

2018
Accountability Plan

**UNIVERSITY OF
SOUTH FLORIDA
SYSTEM**



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.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

VISION STATEMENT (What do you aspire to?)

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research; for attracting outstanding and diverse scholars, staff, and students; and for transforming the communities in which we operate as well as those where our graduates apply their skills.

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 primary focus of the University of South Florida System is to provide access to high-quality education that promotes student success, research and innovation, and partnerships at regional, national, and global levels. Comprised of USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the University of South Florida System is guided by the State University System of Florida Board of Governors' (BOG) Strategic Plan and driven by a commitment to accountability.

The USF System serves its students by offering diverse solutions to education via course mobility as well as technology- and media-rich online delivery that further increases student success through engaged learning and an expanded portfolio of online offerings. Similarly, the FUSE program—an enhanced transfer agreement between the USF System and eight Florida College System partners—promotes access to education by offering guaranteed admission to the USF System. The USF System also continues to strengthen its career readiness initiatives including the expansion of experiential learning internship opportunities and career fairs. The USF System maintains partnerships with regional, national, and international organizations to deliver quality internships, research, and experiential learning opportunities that prepare students for lifelong success in today's global workforce.

A prime example of the USF System's continued commitment to seeking new and innovative opportunities and to employing a holistic approach to student success and mental health is the use of predictive analytics to successfully identify students in need of timely interventions and support. By reviewing real-time, individual student data, each of the USF campuses can preemptively engage with its students long before impacting their path to graduation.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The University of South Florida System's greatest strength is the combined force of its three distinctive campuses, each agile and able to adapt quickly to the evolving needs of its students, local communities and the state of Florida.

In March, Governor Rick Scott signed the Florida Excellence in Higher Education Act of 2018, thereby consolidating the three separate accreditations held by USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee under a single unified accreditation. The consolidated accreditation, which does not go into effect until July 1, 2020, will elevate the success of all students and faculty while upholding the distinctiveness of each campus. The world-class faculty across the USF System are engaged in groundbreaking research that aims to address society's most pervasive problems and create a growing economy for the region, the state, and the nation. The success of the USF System's 50,000 students is paramount and under a consolidated system, USF will deliver expanded programs in areas of strategic emphasis, graduate research and doctoral opportunities responding to the local needs and market demands for each of its communities.

During the implementation process, the USF System's highest priority will remain the success of our students by providing a world-class education.



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. Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model:

The USF System provides access to high-quality, globally-informed academic programs and experiential learning opportunities in a continued effort to enhance student success. As a national model of student success and mental health, The USF System employs a holistic approach and supplementing the use of predictive analytics with proactive advising to better understand student decisions and to intervene when necessary. Other programs include the system-wide initiative MWell4Success, which ensures the best services are in place to increase the USF System's capacity to meet the needs of its students, and the Persistence Committee, which includes representation from Advising, Financial Aid, Career Services, the Counseling Center, and Housing, and endeavors to address the myriad of issues that could affect a student's success. Home to a suite of applications and programs that support the university's academic and business processes, Archivum provides additional online platform for faculty and staff to complete tasks and processes as efficiently as possible. The combined effort has resulted in a rise in the USF System's graduation and retention rates, as well as elimination of achievement gap by socioeconomic status.

The USF System Green to Gold Grant, in combination with the Federal Pell Grant, covers tuition, fees, and books for students with no expected family contribution. In an effort to further increase access to higher education and reduce student debt, the Textbook Affordability Project (TAP) endeavors, not only to promote awareness of textbook affordability issues, but also to provide solutions to make course materials accessible and affordable. The USF System has also expanded its portfolio of online offerings across the system, thereby creating a workforce prepared for high-skill, high-wage jobs with the businesses that drive today's economy. Greater course mobility and technology- and media-rich online delivery has further increased student success through engaged learning. Finally, Handshake—a cutting-edge technology platform designed connect university students with potential employers—enables the USF System to provide its students and alumni with access to internship and employment opportunities across the globe.



