

# USF System 2017 Work Plan



**University of South Florida - System**

*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 University of South Florida System, which includes USF, USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), catalyzes and coordinates initiatives that prepare students for successful 21<sup>st</sup> 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 empower and connect its separately accredited institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students, and for transforming the communities it serves.

## 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.*

While each of the three member institutions of the USF System develops and implements their distinctive strategic plans, the USF System strategy is guided by a uniting set of "BULLISH" principles: BOLD, UNITED, LEADERS, LOYAL, IMPACTFUL, STUDENT-CENTRIC, HIGH-QUALITY. These principles of collaboration and cooperation work to ensure alignment across each institution's strategic plan as well as with the State University System of Florida Board of Governors' (BOG) Strategic Plan.

Under the leadership of the USF Board of Trustees, the USF System embraces performance accountability and relies on detailed data to track key metrics such as graduation rates, retention rates, excess hours, and job placement; all key components of the Florida Board of Governors' Strategic Plan. Maintaining and expanding our community initiatives and partnerships also remains a key priority of the USF System strategy. Both USF and USF St. Petersburg are designated as community-engaged by the Carnegie Foundation for the Advancement of Teaching. Likewise, USF Sarasota-Manatee aims to achieve this distinction as part of its current strategic plan.

USF System member institutions are separately regionally accredited, and each pursues its own set of strategies, goals, and successes.

USF is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral research university, highest research activity. This designation serves as a beacon to attract the best and brightest students and faculty from around the world. USF remains focused on enhancing student success, research and innovation, and community and global engagement.



USF St. Petersburg continues to work through the comprehensive implementation of the 2014-2019 strategic plan, one which aims to develop USFSP as a distinctive member of the USF System. Furthermore, this plan seeks to promote faculty excellence, student success, strategic partnerships, and sustainable funding and infrastructure. USF St. Petersburg also remains focused on maintaining forward momentum on key performance-based funding metrics.

Meanwhile, USF Sarasota-Manatee is working diligently towards the goals outlined in the USFSM strategic plan for 2015-2020. Like its counterparts, the USFSM strategic plan focuses on enhancing student success, high-quality teaching, community engagement, and building a base of sustainable resources.

While each institution is focused on their identified priorities and strategies, the collective successes of USF, USFSP, and USFSM enhance the overall USF System and raise our profile on the regional, national and global stages.

This year the USF System is in the process of updating its strategic plan, with a scheduled presentation date to the USF Board of Trustees in Summer 2017. The new USF System strategic plan will integrate elements from its member institutions' currently approved strategic plans. By highlighting the differentiated, yet complementary mission, vision, and goals of each institution, the USF System Strategic Plan will focus on fully activating our key constituents and ensure that there remains added value for each of the member institutions. While supporting the recognition of excellence for each of its member institutions, the USF System strategic plan will also align and support the implementation of shared and individual goals, and the continued development of cost-effective solutions, thus allowing for a greater realization of a competitive advantage for all of our students, faculty, and staff.



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

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

The USF System is designed to enhance each of the institutions to provide greater value to students and the community than each institution could do on its own. The key strengths of the USF System are the combined core capabilities of its three complementary member institutions. These strengths include excellence in teaching and learning; community and partnership engagement, particularly that which has an economic impact, along with a focus on accountability and data-driven decision making.

A testament to our commitment to excellence in teaching and student success and our intentional alignment of USF System strategy with the BOG's strategic plan, we have made great strides towards advancing key metrics this past year. For example, we have realized a 9.5 percentage point improvement in graduating students without excess hours (PBF Metric #9), and continue to lead the SUS in the percentage of students working or continuing their education one-year post graduation (PBF Metric #1), as well in the percentages of both bachelors' degrees (PBF Metric #6) and graduate degrees (PBF Metric #8) awarded in areas of strategic emphasis.

The USF System continues to support faculty excellence as evidenced by our having the most Fulbright Scholars of any institution in the nation according to data released by the U.S. Department of State and Institute of International Education. With an outstanding 12 faculty members named Fulbright Scholars in 2016-2017, the USF System has doubled its number from previous years.

The USF System and its three member institutions are dedicated to student success and have implemented new initiatives over the past year to ensure that more of our students are graduating on time with minimal student debt, and the skills and experiences necessary to begin a successful career. As an example, we have a joint venture among all three USF System institutions, the USF STEM Collaborative, which aims to grow the field of STEM across the USF System, and meet critical workforce and research needs in the Tampa Bay Region and beyond. Representatives from each institution form the STEM Collaborative Steering Committee, which has successfully hosted three STEM Summits over the past year. Most notably, the STEM Business Summit held in April 2017 aimed to provide detailed information on STEM internships for USF students and workforce pipeline needs.

While the USF System continues on a positive trajectory, there are, however, opportunities in key strategic areas, such as assuring sufficient levels of student need-based financial aid, maintaining our commitment to meeting our community workforce needs, and assuring the adequacy of facilities across the USF System.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

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

The USF System is consistently working towards improving our 4-year and 6-year FTIC graduation and retention rates, ensuring that our students are graduating with fewer excess hours and minimal debt. This goal is fueled by the USF System's commitment to student success and a curriculum aligned with the needs of our communities. It is the goal of the USF System to create an accessible, digital ecosystem that will transform the student experience and support retention and graduation while containing costs.

