

# USF

## St. Petersburg

### 2017

# Work Plan



**University of South Florida - St. Petersburg**

*University Work Plan Presentation*

*for Board of Governors June 2017 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 prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

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



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## MISSION STATEMENT (What is your purpose?)

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

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

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 the USF System's strategic goals and USFSP's mission and vision, our strategies are also informed by *Vision 20/20* and the ongoing USFSP strategic plan implementation process for 2014 - 2019. To achieve the goal of supporting 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, especially increased and new initiatives to enhance 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

Included in the strategic plan is the goal to increase annual enrollment with students served rising to 10,000 students by 2025. This increase represents growth in the annual students served as measured by the total number of students taking credit hours in a year at USFSP (Fall 2016 unduplicated headcount was 4,717 USFSP students, as shown on page 11's Enrollment Planning Tables). This initiative will help stakeholders appreciate how planned growth 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 and learning using innovative modes of delivery, data-based decision making, high levels of faculty-student interaction, a vibrant research culture, an entrepreneurial spirit, strong and collaborative community support, and diverse partnerships. We provide our students with an intellectual environment that promotes active and experiential learning to prepare them to become critical thinkers and thought leaders.

USFSP's strengths and opportunities include its distinguished faculty and dedicated staff, all highly committed to student success. Another strength is its waterfront location in the heart of St. Petersburg's Innovation District. Just steps from downtown's culture and arts, and adjacent to premier health facilities, USFSP offers rich community experiences for students, as well as for employees of nearby companies who seek coursework and degrees on our campus. We are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong, growing, and innovative community partnerships provide exceptional opportunities to gain feedback about our programs while enhancing civic engagement. By developing appropriate support structures, our faculty are able to advance student learning and further their research, to include securing external funds through grants and contracts.

As we grow our student population, we are balancing regional workforce needs, student interest and campus capacity to provide an always-evolving, 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 perspectives and connections to our campus. Also, it requires that we develop new retention initiatives to ensure that students who start at USFSP will graduate from USFSP in a timely fashion, prepared to earn advanced degrees or enter the workforce.

We are still a young institution. We continue to develop our identity and the infrastructure necessary to fully realize our potential. Although we see many advantages of being a cosmopolitan institution, there are limited opportunities for physical expansion. As our STEM and other new academic programming grows, we will need additional 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 initiatives to improve student academic progress and graduation.**

We have formed a strategic enrollment management team with responsibility for student success from recruitment through degree completion. Each performance-based metric has a 'champion' who leads work groups to develop and implement best practices that align with student persistence. The following are a few of the initiatives identified for implementation over the next three years:

1. Embedding an electronic early alert system within a student case management platform under the guidance of a persistence team;
2. Aligning first-year experiences, programming, and services with predictive analytics;
3. Creating a Master Academic Plan to identify majors that align with both student interest and workforce needs;
4. Providing more affordable housing for residential students through a P3 facilities project planned for fall 2019;
5. Adding more internships and experiential opportunities for students; and
6. Continuing to deepen the campus experience for students through the addition of more clubs and organizations, Greek life, and athletics.

### **2 Develop and implement focused initiatives to improve faculty excellence.**

The USFSP Master Academic Plan engaged faculty across the university in reviewing and revising current academic programs and in the proposal of new programs that fit within the BOG's Areas of Strategic Emphasis, meet STEM principles, and engage faculty in innovative pedagogical models. The need for exceptional faculty members who understand those pedagogical models is demanded by goals within the MAP and ongoing professional development will be required throughout plan implementation. The plan will include a Deans' Council paper defining expectations for research and scholarly work and when approved, will provide greater clarity on scholarly expectations of faculty. Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty hires among Hispanic and African American faculty. In addition, a Minority Post-doc Program begun in Spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years. A new internal grant proposal program is designed to provide support for junior faculty to be mentored by senior, more experienced faculty members from outside the university to assist with publication and grant-writing. Additionally, USF St. Petersburg plans to add a post-grant position in the Research office and to provide additional assistance to faculty who are pursuing external grants/awards.

Launched in 2016, USFSP's Center for Innovative Teaching and Learning (CITL) will expand its services over the next three years to include ongoing support for faculty excellence. Among other functions, the CITL sponsors new faculty orientations and events, a mentoring program for faculty, and ongoing professional development opportunities.



**3 Provide the requisite physical, human and technological infrastructure for USFSP to sustain its current areas of excellence and to grow by design.**

USF St. Petersburg entered into negotiations for its first P3 agreement to add a new student residential facility that will double the number of beds available to full-time students. Our plan calls for a residence hall with 550 beds to be constructed adjacent to the recreation field at Third Street South and Fifth Avenue South. It will feature single- and double-occupancy units, providing financially accessible options for many students who currently must live off campus. The proposed building also calls for a dining facility and a 25,000 square-foot conference center that will allow us to expand campus events, and host business and community meetings.