2. **Enhance academic program quality that prepares students for high-skilled, high need jobs:**

In an effort to recruit and retain world-class, research-productive faculty talent and advance the USF System's profile, new faculty positions are being strategically distributed across campuses. Students are exposed to multi-level research opportunities and a career-readiness model that focuses on providing them with professional experience and clear pathways from curriculum to career. Newly established pathways include the Tampa campus partnership with technology talent developer *Revature*, USF St. Petersburg's highly competitive *Accelerator Lab*, and the *Bloomberg* data labs located on the USF Sarasota-Manatee campus. These initiatives have strengthened the USF System's reputation as a destination university and improved the faculty-to-student ratio over past years.

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

The new USF Health Heart Institute at USF Tampa's Morsani College of Medicine brings together a critical mass of basic science and clinical researchers to address unmet medical needs related to cardiovascular disease. Led by Dr. Sam Wickline, the Heart Institute reinforces USF's mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. USF Tampa's recently established Department of Medical Engineering, led by faculty from both the College of Engineering and the Morsani College of Medicine, further fosters innovative solutions that save lives and improve the quality of healthcare for all.

In a system-wide effort to combine the science-focused background of Biology with the academic and clinical rigor of Nursing, the Suncoast Nursing Accelerated Pathway (SNAP) allows students to complete a B.S in Biology and a B.S. in Nursing in five years.



3. **Increase Partnerships and maximize efficiencies:**

To better facilitate working relationships with corporate partners, the USF System launched the Office of Corporate Partnerships at the USF Research Park in Tampa. The office will expand on a strong history of partnering with leading employers in the Tampa Bay Region, and will advance the local economy by growing the workforce and promoting collaborative problem solving.

In conjunction with the Office of Corporate Partnerships, USF Sarasota-Manatee’s Business and Education Connection Network (BECN) provides a single university point of contact for current and new community partners to establish and maintain relationships with local organizations and businesses and advance mutually-beneficial goals.

USF St. Petersburg has established strategic corporate partnerships that are thoughtfully integrated with degree programs, research efforts and other campus activities. Such partnerships will help generate research funding, create jobs and internship opportunities for students, provide greater access to specialized facilities, and more. For example, the Innovation District, which houses a cluster of higher education, health care, marine research, media and other key institutions in downtown St. Petersburg has members from USF St. Petersburg on the executive board and innovation council for the district and works with partners including Johns Hopkins All Children’s Hospital, Poynter Institute and U.S. Geological Survey to boost collaboration and innovation in the area.



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Kaitlin Lostroschio, a graduate student in USF Tampa's Mechanical Engineering program, was awarded a NASA Space Technology Research Fellowship (NSTRF) to support her research at USF's Center for Assistive, Rehabilitation, and Robotics Technologies (CAART).
2. Shawna Machado, a former homeless student who made national headlines, graduated from USFSM with a master's degree in social work in spring of 2017.
3. Elementary Education major from USFSP Heather Hammerling received the Fanchon Funk Scholar Award from the Florida Association of Teacher Educators.

FACULTY ACHIEVEMENTS

1. USFSM's Heather Williams, an accounting instructor in the College of Business, was named "Young Professional of the Year" by the Sarasota Chamber of Commerce.
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. USFSP's 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."

PROGRAM ACHIEVEMENTS

1. USFSM opened the College of Science and Mathematics in 2016 to expand its STEM curriculum and support robust partnerships with regional hospitals and research centers.
2. USFSP offers a new Master of Science in Conservation Biology degree program and is the only M.S. thesis-based degree of its kind in the State University System of Florida.
3. The Morsani College of Medicine at USF Tampa brought in its most selective incoming medical student cohort to date, with an average MCAT score of 514, placing it among the top of all medical schools in the country

RESEARCH ACHIEVEMENTS

1. USF Tampa was awarded a record \$475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every \$1.00 in research funding brings in \$2.21 in local economic growth. In FY2017, USF's \$475.2 million research funding alone supported more than 5,900 jobs and generated over \$1 billion in local economic growth.
2. USFSP 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. USFSM's Dr. James Unnever was hired by the Dutch government to provide an official report, "Ethnic Crime in the Netherlands," for the Hague Court, Netherlands (summer 2016).



