

# USF System 2015 Work Plan



**University of South Florida System**

*University Work Plan Presentation*

*for Board of Governors June 2015 Meeting*

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



## 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 University of South Florida System, which includes USF (in Tampa), USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives that develop graduates for 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities across the Tampa Bay region for mutual benefits.

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

The University of South Florida System will unite its institutions into a system that is nationally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff, and students, and for leveraging its institutions' strengths to make a positive impact on the Tampa Bay region and beyond.

## 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 institutions of the USF System develop missions and strategic plans that best fit the communities they serve while also working together to achieve synergies and economies of scale. Under the leadership of the USF Board of Trustees the USF System embraces accountability, relying on a detailed dashboard to track key metrics such as graduation rates, retention rates, research support and faculty awards that are also key components of the Board of Governors' Strategic Plan, including performance-based funding metrics. Engaging in partnerships represents another important strategy; USF and USF St. Petersburg are both recognized by the Carnegie Foundation as community engaged universities. Achieving this recognition at USF Sarasota-Manatee is a key goal of its next strategic plan.

USF, the doctoral research campus in Tampa, is classified by Carnegie as a very high research university, attracting students and faculty of the highest caliber from across the world. The institution is working hard to position itself for AAU eligibility as it maintains a commitment to student success, entrepreneurship and innovation, and global engagement.

USF St. Petersburg has developed a new strategic plan for 2014-19, which focuses on developing a distinctive identity as a valued member of the USF System, promoting faculty excellence, student success, strategic partnerships, and sustainable funding and infrastructure. The institution is now in the midst of a comprehensive implementation plan, working to bring those goals to life while maintaining positive momentum on key performance-funding metrics.

USF Sarasota-Manatee is currently developing a new strategic plan of its own, for 2015-2020. This plan will focus on enhancing students success, campus life, intentional enrollment management, high-quality teaching, community engagement and sustainable resources – all goals that will in turn help bolster the USF System's collective strengths.



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

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

The core capabilities of the USF System represent the varied strengths of its three complementary member institutions. They include: high-impact scholarship; excellence in teaching and learning; entrepreneurial spirit, partnerships; a focus on accountability and data-driven decision making; and community engagement. All three institutions are dedicated to student success, and students in the USF System benefit from having an array of course options across Tampa Bay. Programs hosted at one System institution are available to all USF System students.

The challenges for USF include maintaining momentum in student success and institutional quality with limited resources, as the university is working to increase budgetary efficiencies and hold down costs for students. Furthermore, reduced federal research funds may impact future research opportunities. Despite those challenges, the USF System is once again a top performer in the BOG's performance funding model and is looking forward to returning those new funds into key areas that will continue to enhance quality.

USF St. Petersburg and USF Sarasota-Manatee pride themselves on offering students an intimate campus experience and a high level of student-faculty interaction. At the same time, they benefit from associations, efficiencies of shared resources and opportunities for collaboration. Both are developing successful STEM programs that address local and statewide workforce needs and play an important role in regional economic development. At USFSP, challenges include growing needs for teaching and laboratory space as STEM programs prosper and enhancing student success to improve graduation and retention rates. For USFSM, the primary challenge is exploring ways to enhance the campus-life experience.

## 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:** Each of the USF System institutions is working toward continuous improvement in graduation and retention rates, as well as connecting students with post-graduation employment opportunities. This goal is fueled by USF System's commitment to undergraduate research and its cultivation of a global curriculum; USFSP's focus on innovative retention strategies; and USFSM's efforts to enhance its campus environment and career prep services.

**2. Enhance academic program quality that prepares students for jobs:** Students who graduate from the USF System should not only graduate on time, but also well prepared for leadership jobs in the workforce. Academic quality must go hand-in-hand with all of our student success initiatives. This will be accomplished through strategic hiring of high-quality, productive faculty; support for interdisciplinary programs that expose students to critical problems of today's world and innovative solutions; and development of partnerships across the USF System and in the larger Tampa Bay community.



**3. Increase efficiencies and responsible financial practices:** Across the USF System, financial resources are more precious than ever. As a top performer in the Board of Governors' performance-funding model, it is vital that we continue to put our investments to good use to further improve in those key metrics. The USF System is now revisiting its own shared services among its three member institutions, with the goal of increasing efficiencies and further streamlining business services. The USF System will also continue to practice transparent budgeting and maintain its commitment to keeping costs down for students as we maximize investments in areas that support their success.