We plan to significantly remodel our major classroom facility, Davis Hall, and to expand the Coquina Club, a student gathering area adjacent to the university pool and marina. We will open a technical support area in the Poynter Library where students can receive walk-in support for using technology in teaching and learning; create materials for presentations, proposals, and publication; and learn how to use the electronic tools already available to them at USFSP.



**PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)**

**1. Percent of Bachelor’s Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]**

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	61.1%	67.1%	69.0%	71.0%	73.0%	75.0%	77.0%

**2. Median Wages of Bachelor’s Graduates Employed Full-time [within one-year, anywhere in the Nation]**

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,000	\$34,900	\$34,800	\$35,400	\$36,000	\$36,600	\$37,200	\$37,800	\$38,400

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Reported at the USF System Level								

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

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
31.6%	41.4%	31.6%	38.3%	36.8%	36.0%	39.0%	45.0%	54.0%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
58.9%	57.3%	61.6%	66.9%	65.5%	73.0%	78.0%	83.0%	88.0%

**6. Percentage of Bachelor’s Degrees Awarded within Programs of Strategic Emphasis**

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
38.0%	35.9%	36.5%	42.3%	43.3%	44.0%	45.0%	47.0%	50.0%

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

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
37.5%	39.2%	40.0%	43.3%	42.3%	42.0%	42.0%	42.0%	42.0%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
34.9%	35.7%	33.5%	29.7%	28.4%	30.2%	30.2%	30.2%	30.2%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
55.0%	64.2%	67.9%	69.4%	76.5%	77.0%	78.0%	79.0%	80.0%

**10. BOT Choice: Postdoctoral Appointees**

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
0	0	0	0	0	0	0	2	2

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





## KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

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

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

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	.	.	.	.	.	.	.	.

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

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
11%	17%	18%	14%	19%	20%	23%	26%	29%

#### 3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	.	.	.	.

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.4	5.2	4.5	4.1	4.3	4.3	4.3	4.3	4.3

#### 5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
17%	23%	22%	21%	19%	30%	40%	45%	50%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
706	826	821	825	882	913	928	943	960

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
146	143	167	222	211	225	230	235	240

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
14%	17%	17%	18%	22%	22%	24%	26%	26%

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

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
32%	31%	33%	32%	29%	30%	30%	30%	30%

#### 10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
31%	33%	32%	32%	32%	32%	33%	33%	33%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5%	8%	9%	15%	21%	21%	24%	26%	28%

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4%	6%	2%	1%	3%	3%	3%	5%	5%



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

**Institution Specific Goals (optional)**

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

	2015 ACTUAL	2015 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Bachelor’s Degrees in Areas of Strategic Emphasis	178	304	309	349	367	370	390	400	424
Percent of Course Sections Offered via Distance and Blended Learning	16%	18%	18%	22%	24%	26%	26%	26%	26%
Maintain Carnegie Community Engagement Classification	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes



**ENROLLMENT PLANNING (ACTUAL | PLAN)**

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

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	1,669	1,624	1,501	1,593	1,745	1,789	1,878	1,972	2,070
FTIC (Profile Admit)	16	12	17	16	14	18	19	20	21
FCS AA Transfers	1,194	1,193	1,188	1,232	1,213	1,586	1,665	1,748	1,835
Other AA Transfers	266	253	239	232	218	272	286	300	315
Post-Baccalaureates	-	-	153	134	126	146	153	161	169
Other Undergraduates	869	868	737	738	712	972	1,023	1,074	1,128
<b>Subtotal</b>	<b>4,014</b>	<b>3,950</b>	<b>3,835</b>	<b>3,945</b>	<b>4,028</b>	<b>4,783</b>	<b>5,024</b>	<b>5,275</b>	<b>5,538</b>
<b>GRADUATE</b>									
Master's	457	552	530	540	556	584	607	631	656
Research Doctoral	.	.	.	.	.	.	.	.	.
Professional Doctoral	.	.	.	.	.	.	.	.	.
<b>Subtotal</b>	<b>457</b>	<b>552</b>	<b>530</b>	<b>540</b>	<b>556</b>	<b>584</b>	<b>607</b>	<b>631</b>	<b>656</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	.	.	.	.	.	.	.	.	.
Other <sup>1</sup>	219	238	231	264	221	286	297	308	319
<b>Subtotal</b>	<b>219</b>	<b>238</b>	<b>231</b>	<b>264</b>	<b>221</b>	<b>286</b>	<b>297</b>	<b>308</b>	<b>319</b>
<b>TOTAL</b>	<b>4,690</b>	<b>4,740</b>	<b>4,596</b>	<b>4,749</b>	<b>4,805</b>	<b>5,653</b>	<b>5,928</b>	<b>6,214</b>	<b>6,513</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
<b>UNDERGRADUATE</b>									
Distance (80-100%)	1,170	1,346	1,228	1,171	1,183	1,226	1,275	1,326	1,372
Hybrid (50-79%)	31	36	67	82	39	39	40	40	41
Classroom (0-50%)	2,634	2,688	2,537	2,386	2,449	2,585	2,688	2,798	2,873
<b>Subtotal</b>	<b>3,835</b>	<b>4,070</b>	<b>3,832</b>	<b>3,639</b>	<b>3,671</b>	<b>3,850</b>	<b>4,003</b>	<b>4,164</b>	<b>4,286</b>
<b>GRADUATE</b>									
Distance (80-100%)	119	154	183	203	204	211	220	228	233
Hybrid (50-79%)	3	0	4	19	3	3	3	3	3
Classroom (0-50%)	240	234	242	219	235	252	262	273	278
<b>Subtotal</b>	<b>362</b>	<b>388</b>	<b>429</b>	<b>441</b>	<b>442</b>	<b>466</b>	<b>485</b>	<b>504</b>	<b>514</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