INSTITUTIONAL ACHIEVEMENTS

1. The USF System ranks 5th in the nation among public universities and 11th world-wide for granted U.S. patents among all universities according to the *Intellectual Property Owners Association/NAI*.
2. USFSM opened the David Kotok and Cumberland Advisors Bloomberg Lab featuring 10 terminals that provide students with access to Bloomberg Professional Services, a powerful resource with real-time data and news from markets around the world.
3. The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall at USFSP 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.
4. USF Tampa reached \$505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.



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	.	65.3	67.2	69.6	70.0	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.5	73.0	75.0	76.0	.
PROPOSED GOALS	70.5	71.5	72.5	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	.	35,200	36,700	38,000	37,300	.	.	.	.
APPROVED GOALS	.	.	.	36,300	38,600	39,100	39,600	40,400	.
PROPOSED GOALS	39,100	39,600	40,100	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	.	14,490	13,540	13,280	12,960	.	.	.	.
APPROVED GOALS	13,000	12,900	12,800	12,700	.
PROPOSED GOALS	12,900	12,800	12,700	12,700

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	41.9	43.2	48.8	52.0	57.3	.	.	.	.
APPROVED GOALS	.	.	.	50.4	53.0	57.0	59.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	57.6	59.2	61.8	64.1

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	84.5	85.3	85.1	86.1	85.9	.	.	.	.
APPROVED GOALS	.	.	.	85.6	87.5	89.0	89.5	90.0	.
PROPOSED GOALS	.	.	.	.	.	87.4	89.0	89.6	90.5



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	49.5	51.0	54.6	59.0	61.4	.	.	.	.
APPROVED GOALS	.	.	.	54.8	59.2	59.5	60.6	61.0	.
PROPOSED GOALS	.	.	.	.	.	61.7	62.3	62.9	63.5

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	42.0	42.1	43.0	41.2	40.0	.	.	.	.
APPROVED GOALS	.	.	.	40.0	41.0	41.0	41.0	41.0	.
PROPOSED GOALS	.	.	.	.	.	40.5	40.5	40.5	40.6

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	69.1	69.0	72.7	74.6	74.8	.	.	.	.
APPROVED GOALS	.	.	.	74.0	74.1	74.2	74.2	74.3	.
PROPOSED GOALS	.	.	.	.	.	75.2	75.3	75.3	75.8

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	58.2	63.9	65.8	75.6	78.3	.	.	.	.
APPROVED GOALS	.	.	.	68.1	77.5	78.1	79.1	80.1	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.6	80.2	80.3

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	289	321	300	282	272	.	.	.	.
APPROVED GOALS	.	.	.	.	272	267	267	.	.
PROPOSED GOALS	.	.	.	.	.	267	267	267	267



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

1a. Average GPA

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	4.0	4.0	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	.	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1200	1197	1223	1226	1280	.	.	.	.
APPROVED GOALS	.	.	.	1220	1280	1282	1285	1290	.
PROPOSED GOALS	.	.	.	.	.	1282	1285	1290	1290

Note*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	3	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89	89	88	90	90	.	.	.	.
APPROVED GOALS	.	.	.	90	91	92	93	93	.
PROPOSED GOALS	.	.	.	.	.	91	91	92	92

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

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	63	67	68	67	71	.	.	.	.
APPROVED GOALS	.	.	.	66	71	73	75	77	.
PROPOSED GOALS	.	.	.	.	.	73	75	77	78