**PERFORMANCE FUNDING METRICS**

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation</b>	5.0 pts	75% (2012-13)	75.5% (2013-14)	76% (2014-15)	77% (2015-16)	77% (2016-17)
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	2%Δ	\$35,200 (2012-13)	\$35,361 (2013-14)	\$35,850 (2014-15)	\$36,236 (2015-16)	\$36,627 (2016-17)
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	5%Δ	\$25,490 (2010-14)	\$25,490 (2011-15)	\$25,490 (2012-16)	\$25,490 (2013-17)	\$25,490 (2014-18)
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	2.3 pts	66% (2008-14)	66% (2009-15)	63% (2010-16)	68% (2011-17)	70% (2012-18)
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2]	0.8 pts	85% (2013-14)	87% (2014-15)	87% (2015-16)	88% (2016-17)	88% (2017-18)
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0.1 pts	42% (Fall 2013)	43% (Fall 2014)	40% (Fall 2015)	40% (Fall 2016)	40% (Fall 2017)
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b>	1.5 pts	51% (2013-14)	52% (2014-15)	52% (2015-16)	53% (2016-17)	53% (2017-18)
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b>	-0.2 pts	69% (2013-14)	69% (2014-15)	70% (2015-16)	72% (2016-17)	73% (2017-18)
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	6.0 pts	64% (2013-14)	64% (2014-15)	65% (2015-16)	67% (2016-17)	69% (2017-18)
<b>Board of Trustees Choice Metric</b>						
<b>Number of post-doctoral appointees</b>	-5%Δ	289 Fall 2012	321 Fall 2013	298 Fall 2014	290 Fall 2015	295 Fall 2016

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



**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS**

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. The University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2015 actual data for approval.

**REPORTED FOR USF TAMPA ONLY**

	BENCH-MARKS	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Average GPA and SAT Score</b> for incoming freshman in Fall semester	<b>4.0 GPA</b> <b>1800 SAT</b>	4.0 1770 Fall 2014	4.05 1800 Fall 2015	4.08 n/a Fall 2016	4.1 n/a Fall 2017	4.1 n/a Fall 2018
<b>Public University National Ranking</b> (in more than one national ranking)	<b>Top 50</b>	3 2015	3 2016	3 2017	4 2018	4 2019
<b>Freshman Retention Rate</b> (Full-time, FTIC)	<b>90%</b>	89% 2013-14	90% 2014-15	91% 2015-16	91% 2016-17	91% 2017-18
<b>6-year Graduation Rate</b> (Full-time, FTIC)	<b>70%</b>	67% 2008-14	68% 2009-15	63% 2010-16	70% 2011-17	72% 2012-18
<b>National Academy Memberships</b>	<b>6</b>	3 2012	3 2013	6 2014	7 2015	8 2016
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	<b>\$200 M</b>	\$437 2013-14	\$438 2014-15	\$439 2015-16	\$440 2016-17	\$441 2017-18
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	<b>\$150 M</b>	\$238 2013-14	\$239 2014-15	\$240 2015-16	\$241 2016-17	\$242 2017-18
<b>National Ranking in S.T.E.M. Research Expenditures</b> (includes public & private institutions)	<b>Top 100</b> in 5 of 8 disciplines	7 2012-13	7 2013-14	8 2014-15	8 2015-16	8 2016-17
<b>Patents Awarded</b> (over 3 year period)	<b>100</b>	292 2012-14	293 2013-15	281 2014-16	258 2015-17	261 2016-18
<b>Doctoral Degrees Awarded Annually</b> (excludes Professional degrees)	<b>400</b>	330 2013-14	315 2014-15	320 2015-16	325 2016-17	330 2017-18
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	304 Fall 2011	289 Fall 2012	321 Fall 2013	298 Fall 2014	290 Fall 2015
<b>Endowment Size (\$M)</b>	<b>\$500 M</b>	\$417 2013-14	\$420 2014-15	\$450 2015-16	\$485 2016-17	\$525 2017-18
<b>NUMBER OF METRICS ABOVE THE BENCHMARK</b>	<b>11 of 12</b>	<b>6</b>	8	8	9	10

Note: Due to the various timelines that these metrics represent, the data reported in each column corresponds to the most updated data for the June Board meeting each year. Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.