**ENROLLMENT PLANNING (continued)**

**Planned FTE Enrollment Plan by Student Level**

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	1,294	1,361	1,424	1,484	1,512	1,573	1,636	1,701	3.6%
UPPER	2,156	2,134	2,355	2,447	2,520	2,621	2,726	2,835	3.7%
GRAD I	415	408	450	468	486	506	526	547	3.9%
GRAD II	1	2	0	0	0	0	0	0	%
<b>TOTAL</b>	<b>3,866</b>	<b>3,905</b>	<b>4,229</b>	<b>4,399</b>	<b>4,518</b>	<b>4,700</b>	<b>4,888</b>	<b>5,084</b>	<b>3.7%</b>
<b>NON RESIDENT</b>									
LOWER	61	89	67	70	72	75	78	81	3.8%
UPPER	79	107	86	89	93	97	101	105	4.0%
GRAD I	16	17	17	18	19	19	20	21	4.2%
GRAD II	0	1	0	0	0	0	0	0	%
<b>TOTAL</b>	<b>156</b>	<b>214</b>	<b>170</b>	<b>177</b>	<b>184</b>	<b>191</b>	<b>199</b>	<b>207</b>	<b>3.9%</b>
<b>TOTAL</b>									
LOWER	1,355	1,450	1,491	1,554	1,585	1,648	1,714	1,783	3.6%
UPPER	2,235	2,241	2,441	2,536	2,613	2,718	2,826	2,939	3.7%
GRAD I	431	425	467	486	505	525	546	568	3.9%
GRAD II	1	3	0	0	0	0	0	0	%
<b>TOTAL</b>	<b>4,022</b>	<b>4,119</b>	<b>4,399</b>	<b>4,576</b>	<b>4,703</b>	<b>4,891</b>	<b>5,086</b>	<b>5,289</b>	<b>3.7%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	33	36	39	41	43	44	46	48	4.2%
UPPER	47	50	42	43	45	47	49	51	3.9%
GRAD I	10	4	8	8	9	9	9	10	4.5%
GRAD II	0	0	0	0	0	0	0	0	%
<b>TOTAL</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>92</b>	<b>97</b>	<b>100</b>	<b>104</b>	<b>109</b>	<b>4.1%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note\*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



**ACADEMIC PROGRAM COORDINATION**

**New Programs For Consideration by University in AY 2017-18**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BA Sustainability Studies (USFSP)	30.3301	STEM	UF	0%	75	Fall 2017
BS Computational & Applied Mathematics (USFSP)	27.0304	STEM	None	0%	55	Fall 2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
N/A						
<b>DOCTORAL PROGRAMS</b>						
N/A						

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

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Management Science (USFSP)	52.1301	STEM	UF	0%	100	Fall 2018
General Studies (USFSP)	24.0102	None	UCF	100%	100	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	0%	40	Fall 2018
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
N/A						
<b>DOCTORAL PROGRAMS</b>						
N/A						



## UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

<b>Education &amp; General</b>	<b>2015-16 Actual</b>	<b>2016-17 Estimates</b>
<b>Main Operations</b>		
State Funds	\$27.40	\$29.52
Tuition	\$20.40	\$21.71
<b>SUBTOTAL</b>	<b>\$47.80</b>	<b>\$51.23</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds		
Tuition		
<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$47.80</b>	<b>\$51.23</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