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	9	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	\$411	\$438	\$420	\$448	\$502	.	.	.	.
APPROVED GOALS	.	.	.	\$421	\$427	\$434	\$440	\$447	.
PROPOSED GOALS	.	.	.	.	.	\$503	\$504	\$505	\$506

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	\$193	\$239	\$229	\$229	\$288	.	.	.	.
APPROVED GOALS	.	.	.	\$230	\$233	\$237	\$241	\$245	.
PROPOSED GOALS	.	.	.	.	.	\$289	\$290	\$291	\$292

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	5 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

9. Utility Patents Awarded [over three calendar years]

	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
ACTUAL	270	291	297	314	324	.	.	.	.
APPROVED GOALS	.	.	.	291	273	276	279	282	.
PROPOSED GOALS	.	.	.	.	.	325	325	325	325

10. Doctoral Degrees Awarded Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	448	546	601	704	721	.	.	.	.
APPROVED GOALS	.	.	.	645	650	655	660	665	.
PROPOSED GOALS	.	.	.	.	.	725	730	735	740

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 Official	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACTUAL	293	304	289	321	300	.	.	.	.
APPROVED GOALS	.	.	.	321	300	277	267	260	.
PROPOSED GOALS	.	.	.	.	.	277	267	260	260

12. Endowment Size (\$Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	364	417	417	395	442	.	.	.	.
APPROVED GOALS	.	.	.	395	412	432	448	472	.
PROPOSED GOALS	.	.	.	.	.	450	465	485	500



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	1	3	4	4	4	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

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	36.3	28.0	30.0	33.0	33.8	.	.	.	.
APPROVED GOALS	.	.	.	30.4	33.0	33.0	33.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	34.0	34.5	35.0	35.5

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	91%	86%	90%	94%	93%	100%	100%	100%	100%
US Average	85%	85%	87%	85%	87%	.	.	.	.
Medicine (2Y)	96%	95%	96%	94%	92%	100%	100%	100%	100%
US Average	97%	96%	95%	96%	96%	.	.	.	.
Pharmacy	.	.	94%	91%	86%	100%	100%	100%	100%
US Average	95%	95%	93%	86%	88%	.	.	.	.
CROSS-YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Medicine (CK)	100%	98%	97%	99%	95%	100%	100%	100%	100%
US Average	98%	97%	95%	96%	96%	.	.	.	.
Medicine (CS)	99%	91%	96%	97%	96%	100%	100%	100%	100%
US Average	98%	96%	96%	97%	96%	.	.	.	.
MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Physical Therapy	94%	97%	95%	94%	95%	100%	100%	100%	100%
US Average	89%	90%	91%	92%	92%	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	4	3	6	5	3	6	6	6	6
Below	1	2	0	1	3	0	0	0	0



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

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	5.1	4.7	4.5	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2

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	63.2	66.1	67.8	66.3	68.8	.	.	.	.
APPROVED GOALS	.	.	.	66.7	70.0	71.0	72.0	74.0	.
PROPOSED GOALS	.	.	.	.	.	69.0	71.0	74.0	75.0

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	8,999	9,390	9,290	9,222	9,504	.	.	.	.
APPROVED GOALS	.	.	.	9,081	9,255	9,285	9,416	9,557	.
PROPOSED GOALS	.	.	.	.	.	9,513	9,595	9,632	9,723

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	3,209	3,401	3,773	3,918	4,208	.	.	.	.
APPROVED GOALS	.	.	.	3,877	3,973	4,056	4,113	4,172	.
PROPOSED GOALS	.	.	.	.	.	4,233	4,246	4,259	4,279

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	27.6	28.7	30.4	31.3	31.5	.	.	.	.
APPROVED GOALS	.	.	.	29.6	31.3	31.6	31.8	31.8	.
PROPOSED GOALS	.	.	.	.	.	32.0	32.0	32.0	32.0



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

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	24	24	23	22	22	.	.	.	.
APPROVED GOALS	.	.	.	23	22	22	20	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

