<b>1,628</b>	<b>1,632</b>	<b>1,637</b>	<b>1,641</b>	<b>1,646</b>	<b>0.26%</b>

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.

**Medical Student Headcount Enrollments (if applicable)**

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth
<b>MEDICAL DOCTORATES</b>									
RESIDENT	430	404	393	390	388	386	386	386	-0.36%
NON-RESIDENT	74	91	107	106	105	104	104	104	-0.57%
<b>TOTAL</b>	<b>504</b>	<b>495</b>	<b>500</b>	<b>496</b>	<b>493</b>	<b>490</b>	<b>490</b>	<b>490</b>	<b>-0.40%</b>



## 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
<b>BACHELOR'S PROGRAMS</b>						
BS Biomedical Engineering (USF)	14.0501	STEM	FGCU, FIU, UF	0%	100	Fall 2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS Learning Design and Technology (USF)	13.0501	STEM	FAU, FSU, UCF, UWF	75%	80	Spring 2018
<b>DOCTORAL PROGRAMS</b>						
N/A						

### New Programs For Consideration by University in 2018-19

These programs will be used in 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>						
BS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU	0%	580	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FPU, UNF, UWF	0%	300	Fall 2018
BS Cybersecurity (USF)	43.0303	STEM	None	0%	250	Fall 2018
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU, UNF	0%	68	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FAMU	0%	100	Fall 2018
<b>DOCTORAL PROGRAMS</b>						
OTD Occupational Therapy (USF)	51.2306	HEALTH	None	0%	80	TBD
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
Informatics (USF)	11.0104	STEM	UF	0%	30	Fall 2018



## UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

<b>Education &amp; General</b>	<b>2015-16 Actual</b>	<b>2016-17 Estimates</b>
<b>Main Operations</b>		
State Funds	\$251.60	\$264.19
Tuition	\$173.50	\$185.72
<b>SUBTOTAL</b>	<b>\$425.10</b>	<b>\$449.91</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds	\$73.90	\$74.49
Tuition	\$55.30	\$64.70
<b>SUBTOTAL</b>	<b>\$129.20</b>	<b>\$139.19</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$554.30</b>	<b>\$589.10</b>

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).

### **OTHER BUDGET ENTITIES**

Auxiliary Enterprises	\$196.80	\$199.8
Contracts & Grants	\$307.50	\$301.4
Local Funds	\$426.70	\$428
Faculty Practice Plans	\$237.20	\$267.6



## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of South Florida - Tampa							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Tuition:</b>							
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 <sup>5</sup>	46.88	\$46.88	\$46.88	\$46.88	\$46.88	\$46.88	\$46.88
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$151.95</b>	<b>\$151.95</b>	<b>\$151.95</b>	<b>\$151.95</b>	<b>\$151.95</b>	<b>\$151.95</b>	<b>\$151.95</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08
Health	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94
Athletic	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46
Transportation Access	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Technology <sup>1</sup>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Marshall Center Fee (USF only)	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50
<b>Total Fees</b>	<b>\$59.24</b>	<b>\$59.24</b>	<b>\$59.24</b>	<b>\$59.24</b>	<b>\$59.24</b>	<b>\$59.24</b>	<b>\$59.24</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$211.19</b>	<b>\$211.19</b>	<b>\$211.19</b>	<b>\$211.19</b>	<b>\$211.19</b>	<b>\$211.19</b>	<b>\$211.19</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
Health	-	-	-	-	-	-	-
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	-	-	-	-	-	-	-
Marshall Center Fee (USF only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
List any new fee proposed	-	-	-	-	-	-	-
<b>Total Block Fees per term</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>	<b>\$1,851.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>	<b>\$6,409.70</b>
\$ 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%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>	<b>\$14,953.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>	<b>\$2,370.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>	<b>\$17,324.30</b>
\$ 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%
<b>Housing/Dining<sup>4</sup></b>	<b>\$9,403.00</b>	<b>\$9,403.00</b>	<b>\$10,184.00</b>	<b>\$10,818.00</b>	<b>\$11,386.00</b>	<b>\$11,386.00</b>	<b>\$11,386.00</b>
\$ Change		\$0.00	\$781.00	\$634.00	\$568.00	\$0.00	\$0.00
% Change		0.0%	8.3%	6.2%	5.3%	0.0%	0.0%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students

<sup>5</sup> 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><b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> 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><b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> 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><b>10e. Number of Bachelor Degrees Awarded Annually</b> 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><b>10f. Number of Licenses/Options Executed Annually</b> 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><b>10g. Percent of Undergraduate FTE in Online Courses</b> 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><b>Number of Postdoctoral Appointees</b> 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><b>Percentage of Adult Undergraduates Enrolled</b> 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><b>Average GPA and SAT Score</b></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><b>Public University National Ranking</b></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>



<b>Freshman Retention Rate</b> (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.
<b>6-year Graduation Rate</b> (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: <a href="http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf</a> .
<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 NSF. This removes medical sciences funds (9F & 12F in HERD survey) 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</b> (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)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
<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 Postdoctorates 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 - 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	
<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. As reported by the university to the Common Data Set (C10).
<b>Professional/Licensure Exam First-time Pass Rates</b>	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.
<b>Average Time to Degree for FTIC in 120hr programs</b>	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.
<b>FTIC Graduation Rates In 4 years (or less)</b>	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.
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	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.
<b>Adult (Aged 25+) Undergraduates Enrolled Fall term</b>	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.
<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.).
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	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).
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	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**

<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. As reported by the Top American Research Universities – see: <a href="http://mup.asu.edu/research_data.html">http://mup.asu.edu/research_data.html</a> .
<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>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
<b>Number of Start-up Companies</b>	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).