## 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	3 2015	3 2016	3 2017	4 2018	4 2019
<b>SAT Score*</b> [for 3 subtests]	40Δ	1,763 Fall 2014	1,770 Fall 2015	n/a	n/a	n/a
<b>High School GPA</b>	0.2Δ	4.0 Fall 2014	4.0 Fall 2015	4.0 Fall 2016	4.0 Fall 2017	4.1 Fall 2018
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>	n/a	3	5	6	6	6
Exams Above Benchmarks	n/a	2	0	0	0	0
Exams Below Benchmarks		2013-14	2014-15	2015-16	2016-17	2017-18
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	-0.3 pts	87% 2013-14	87% 2014-15	88% 2015-16	89% 2016-17	89% 2017-18
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	14.5 pts	43% 2010-14	44% 2011-15	46% 2012-16	48% 2013-17	50% 2014-18
In 6 years (or less)	14.5 pts	66% 2008-14	67% 2009-15	63% 2010-16	68% 2011-17	70% 2012-18
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	4.7pts	29% 2012-14	31% 2013-15	32% 2014-16	34% 2015-17	35% 2016-18
<b>FTIC Average Time to Degree (in years)</b>	-0.5 Δ	4.1 2013-14	4.1 2014-15	4.1 2015-16	4.1 2016-17	4.1 2017-18
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b> First Majors Only	20%Δ	9,391 2013-14	9,525 2014-15	9,611 2015-16	9,798 2016-17	9,973 2017-18
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	8.9 pts	34% 2013-14	34% 2014-15	42% 2015-16	45% 2016-17	46% 2017-18
<b>Graduate Degrees Awarded</b>	14%Δ	3,401 2013-14	3,525 2014-15	3,686 2015-16	3,842 2016-17	4,000 2017-18
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	10.4 pts	52% 2013-14	53% 2014-15	55% 2015-16	56% 2016-17	57% 2017-18
<b>Annual Gifts Received (\$Millions)</b>	3%Δ	\$ 37.4 2013-14	\$ 40 2014-15	\$ 42 2015-16	\$ 44 2016-17	\$ 46 2017-18
<b>Endowment (\$Millions)</b>	41%Δ	\$ 417.3 2013-14	\$ 420 2014-15	\$ 450 2015-16	\$ 485 2016-17	\$ 525 2017-18

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

\*\*FTIC retention and graduation rate percentages represent students starting and ending at any USF System Institution (USFT ,USFSM, USFSP)



## KEY PERFORMANCE INDICATORS

## Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Academic Quality</b>						
Faculty Awards	-30%Δ	7 2012	8 2013	9 2014	10 2015	11 2016
National Academy Members	100%Δ	3 2012	3 2013	6 2014	7 2015	8 2016
Number of Post-Doctoral Appointees	23%Δ	321 Fall 2013	298 Fall 2014	290 Fall 2015	295 Fall 2016	300 Fall 2017
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	7 of 8 2012-13	7 of 8 2013-14	8 of 8 2014-15	8 of 8 2015-16	8 of 8 2016-17
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	27%Δ	\$497 2013-14	\$498 2014-15	\$499 2015-16	\$500 2016-17	\$501 2017-18
Science & Engineering Research Expenditures (\$M)	32%Δ	\$438 2013-14	\$439 2014-15	\$440 2015-16	\$441 2016-17	\$442 2017-18
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	82%Δ	\$239 2013-14	\$240 2014-15	\$241 2015-16	\$242 2016-17	\$243 2017-18
Percent of Research Expenditures funded from External Sources	-10pts	60% 2013-14	59% 2014-15	60% 2015-16	61% 2016-17	62% 2017-18
Patents Issued	139%Δ	110 2014	85 2015	86 2016	87 2017	88 2018
Licenses/Options Executed	200%Δ	75 2012-13	91 2013-14	92 2014-15	93 2015-16	94 2016-17
Licensing Income Received (\$M)	38%Δ	\$1.8 2012-13	\$1.4 2013-14	\$1.8 2014-15	\$1.9 2015-16	\$2.0 2016-17
Number of Start-up Companies	200%Δ	9 2012-13	11 2013-14	9 2014-15	9 2015-16	10 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>161</u> 171 2015	<u>158</u> 171 2016	<u>157</u> 170 2017	<u>156</u> 169 2018	<u>155</u> 168 2019
Research Doctoral Degrees Awarded	35%Δ	330 2013-14	315 2014-15	320 2015-16	325 2016-17	330 2017-18
Professional Doctoral Degrees Awarded	38%Δ	216 2013-14	327 2014-15	387 2015-16	365 2016-17	339 2017-18
<b>TOTAL NUMBER OF IMPROVING METRICS</b>			<b>9</b>	<b>13</b>	<b>11</b>	<b>13</b>