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	23	23	26	28	29	.	.	.	.
APPROVED GOALS	.	.	.	27.5	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

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	32	34	38	42	44	.	.	.	.
APPROVED GOALS	.	.	.	41	42	43	44	44	.
PROPOSED GOALS	.	.	.	.	.	44	45	45	45

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	50	52	57	60	63	.	.	.	.
APPROVED GOALS	.	.	.	60	61	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	64

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	6	7	8	11	13	.	.	.	.
APPROVED GOALS	.	.	.	9	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	10	5	8	8	13	.	.	.	.
APPROVED GOALS	.	.	.	7	8	9	10	11	.
PROPOSED GOALS	.	.	.	.	.	9	10	11	11



KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	\$467	\$497	\$494	\$515	\$568	.	.	.	.
APPROVED GOALS	.	.	.	\$495	\$510	\$525	\$541	\$557	.
PROPOSED GOALS	.	.	.	.	.	\$569	\$570	\$571	\$572

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	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	98	110	90	114	120	.	.	.	.
APPROVED GOALS	.	.	.	.	69	93	117	72	.
PROPOSED GOALS	.	.	.	.	.	121	122	122	122

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	75	91	119	133	122	.	.	.	.
APPROVED GOALS	.	.	119	120	121	122	123	.	.
PROPOSED GOALS	.	.	.	.	.	123	123	123	123

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	9	11	11	9	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	.	.
PROPOSED GOALS	.	.	.	.	.	10	11	11	11



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.

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION ACCOUNTABILITY PLANS



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
UNDERGRADUATE									
FTIC (Regular Admit)	17,062	17,176	17,499	17,816	17,988	18,136	18,344	18,609	18,907
FTIC (Profile Admit)	155	202	205	207	201	210	214	216	220
FCS AA Transfers	9,498	9,416	9,172	9,108	9,416	9,243	9,136	9,074	9,089
Other AA Transfers	1,640	1,565	1,495	1,429	1,511	1,523	1,546	1,569	1,596
Post-Baccalaureates	0	1,110	1,025	998	986	999	1,015	1,031	1,046
Other Undergraduates	7,739	6,583	6,658	6,678	6,853	6,738	6,791	6,895	6,969
Subtotal	36,012	35,808	35,990	36,373	36,955	36,850	37,044	37,395	37,826
GRADUATE									
Master's	6,806	6,950	7,160	7,302	7,690	7,745	7,818	7,910	8,006
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,348	1,436	1,460	1,484	1,509	1,534
Subtotal	10,335	10,555	10,698	10,983	11,569	11,657	11,765	11,891	12,023
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	33	35	39	43	47
Other ¹	1,941	2,201	2,272	2,424	2,227	2,291	2,344	2,390	2,440
Subtotal	1,983	2,215	2,296	2,455	2,260	2,326	2,383	2,433	2,487
TOTAL	48,330	48,578	48,984	49,811	50,784	50,832	51,193	51,720	52,336

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
RESIDENT										
LOWER	12,372	12,087	11,844	11,933	12,066	12,007	12,134	12,334	12,595	12,872
UPPER	19,921	19,341	18,957	18,827	18,338	18,765	18,738	18,605	18,458	18,479
GRAD I	4,772	4,794	4,744	4,568	4,339	4,403	4,495	4,544	4,594	4,646
GRAD II	1,291	1,266	1,279	1,199	1,219	1,267	1,329	1,339	1,353	1,366
TOTAL	38,357	37,487	36,825	36,528	35,962	36,442	36,696	36,822	37,001	37,364
NON-RESIDENT										
LOWER	1,119	1,357	1,574	1,862	1,992	1,957	1,911	1,934	1,966	1,998
UPPER	870	1,058	1,304	1,596	1,819	2,007	1,727	1,707	1,693	1,692
GRAD I	1,061	1,370	1,652	1,984	2,142	2,112	2,094	2,117	2,141	2,165
GRAD II	843	853	880	935	1,017	1,123	1,073	1,081	1,092	1,103
TOTAL	3,893	4,638	5,411	6,377	6,970	7,199	6,805	6,839	6,892	6,957
TOTAL										
LOWER	13,491	13,443	13,419	13,795	14,057	13,964	14,044	14,268	14,561	14,870
UPPER	20,790	20,400	20,262	20,423	20,158	20,772	20,465	20,311	20,151	20,171
GRAD I	5,834	6,164	6,396	6,553	6,482	6,515	6,589	6,661	6,736	6,811
GRAD II	2,135	2,118	2,159	2,134	2,236	2,391	2,402	2,420	2,445	2,469
TOTAL	42,250	42,125	42,236	42,905	42,932	43,641	43,501	43,661	43,893	44,321

