

# USF

# St. Petersburg

## 2015

## Work Plan



**University of South Florida St. Petersburg**

*University Work Plan Presentation*

*for Board of Governors June 2015 Meeting*



## 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 goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking 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 2015-16 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 mission of The University of South Florida St. Petersburg (USFSP) is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, (USFSP) retains a distinctive identity and mission while contributing to and benefiting from the association, cooperation, and shared resources of a premier national research university system.

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

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



## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Guided by USFSP's current strategic plan, mission and vision, our strategies are also informed by *Vision 20/20* and the ongoing strategic plan implementation process for 2014 – 2019. To achieve the goal of creating a distinctive identity as a top teaching and research institution, USFSP will emphasize faculty scholarship and research, student performance and discovery, campus culture, and strategic partnerships. USFSP will pursue these goals by providing the organizational infrastructure and the sustainable funding to make this possible. Throughout the process, USFSP's top priority is student success through increased student retention and graduation rates. *Vision 20/20* articulates our six strategic goals for the future:

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

Underlying the strategic plan is the goal to increase annual enrollment rising to 10,000 students in 10 years. This increase is up from the annual headcount of 5,600 students as measured by the total number of students taking credit hours in a year at USFSP. (Fall 2014 unduplicated headcount was 4,437 students, as shown on the Enrollment Planning Tables on page 18). This growth initiative will help stakeholders appreciate how planned growth to a student body of 10,000 in 10 years will stabilize and energize USFSP and the USF System.



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

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

USFSP's core capabilities include excellence in teaching using all forms of delivery, high levels of faculty-student interaction, a vibrant culture, an entrepreneurial spirit, strong and collaborative community engagement and partnerships, as well as data-based decision-making. USFSP provides students with an intimate intellectual environment to facilitate their growth as active learners and instill life-long habits of the mind.

USFSP's strengths and opportunities include its distinguished faculty, who, along with staff and administrators, are highly committed to student success. Another strength is its location. Being in the heart of St. Petersburg's cultural and arts corridor nearby, its premier health facilities and the business district, opens up rich educational opportunities for our students, as well as for employees of these companies who seek coursework and degrees on our campus. Moreover, our programs continue to accumulate prestigious recognitions and accreditations. Also, we are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong and growing community partnerships provide us with an opportunity to secure additional external input and build civic engagement. By developing the appropriate support structures our distinguished faculty will be able to enhance teaching and further their research, including externally funding for their research through grants and contracts.

As we strive to grow our student population in a strategic way, we are balancing regional workforce needs, applicant interest and campus support to continually evolve a future-oriented palette of programs, degrees and services. This goal requires us to actively recruit students who reflect our regional diversity as well as out-of-state and international students who bring global diversity to our campus. In addition, it entails instituting retention programs to ensure that students who start at USFSP will graduate from USFSP in a timely fashion, prepared to enter the workforce earn more advanced degrees or to.

However, we are also a young institution that is still developing its identity and achieving the goals necessary to fully realize our potential. While we see many advantages of being an urban institution, there are limited opportunities for physical expansion. As our STEM programs prosper, we will have growing demands for teaching and laboratory space, as well as financial aid for our student population.



## 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. Develop and implement focused initiatives for greater student retention and graduation.** This will be a coordinated, institution-wide effort involving numerous constituencies and organizational units, including academic advising, tutoring services, wellness and counseling, admissions, residential life and education, student life and engagement, the library and all other academic units. New initiatives, such as our First-Year Experience program, which has been identified as a powerful opportunity to improve the retention of our FTICs, are in the process of being reimagined and reconstructed. A newly-formed Retention Task Force consisting of faculty and staff has begun to take a deeper dive into our data, consider further the recommendations of an outside consultant retention report, and review closely the lessons learned from our last Quality Enhancement Plan (QEP)- all in an effort to address retention from all fronts.
- 2. Formulate and implement an academic plan.** This plan will ensure that USFSP will continue to offer excellent academic programs in a cost-effective manner. It will be informed by the areas of strategic emphasis for degree programs identified by the Board of Governors and will outline future new initiatives and areas to provide additional support to guarantee academic excellence.
- 3. Provide the requisite physical, human and technological infrastructure for USFSP to sustain its current areas of excellence and to grow by design.** USFSP will enhance current facilities to support current and future programs and faculty and student needs, including classrooms, laboratories, studios, and student service corridor. We will assess and improve infrastructure for career development, internships, partnerships, community engagement, and the experience for freshman, sophomore and transfer students.