## 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.

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**



## FISCAL INFORMATION

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

	2014-15 Actual	2015-16 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 278.4	pending
Tuition	\$ 194.2	pending
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 472.6</b>	pending
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 74.6	pending
Tuition	\$ 56.0	pending
<b>TOTAL HSC</b>	<b>\$ 130.6</b>	pending
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 603.20</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	\$ 208.23	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	\$ 285.86	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	\$ 444.46	pending
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 220.68	pending
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 1,159.23</b>	pending
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 1,762.43</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>					
<b>Tuition Differential Fee</b>					
<b>Percent Increase</b>					
<b>Required Fees<sup>1</sup></b>					
<b>TOTAL TUITION AND FEES</b>					

Data cannot be rolled up into one reporting instance for the USF System. See individual USF System institution work plans

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>	53%	57%	59%	59%	57%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$21,784	\$22,623	\$22,719	\$22,610	\$21,800
<b>NSLDS Cohort Year</b>	2009	2010	2011	2012	2013 GOAL
<b>Student Loan Cohort Default Rate</b> (3rd Year)	10.1%	9.8%	7.5% <i>draft</i>	5.4% <i>draft</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>	Data cannot be rolled up into one reporting instance for the USF System. See individual USF System institution work plans					
<b>AT HOME</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	6,835	35%	\$11,347	-\$2,833	\$8,649	\$4,046
\$40,000-\$59,999	2,408	12%	\$13,201	-\$803	\$6,706	\$3,635
\$60,000-\$79,999	1,834	9%	\$15,515	\$1,795	\$4,127	\$4,171
\$80,000-\$99,999	1,461	7%	\$16,546	\$2,805	\$3,165	\$4,711
\$100,000 Above	4,524	23%	\$16,787	\$2,982	\$3,020	\$3,475
Missing*	2,469	13%	\$17,148	\$4,123	\$1,809	\$145
<b>TOTAL</b>	<b>19,531</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$14,349</b>	<b>\$500</b>	<b>\$5,406</b>	<b>\$3,431</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)  
UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**



**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)	2%Δ	17,177	48%	17,304	49%	17,540	50%	17,762	49%
FTIC (Profile Admit)	-28%Δ	201	1%	139	0%	124	0%	125	0%
AA Transfers from FCS	14%Δ	9,172	26%	11,761	33%	11,546	33%	11,761	33%
Other Transfers	-12%Δ	9,306	25%	6,200	18%	6,098	17%	6,271	17%
<b>Subtotal</b>	<b>0.1%Δ</b>	<b>35,856</b>	<b>100%</b>	<b>35,404</b>	<b>100%</b>	<b>35,308</b>	<b>100%</b>	<b>35,919</b>	<b>100%</b>
<b>GRADUATE*</b>									
Master's	6%Δ	6,952	68%	7,090	67%	7,162	67%	7,234	67%
Research Doctoral	2%Δ	2,226	22%	2,375	23%	2,400	23%	2,400	23%
Professional Doctoral	74%Δ	1,027	10%	1,078	10%	1,106	10%	1,114	10%
<b>Subtotal</b>	<b>10%Δ</b>	<b>10,205</b>	<b>100%</b>	<b>10,543</b>	<b>100%</b>	<b>10,668</b>	<b>100%</b>	<b>10,748</b>	<b>100%</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	-39%Δ	14	1%	14	1%	14	1%	14	1%
Other	-1%Δ	2,153	99%	2,088	99%	2,104	99%	2,123	99%
<b>Subtotal</b>	<b>-1%Δ</b>	<b>2,167</b>	<b>100%</b>	<b>2,102</b>	<b>100%</b>	<b>2,118</b>	<b>100%</b>	<b>2,137</b>	<b>100%</b>
<b>TOTAL</b>	<b>2%Δ</b>	<b>48,228</b>		<b>48,049</b>		<b>48,094</b>		<b>48,804</b>	

Note\*: Includes Medical students.