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
UNDERGRADUATE										
Distance (80-100%)	7,804	7,867	8,745	9,442	10,070	10,421	10,702	10,976	11,369	11,658
Hybrid (50-79%)	670	580	522	237	183	133	134	137	139	142
Classroom (0-50%)	25,807	25,396	24,413	24,540	23,961	24,181	23,674	23,426	23,205	2,3241
Subtotal	34,281	33,843	33,680	34,219	34,215	34,735	34,510	34,539	34,712	35,041
GRADUATE										
Distance (80-100%)	1,747	1,825	2,050	2,109	2,346	2,377	2,450	2,521	2,596	2,674
Hybrid (50-79%)	215	234	204	69	123	122	123	124	125	126
Classroom (0-50%)	6,006	6,223	6,300	6,510	6,248	6,407	6,419	6,437	6,460	6,481
Subtotal	7,968	8,282	8,554	8,688	8,718	8,906	8,991	9,081	9,181	9,280

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
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	N/A	UNF	0%	80	Fall 2018
Management Science (USFSM)	52.1301	STEM	UF, FIU	100%	25	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018



New Programs For Consideration by University in 2019-20

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
BACHELOR'S PROGRAMS						
Natural Resources Management and Policy (USFSM)	03.0201	STEM	None	0%	65	Spring 2020
International Global Studies (USFSM)	30.2001	GLOBAL	NCF, UCF, UF, UNF	0%	65	Spring 2020
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD



This appendix subcomponent of the 2018 Accountability Plan is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.

The student success initiative across the USF System is built on the fundamental belief that every student admitted to USF will succeed when given the opportunity to do so. On their path to graduation, all students will encounter academic, social, cultural, emotional, and financial barriers to timely completion. To help students eliminate these barriers, the USF System is building up structures and processes to deliver the right support, to the right student, at the right time. This comprehensive plan builds on and enhances these efforts through system-wide initiatives including, but not limited to, **predictive analytics, case management, course scheduling, and the *Finish in Four* financial program.**

Predictive Analytics. The campus-wide Persistence Committee already tracks the performance of each FTIC cohort and provides timely support in the form of academic advising, advocacy, coaching, financial advising, mental health counseling, or whatever the student might need. As we move forward with this four-year graduation rate plan, we will enhance our efforts by expanding our focus to deliver the right support, e.g. nudges, to higher-performing students in all cohorts.

Case Management. To facilitate the work of the persistence committees, USF Information Technology worked with Appian to develop Archivum Insights, a communications platform that allows all student support personnel (advisors, advocates, coaches, counselors, financial aid advisors, tutors, etc.) to share information, manage cases, and refer students to the appropriate office. Experience has already demonstrated that an occasional light touch, outreach by a resident assistant or a touch point by a coach, can help students through difficult times. By expanding the use of Archivum Insights (AI) and fully deploying it across the USF System, a network of support personnel will reach more students and promote persistence. Additional “sprints” will be required to make the tool more accessible and useful as our case management platform.