## PERFORMANCE FUNDING METRICS

**Reported at the USF System Level**





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Academic Quality</b>						
<b>National Rankings for University</b>	n/a	0 2015	0 2016	0 2017	0 2018	0 2019
<b>SAT Score*</b> [for 3 subtests]	74 Δ	1714 Fall 2014	1714 Fall 2015	n/a Fall 2016	n/a Fall 2017	n/a Fall 2018
<b>High School GPA</b>	0.31Δ	3.85 Fall 2014	3.85 Fall 2015	3.85 Fall 2016	3.85 Fall 2017	3.85 Fall 2018
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b> Exams Above Benchmarks Exams Below Benchmarks	n/a n/a	Reported at the USF System Level				
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate ** 1</b>	-6 pts	65% 2013-14	65% 2014-15	66% 2015-16	67% 2016-17	68% 2017-18
<b>FTIC Graduation Rates ** 2</b> In 4 years (or less)	7 pts	21% 2010-14	23% 2011-15	26% 2012-16	26% 2013-17	27% 2014-18
In 6 years (or less)	2 pts	31% 2008-14	39% 2009-15	46% 2010-16	47% 2011-17	49% 2012-18
<b>AA Transfer Graduation Rates</b> In 2 years (or less)	7 pts	25% 2012-14	26% 2013-15	27% 2014-16	28% 2015-17	29% 2016-18
<b>FTIC Average Time to Degree</b> (in years)	-0.8Δ	4.3 2013-14	4.3 2014-15	4.3 2015-16	4.3 2016-17	4.5 2017-18
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b> First Majors Only	21%Δ	821 2013-14	855 2014-15	886 2015-16	913 2016-17	928 2017-18
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	5 pts	9% 2013-14	14% 2014-15	19% 2015-16	21% 2016-17	24% 2017-18
<b>Graduate Degrees Awarded</b>	13%Δ	167 2013-14	176 2014-15	186 2015-16	192 2016-17	200 2017-18
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	2 pts	2% 2013-14	4% 2014-15	6% 2015-16	6% 2016-17	8% 2017-18
<b>Annual Gifts Received</b> (\$Millions)	%Δ	Reported at the USF System level				
<b>Endowment</b> (\$Millions)	%Δ	Reported at the USF System level				

Note\*: The College Board is revising the SAT test starting March 2016.

\*\*FTIC retention and graduation rate percentages represent students starting and ending at USFSP.

<sup>1</sup> 78% of USFSP students of the 2013 cohort were retained within the USF System

<sup>2</sup> 53% of USFSP students of the 2008 cohort graduated from the USF System within 6-years



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year’s Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND <i>2009-10 to 2013-14</i>	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Bachelor’s Degree in Areas of Strategic Emphasis	1 %Δ	309	360	370	390	400
Percent of Course Sections Offered via Distance and Blended Learning	9 %Δ	18%	22%	25%	26%	26%
Maintain Carnegie Community Engagement Classification	n/a	Yes	Yes	Yes	Yes	Yes

**\*USFSP earned this designation in 2011-12 and has secured approval through 2018**

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

- Goal 1.** *Improve baccalaureate retention and graduation. USFSP will focus on:*
- 1) *improving student outcomes in key mathematics courses through continued implementation of its Quality Enhancement Plan;*
  - 2) *improving access to academic support(i.e. tutoring);*
  - 3) *strengthening academic advising and university-wide interventions for increasing student success*

Increase 6 Year FTIC Baccalaureate Graduation Rate	2 %	31 %	39%	46%	47%	49%
Freshmen Retention Rate	-6%	65%	65%	66%	67%	68%



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 24.3	Pending
Tuition	\$ 21.5	Pending
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 45.8</b>	Pending
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ n/a	Pending
Tuition	\$ n/a	Pending
<b>TOTAL HSC</b>	<b>\$ n/a</b>	Pending
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 45.8</b>	Pending
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 12.83	Pending
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 3.30	Pending
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 4.4	Pending
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	0	Pending
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 20.53</b>	Pending
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 66.33</b>	Pending



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,152	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,054	\$1,054	\$1,054	\$1,054	\$1,054
<b>Percent Increase</b>	1.70%	0%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,615	\$1,615	\$1,615	\$1,615	\$1,615
<b>TOTAL TUITION AND FEES</b>	<b>\$5,821</b>	<b>\$5,821</b>	<b>\$5,821</b>	<b>\$5,821</b>	<b>\$5,821</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on next page.

### Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	48%	48%	55%	51%	50%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$22,836	\$24,096	\$19,858	\$22,157	\$20,000
<b>NSLDS Cohort Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	10.1%	9.0%	7.5%	5.4% <i>est</i>	5.3%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$5,821	\$1,000	\$9,400	\$1,500	\$2,600	<b>\$20,321</b>
<b>AT HOME</b>	\$5,821	\$1,000	\$4,700	\$1,500	\$2,600	<b>\$15,621</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	715	39%	\$11,883	-\$2,373	\$7,586	\$4,451	
\$40,000-\$59,999	217	12%	\$13,744	-\$117	\$5,364	\$3,735	
\$60,000-\$79,999	186	10%	\$15,599	\$1,968	\$3,279	\$4,672	
\$80,000-\$99,999	129	7%	\$16,434	\$3,165	\$2,163	\$5,112	
\$100,000 Above	363	20%	\$17,088	\$3,567	\$1,762	\$3,939	
Missing*	241	13%	n/a	\$4,474	\$801	\$58	
<b>TOTAL</b>	<b>1,851</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,102*</b>	<b>\$770</b>	<b>\$4,489</b>	<b>\$3,763</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2015**

<b>Effective Date</b>	
University Board of Trustees approval date:	N/A
<b>Campus or Center Location</b>	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	USF St. Petersburg
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	All undergraduate courses
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$35.14
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
<b>Projected Differential Revenue Generated</b>	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$3,276,000
<b>Intended Uses</b>	
Describe how the revenue will be used.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
<b>Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)</b>	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2014-15 academic year.

2014-2015- 70% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Improve graduation rates through QEP implementation and Student Success Center	Faculty assigned duties to support QEP; continued with implementation plan to enhance student success including creation of Student Success Center providing enhanced tutoring; increased pass rates in targeted math courses; increase in E&G funds reallocated to support these efforts because of differential tuition support in other areas.
Increase undergraduate student research and creativity	Undergraduate student research awards including national research awards E&G funds reallocated to support these efforts because of differential tuition support in other areas.
Enhanced undergraduate programs	Senior faculty assigned to teach General Education courses; retained faculty position supporting undergraduate programs.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	18
Total Number of Advisors Hired or Retained (funded by tuition differential):	6
Total Number of Course Sections Added or Saved (funded by tuition differential):	75
2014-2015 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Maintain our need based grant funding commitment to make USF affordable and provide access to low income students.	Due to the fact that there were no tuition increases in FY15, we had no additional resources to award. In fact, our available funding for the campus decreased by 1 percent. However, we were able to maintain our awarding strategy to support recruitment and retention activities.
Provide financial support for talented students with limited income so as to keep average student loan debt flat or with nominal increases.	Average debt of graduates increased significantly in 2013-14. We will carefully monitor this development, as it may be attributed in part to students borrowing for the on-campus living option.
Additional Information (estimates as April 1, 2015):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	924
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,202
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$25
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,500





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2014-15 AND 2015-16**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b> <b>2014-15</b>	<b>Estimated</b> <b>2015-16</b>
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<b><u>FTE Positions:</u></b>		
Faculty	18.00	19.00
Advisors	6.00 .	6.00 .
Staff	0.00 .	0.00 .
Total FTE Positions:	24	25
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 470,300	\$ 316,200
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 470,300	\$ 316,200
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 3,150,000	\$ 3,276,000
Interest Revenue - Current Year	4,000	4,000
Interest Revenue - From Carryforward	1,000	1,000
Balance	1,000	1,000
Total Receipts / Revenues:	\$ 3,155,000	\$ 3,281,000
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 2,085,500	\$ 2,150,000
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,069,600	1,112,300
Expended From Carryforward Balance	154,000	30,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 3,309,100	\$ 3,292,300
<b>Ending Balance Available:</b>	<b>\$ 316,200</b>	<b>\$ 304,900</b>
*Since the 2014-15 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		