### OTHER BUDGET ENTITIES

Auxiliary Enterprises	\$12.80	\$17.59
Contracts & Grants	\$3.10	\$3.17
Local Funds	\$3.90	\$4.06
Faculty Practice Plans	\$0.00	\$0



## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University of South Florida St. Petersburg							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential <sup>5</sup>	35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$140.21</b>	<b>\$140.21</b>	<b>\$140.21</b>	<b>\$140.21</b>	<b>\$140.21</b>	<b>\$140.21</b>	<b>\$140.21</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63
Health	\$4.90	\$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>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$53.49</b>	<b>\$53.49</b>	<b>\$53.49</b>	<b>\$53.49</b>	<b>\$53.49</b>	<b>\$53.49</b>	<b>\$53.49</b>
<b>Total Tuition and Fees per Credit Hour</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>	<b>\$193.70</b>
% Change		0.0%	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							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<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%
<b>Total Tuition for 30 Credit Hours</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>\$4,206.30</b>
<b>Total Fees for 30 Credit Hours</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>\$1,614.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</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>	<b>\$5,821.00</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>	<b>\$363.82</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>	<b>\$14,601.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>	<b>\$2,134.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</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>	<b>\$16,735.60</b>	<b>\$16,735.60</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>	<b>\$11,451.60</b>	<b>\$11,451.60</b>	<b>\$11,559.82</b>	<b>\$12,221.30</b>	<b>\$12,924.12</b>	<b>\$13,402.38</b>	<b>\$13,804.20</b>
\$ Change		\$0.00	\$108.22	\$661.48	\$702.82	\$478.26	\$401.82
% Change		0.0%	0.9%	5.7%	5.8%	3.7%	3.0%

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

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

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

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

<sup>5</sup> report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



## DEFINITIONS

### Performance Based Funding

**1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)**  
One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

**2. Median Wages of Bachelor's Graduates Employed Full-time**  
One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

**3. Cost to the Student**  
Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

**4. Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

**5. Academic Progress Rate**  
*2nd Year Retention  
with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

**6. University Access Rate**  
*Percent of Undergraduates  
with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

**7. Bachelor's Degrees within Programs of Strategic Emphasis**

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).





**8a. Graduate Degrees within Programs of Strategic Emphasis**

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

**8b. Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).

**BOG Choice Metrics**

**9a. Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

**9b. Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**9c. National Ranking for University**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

**BOT Choice Metrics**

**10a. Percent of R&D Expenditures Funded from External Sources**

FAMU

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

**10b. Bachelor's Degrees Awarded to Minorities**

FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



<p><b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU</p>	<p>This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.</p>
<p><b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF</p>	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.</p>
<p><b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF</p>	<p>This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).</p>
<p><b>10f. Number of Licenses/Options Executed Annually</b> UF</p>	<p>This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.</p>
<p><b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF</p>	<p>This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).</p>
<p><b>Number of Postdoctoral Appointees</b> USF</p>	<p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
<p><b>Percentage of Adult Undergraduates Enrolled</b> UWF</p>	<p>This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).</p>

**Preeminent Research University Funding Metrics**

<p><b>Average GPA and SAT Score</b></p>	<p>An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').</p>
<p><b>Public University National Ranking</b></p>	<p>A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.</p>



<b>Freshman Retention Rate</b> (Full-time, FTIC)	<p>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.</p>
<b>6-year Graduation Rate</b> (Full-time, FTIC)	<p>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>.</p>
<b>National Academy Memberships</b>	<p>National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.</p>
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	<p>Science &amp; Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).</p>
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	<p>Total S&amp;E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F &amp; 12F in HERD survey) from the total S&amp;E amount.</p>
<b>National Ranking in S.T.E.M. Research Expenditures</b>	<p>The NSF identifies 8 broad disciplines within Science &amp; 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.</p>
<b>Patents Awarded</b> (3 calendar years)	<p>Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd-&gt;yyyymmdd AND APT/1)".</p>
<b>Doctoral Degrees Awarded Annually</b>	<p>Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.</p>
<b>Number of Post-Doctoral Appointees</b>	<p>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).</p>
<b>Endowment Size (\$M)</b>	<p>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.</p>



Key Performance Indicators	
Teaching & Learning Metrics	
<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
<b>FTIC Graduation Rates In 4 years (or less)</b>	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Bachelor’s Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
<b>Bachelor’s Degrees Awarded To African-American and Hispanic Students</b>	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
<b>Adult (Aged 25+) Undergraduates Enrolled Fall term</b>	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
<b>Percent of Undergraduate FTE Enrolled in Online Courses</b>	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
<b>Percent of Bachelor’s Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



**Key Performance Indicators (continued)**

**Scholarship, Research & Innovation Metrics**

<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: <a href="http://mup.asu.edu/research_data.html">http://mup.asu.edu/research_data.html</a> .
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).