Course Scheduling. Students often have trouble registering for the classes they need to fulfill degree requirements, to the extent that it is a barrier to timely completion. To facilitate scheduling, the USF System is deploying and enhancing the use of College Scheduler. The USF System also contracted with Ad Astra, a nationally recognized firm that will help us project student course demand and thereby ensure that the right courses are offered, with the right amount of sections and seats, at the right time to facilitate four-year degree completion.



2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

In the summer of 2017, the University of South Florida Tampa initiated Finish in Four (FIF), a pilot program designed to accelerate four-year degree completion. Financial incentives were offered to FTIC students in the 2013 cohort who were within reach of graduating within four years if they enrolled in the requisite coursework in the summer 2017 term. This pilot program demonstrated that a combination of financial incentives and targeted support could contribute to a significant increase in graduation rates. In this case, the FIF program helped to raise the USF Tampa IPEDS graduation rate from 55% in 2016 to 60% in 2017.

In 2017, the University of South Florida St. Petersburg began to offer one-time, two-semester completion grants ranging from \$500 to \$1000. Forty-seven USFSP students have been awarded a completion grant and were on track to graduation in the spring 2018 semester.

These experiences and initiatives place the USF System in position to respond positively and effectively to the requirement to implement a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters, including assurances that there will be no increased cost to students.

Starting with the 2018 entering FTIC class, the University of South Florida System will consider students for the "Take 15 Grant" if they:

1. Are Pell Grant eligible (excluding Green to Gold Scholars whose total costs are already subsidized);
2. Are not receiving Florida Bright Futures, which pays based on hours enrolled;
3. Have enough remaining need to qualify for the Take 15 grant; and
4. Have not already received 8 semesters of Take 15 grant support.
5. Maintain a minimum GPA of 2.0, the academic benchmark used for need-based financial aid programs.

The students targeted for this Take 15 grant have met USF System admissions criteria for college readiness but fall just below the criteria for a Bright Futures grant. By providing additional grant support, we expect that these students will work fewer hours off campus and enroll in more credit hours. The grant will provide \$600 per semester if the student registers for 15 hours in fall or spring. This amount covers the average cost for an additional 3 hours of tuition and fees for Florida resident students enrolled across the USF System. To earn the grant in subsequent years, a student must earn 30 credit hours in fall/spring/summer and be on track to graduate in four years.




3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____


(Chair, University of Board of Trustees)

Date: _____





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).



6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	<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.</p> <p>Source: State University Database System (SUDS).</p>
7. Bachelor's Degrees within Programs of Strategic Emphasis	<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).</p> <p>Source: State University Database System (SUDS).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<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).</p> <p>Source: State University Database System (SUDS).</p>
8b. Freshmen in Top 10% of High School Class <i>Applies only to: NCF</i>	<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.</p> <p>Source: New College of Florida as reported to the Common Data Set.</p>

BOG Choice Metric

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

10a. Percent of R&D Expenditures Funded from External Sources <i>FAMU</i>	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.</p> <p>Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
10b. Bachelor's Degrees Awarded to Minorities <i>FAU, FGCU, FIU</i>	<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.</p> <p>Source: State University Database System (SUDS).</p>



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

Preeminent Research University Funding Metrics

Average GPA and SAT Score

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 (SUDS).



Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using 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.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total 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->yyyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	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.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).



Endowment Size (\$M) This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.

Professional/Licensure Exam First-time Pass Rates 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.

Average Time to Degree for FTIC in 120hr programs 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).

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

Bachelor’s and Graduate Degrees Awarded This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In 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).

Bachelor’s Degrees Awarded To African-American and Hispanic Students 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).



Adult (Aged 25+) Undergraduates Enrolled Fall term 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).

Percent of Undergraduate FTE Enrolled in Online Courses Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

Percent of Bachelor's And Graduate Degrees in STEM & Health 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members 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.

Faculty Awards Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

Total Research Expenditures (\$M) Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

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

Utility Patents Awarded 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.

Licenses/Options Executed 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.

Number of Start-up Companies The number of start-up companies that were dependent upon the licensing of University technology for initiation.