**FISCAL INFORMATION (continued)**  
**UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS**

University of South Florida - St. Petersburg							
<b>Undergraduate Students</b>	-----Actual-----			-----Projected-----			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Tuition:</b>							
Base Tuition -	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14
Total Base Tuition and Differential	\$138.46	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21
% Change	11.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Building/Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$25.05	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63
Health	\$3.90	\$4.90	\$4.90	\$4.90	\$4.90	\$4.90	\$4.90
Athletic	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45
Transportation Access	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25
Technology <sup>1</sup>	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Student Green Energy	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Sub total (credit hour fees)	\$51.73	\$53.49	\$53.49	\$53.49	\$53.49	\$53.49	\$53.49
<b>Total Tuition and Fees per credit hour</b>	<b>\$190.19</b>	<b>\$193.70</b>	<b>\$193.70</b>	<b>\$193.70</b>	<b>\$193.70</b>	<b>\$193.70</b>	<b>\$193.70</b>
% Change	10.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access							
<b>Total Block Fees per term</b>	<b>\$5.00</b>	<b>\$5.00</b>	<b>\$5.00</b>	<b>\$5.00</b>	<b>\$5.00</b>	<b>\$5.00</b>	<b>\$5.00</b>
% Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,153.80</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,561.90</b>	<b>\$1,614.70</b>	<b>\$1,614.70</b>	<b>\$1,614.70</b>	<b>\$1,614.70</b>	<b>\$1,614.70</b>	<b>\$1,614.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,715.70</b>	<b>\$5,821.00</b>	<b>\$5,821.00</b>	<b>\$5,821.00</b>	<b>\$5,821.00</b>	<b>\$5,821.00</b>	<b>\$5,821.00</b>
\$ Change	\$516.90	\$105.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change	9.9%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$315.00	\$315.00	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$15.75	\$15.75	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	\$330.75	\$330.75	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82
% Change	8%	8%	10%	0%	0%	0%	0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,153.80</b>	<b>\$4,153.80</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>	<b>\$4,206.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$11,484.40</b>	<b>\$11,484.40</b>	<b>\$12,529.30</b>	<b>\$12,529.30</b>	<b>\$12,529.30</b>	<b>\$12,529.30</b>	<b>\$12,529.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$15,638.20</b>	<b>\$15,638.20</b>	<b>\$16,735.60</b>	<b>\$16,735.60</b>	<b>\$16,735.60</b>	<b>\$16,735.60</b>	<b>\$16,735.60</b>
\$ Change	\$1,251.60	\$1,251.60	\$1,097.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change	8.7%	8.7%	7.0%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining</b>	<b>\$9,190.00</b>	<b>\$9,250.00</b>	<b>\$9,250.00</b>	<b>\$9,250.00</b>	<b>\$9,250.00</b>	<b>\$9,250.00</b>	<b>\$9,250.00</b>
% Change	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	24%Δ	1,500	39%	1,590	39%	1,685	39%	1,787	39%
FTIC (Profile Admit)	240%Δ	17	0%	18	0%	19	0%	20	0%
AA Transfers from FCS	5%Δ	1,188	31%	1,259	31%	1,335	31%	1,415	31%
Other Transfers	15%Δ	1,136	30%	1,204	30%	1,276	30%	1,353	30%
<b>Subtotal</b>	<b>14%Δ</b>	<b>3,841</b>	<b>100%</b>	<b>4,071</b>	<b>100%</b>	<b>4,315</b>	<b>100%</b>	<b>4,575</b>	<b>100%</b>
<b>GRADUATE*</b>									
Master's**	36%Δ	532	100%	615	100%	633	100%	650	100%
Research Doctoral	%Δ	n/a	0%	n/a	xx%	n/a	0%	n/a	0%
Professional Doctoral	%Δ	n/a	0%	n/a	xx%	n/a	0%	n/a	0%
<b>Subtotal</b>	<b>36%Δ</b>	<b>532</b>	<b>100%</b>	<b>615</b>	<b>100%</b>	<b>633</b>	<b>100%</b>	<b>650</b>	<b>100%</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	0Δ	0	0%	0	0%	0	0%	0	0%
Other	-8%Δ	224	100%	244	100%	246	100%	250	100%
<b>Subtotal</b>	<b>-8Δ</b>	<b>224</b>	<b>100%</b>	<b>244</b>	<b>100%</b>	<b>246</b>	<b>100%</b>	<b>250</b>	<b>100%</b>
<b>TOTAL</b>	<b>15%Δ</b>	<b>4,597</b>		<b>4,930</b>		<b>5,194</b>		<b>5,475</b>	