**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%)	21%Δ	5,497	22%	6,230	25%	6,170	25%	6,224	25%
HYBRID (50%-79%)	22%Δ	411	2%	379	2%	518	2%	522	2%
TRADITIONAL (<50%)	-4%Δ	18,329	76%	17,625	73%	17,699	73%	17,792	73%
<b>TOTAL</b>	<b>1%Δ</b>	<b>24,237</b>	<b>100%</b>	<b>24,233</b>	<b>100%</b>	<b>24,387</b>	<b>100%</b>	<b>24,538</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	5%Δ	1,197	21%	1,279	22%	1,336	23%	1,360	23%
HYBRID (50%-79%)	37%Δ	150	2%	137	2%	128	2%	130	2%
TRADITIONAL (<50%)	3%Δ	4,413	77%	4,424	76%	4,444	75%	4,527	75%
<b>TOTAL</b>	<b>4%Δ</b>	<b>5,759</b>	<b>100%</b>	<b>5,840</b>	<b>100%</b>	<b>5,908</b>	<b>100%</b>	<b>6,017</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	8,711	n/a	8,698	8,745	8,790	8,838	8,907	8,987	0.7%
UPPER	13,960	n/a	13,912	14,009	14,106	14,207	14,349	14,513	0.9%
GRAD I	3,373	n/a	3,297	3,359	3,422	3,488	3,560	3,639	2.0%
GRAD II	918	n/a	842	857	872	888	904	920	1.8%
<b>TOTAL</b>	<b>26,961</b>	<b>n/a</b>	<b>26,748</b>	<b>26,970</b>	<b>27,192</b>	<b>27,422</b>	<b>27,720</b>	<b>28,060</b>	<b>1.0%</b>
<i>Non- Resident</i>									
LOWER	890	n/a	891	895	898	902	906	911	0.4%
UPPER	884	n/a	885	891	893	898	904	911	0.6%
GRAD I	918	n/a	1,099	1,118	1,138	1,160	1,181	1,202	1.8%
GRAD II	659	n/a	669	681	694	706	719	732	1.8%
<b>TOTAL</b>	<b>3,350</b>	<b>n/a</b>	<b>3,544</b>	<b>3,586</b>	<b>3,623</b>	<b>3,666</b>	<b>3,710</b>	<b>3,756</b>	<b>1.2%</b>
<b>TOTAL</b>									
LOWER	9,601	9,661	9,589	9,640	9,688	9,740	9,812	9,898	0.6%
UPPER	14,844	13,167	14,796	14,899	15,001	15,107	15,253	15,423	0.8%
GRAD I	4,291	3,491	4,395	4,477	4,562	4,647	4,741	4,841	2.0%
GRAD II	1,576	842	1,511	1,538	1,566	1,594	1,623	1,652	1.8%
<b>TOTAL</b>	<b>30,311</b>	<b>27,161</b>	<b>30,291</b>	<b>30,555</b>	<b>30,817</b>	<b>31,088</b>	<b>31,429</b>	<b>31,814</b>	<b>1.0%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	456	n/a	469	470	472	473	475	477	0.4%
UPPER	359	n/a	340	342	346	348	353	357	1.0%
GRAD I	479	n/a	488	497	505	514	524	534	1.8%
GRAD II	17	n/a	17	17	18	18	18	19	1.8%
<b>TOTAL</b>	<b>1,312</b>	<b>n/a</b>	<b>1,314</b>	<b>1,327</b>	<b>1,341</b>	<b>1,356</b>	<b>1,372</b>	<b>1,389</b>	<b>1.0%</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.

#### Medical Student Headcount Enrollments (E&G funded)

<i>Medical Doctorate Headcounts</i>									
RESIDENT	438	480	438	421	414	420	420	420	0%
NON-RESIDENT	53	0	49	60	67	60	60	60	0%
<b>TOTAL</b>	<b>491</b>	<b>480</b>	<b>487</b>	<b>481</b>	<b>481</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>0%</b>



## 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>						
BS Econometrics (USF)	45.0603	-	-	10%	60	Fall 2015

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

MS Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	80%	100	Fall 2015
MS Nurse Anesthetist (USF)	51.3804	HEALTH	FIU	0%	35	Fall 2015

### DOCTORAL PROGRAMS

Ph.D. Pharmacy (USF)	51.2099	STEM	FAMU, UF	30%	5	Spr 2016
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### New Programs For Consideration by University in 2016-18

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>						
BS Public Relations, Adv., Com(USF)	09.0900	GAP	FSU, FAMU, FIU	25%	580	Fall 2016

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

### DOCTORAL PROGRAMS

Ph.D. Applied Linguistics (USF)	16.0105	-	-	0%	25	Fall 2016
OTD Occupational Therapy(USF)	51.2306	HEALTH	FAMU, FIU	0%	80	Fall 2017
Ph.D. Behavioral and Com Sci(USF)	44.0000	-	-	0%	20	Fall 2017



## 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** 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.  
Applies to: NCF 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).

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 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.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf</a> .
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<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.
<b>Return on Investment</b>	
<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

#### Faculty Awards

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

#### National Academy Members

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: [http://mup.asu.edu/research\\_data.html](http://mup.asu.edu/research_data.html).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

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 [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### 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).

#### Science & Engineering Research Expenditures in non-medical/health sciences

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 [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### 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).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the annual Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

#### Licensing Income Received (\$M)

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).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*

#### Research Doctoral Degrees Awarded

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