\*\* Master's includes ED Specialist

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	4%Δ	896	32%	856	32%	874	32%	892	32%
HYBRID (50%-79%)	121%Δ	50	2%	61	2%	62	2%	64	2%
TRADITIONAL (<50%)	-4%Δ	1,863	66%	1,751	66%	1,788	66%	1,824	66%
<b>TOTAL</b>	<b>0%Δ</b>	<b>2,809</b>	<b>100%</b>	<b>2,667</b>	<b>100%</b>	<b>2,724</b>	<b>100%</b>	<b>2,779</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	53%Δ	133	42%	150	46%	153	46%	156	46%
HYBRID (50%-79%)	12%Δ	3	1%	14	4%	14	4%	15	4%
TRADITIONAL (<50%)	1%Δ	179	57%	161	50%	164	50%	167	50%
<b>TOTAL</b>	<b>18%Δ</b>	<b>315</b>	<b>100%</b>	<b>325</b>	<b>100%</b>	<b>332</b>	<b>100%</b>	<b>338</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **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). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	892	n/a	910	929	947	966	1,004	1,054	3.0%
UPPER	1,688	n/a	1,722	1,757	1,791	1,827	1,900	1,995	3.0%
GRAD I	314	n/a	320	327	333	340	353	371	3.0%
GRAD II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>2,894</b>	<b>n/a</b>	<b>2,952</b>	<b>3,011</b>	<b>3,071</b>	<b>3,133</b>	<b>3,258</b>	<b>3,421</b>	<b>3.0%</b>
<i>Non- Resident</i>									
LOWER	37	n/a	38	40	40	41	42	44	3.0%
UPPER	50	n/a	52	54	54	55	57	60	3.0%
GRAD I	10	n/a	10	11	11	11	11	12	3.0%
GRAD II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>97</b>	<b>n/a</b>	<b>100</b>	<b>105</b>	<b>104</b>	<b>106</b>	<b>111</b>	<b>116</b>	<b>3.0%</b>
<b>TOTAL</b>									
LOWER	930	657	949	969	987	1,007	1,027	1,048	3.0%
UPPER	1,740	1,486	1,775	1,811	1,847	1,884	1,922	1,960	3.0%
GRAD I	324	227	331	337	344	351	358	365	3.0%
GRAD II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>2,994</b>	<b>2,370</b>	<b>3,055</b>	<b>3,117</b>	<b>3,178</b>	<b>3,242</b>	<b>3,307</b>	<b>3,373</b>	<b>3.0%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	25	n/a	24	25	25	26	27	28	3.0%
UPPER	41	n/a	46	47	48	49	51	53	3.0%
GRAD I	5	n/a	9	9	9	9	9	10	3.0%
GRAD II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>71</b>	<b>n/a</b>	<b>79</b>	<b>80</b>	<b>82</b>	<b>84</b>	<b>87</b>	<b>91</b>	<b>3.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.



**ACADEMIC PROGRAM COORDINATION**

**New Programs For Consideration by University in AY 2015-16**

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 2014-15 Work Plan list for programs under consideration for 2015-16.

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>						

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

**DOCTORAL PROGRAMS**

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

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>						

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

**DOCTORAL PROGRAMS**



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.  
Sources: 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).

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida 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. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

#### 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
Source: State University Database System (SUDS).

#### 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: State University Database System (SUDS).

#### 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: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

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

#### Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

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



**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.

**BOG Choice Metrics**

**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).

**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).

**National Ranking for Institutional & Program Achievements**

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**

**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).

**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).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**

FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.





<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	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).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 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').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
<b>Freshman Retention Rate</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.fibog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.fibog.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.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by 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> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-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. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
<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.





**Goals Common to All Universities**

**Academic Quality**

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 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').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<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.

**Operational Efficiency**

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth 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>AA Transfer Graduation Rates</b> In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. 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 second or 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>Average Time to Degree (for FTIC)</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.

**Return on Investment**

<b>Bachelor’s Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G).
<b>Percent of Bachelor’s Degrees in STEM</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>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</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).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Gift Income Summary,” this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There’s a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

**Goals Specific to Research Universities**



## Academic Quality

<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>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. 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>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .
<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<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>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR.
<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>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the annual Accountability Report (table 6A).
<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>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data 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).
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).



**Professional Doctoral Degrees Awarded** The number of professional doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt** This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt** This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)** Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015