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

The USF System is committed to preparing our students for the workforce through a rigorous and relevant curriculum, and career preparedness initiatives including internships and career fairs. Furthermore, academic quality plays a key role in preparing our students for their future career paths. The USF System will continue to reward, retain, and attract high-quality faculty members to enhance our students' education, participate in ground-breaking research, expose our students to the critical problems of today's world and inspire innovative solutions.

### **3 Increase Efficiencies and responsible financial practices:**

With the goal of increasing efficiencies and further streamlining our business services, the USF System continues to evaluate and enhance our financial practices. As a continual top performer in the Board of Governors' performance funding model, the USF System is committed to putting our investments to work to further improve performance in key metrics, to better serve our students and the broader Tampa Bay community, and to practice transparent budgeting.



## 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
.	.	65.3%	67.2%	69.6%	70.5%	73.0%	75.0%	76.0%

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

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,200	\$34,600	\$35,200	\$36,700	\$38,000	\$38,600	\$39,100	\$39,600	\$40,400

### 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
.	.	\$14,490	\$13,540	\$13,170	\$13,000	\$12,900	\$12,800	\$12,700

### 4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.5%	63.2%	66.1%	67.8%	66.3%	70.0%	71.0%	72.0%	74.0%

### 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
83.8%	84.5%	85.3%	85.1%	86.1%	87.5%	89.0%	89.5%	90.0%

### 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
48.3%	49.5%	51.0%	54.6%	59.0%	59.2%	59.5%	60.6%	61.0%

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

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
42.1%	42.0%	42.1%	43.0%	41.2%	41.0%	41.0%	41.0%	41.0%

### 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
67.4%	69.1%	69.0%	72.7%	74.6%	74.1%	74.2%	74.2%	74.3%

### 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
53.3%	58.2%	63.9%	65.8%	75.6%	77.5%	78.1%	79.1%	80.1%

### 10. BOT Choice: Postdoctoral Appointees

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
293	304	289	321	300	282	272	267	267

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





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

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**See USF Tampa Work Plan Only**



## 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
.	1	3	4	4	5	5	5	5

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

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
34%	36.3%	28.0%	30.0%	33.0%	33.0%	33.0%	33.0%	33.0%

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

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

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5	5.1	4.7	4.5	4.3	4.3	4.3	4.2	4.2

#### 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
38%	42%	43%	48%	51%	53%	57%	59%	63%

#### 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
8,827	8,999	9,390	9,290	9,222	9,255	9,285	9,416	9,557

#### 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
3,159	3,209	3,401	3,773	3,918	3,973	4,056	4,113	4,172

#### 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
27.1%	27.6%	28.7%	30.4%	31.3%	31.3%	31.6%	31.8%	31.8%

#### 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
26%	24%	24%	23%	22%	22%	22%	20%	21%

#### 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
22%	23%	23%	26%	28%	28%	29%	30%	30%

#### 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
29%	32%	34%	38%	42%	42%	43%	44%	44%

#### 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
46%	50%	52%	57%	60%	61%	62%	63%	63%



## KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

### Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

#### 1. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
3	6	7	8	11	10	10	10	10

#### 2. Faculty Awards

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

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$451	\$467	\$497	\$494	\$515	\$510	\$525	\$541	\$557

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

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
62	59	60	55	55	57	58	59	60

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

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

#### 6. Licenses/Options Executed

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

#### 7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8	10	9	11	11	8	9	10	11



### Institution Specific Goals *(optional)*

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

**SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS**



## 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)	16,930	17,062	17,176	17,499	17,816	17,985	18,130	18,283	18,443
FTIC (Profile Admit)	173	155	202	205	207	216	218	220	221
FCS AA Transfers	9,498	9,416	9,172	9,108	9,245	9,578	9,714	9,914	10,125
Other AA Transfers	1,712	1,640	1,565	1,495	1,429	1,455	1,477	1,491	1,507
Post-Baccalaureates	0	0	1,110	1,025	998	1,005	1,021	1,039	1,059
Other Undergraduates	7,845	7,739	6,583	6,658	6,678	6,753	6,840	6,931	7,029
<b>Subtotal</b>	<b>36,158</b>	<b>36,012</b>	<b>35,808</b>	<b>35,990</b>	<b>36,373</b>	<b>36,992</b>	<b>37,401</b>	<b>37,878</b>	<b>38,384</b>
<b>GRADUATE</b>									
Master's	6,481	6,806	6,950	7,160	7,302	7,469	7,636	7,807	7,984
Research Doctoral	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
Professional Doctoral	905	1,235	1,379	1,309	1,348	1,317	1,416	1,416	1,416
<b>Subtotal</b>	<b>9,722</b>	<b>10,335</b>	<b>10,555</b>	<b>10,698</b>	<b>10,983</b>	<b>11,094</b>	<b>11,334</b>	<b>11,480</b>	<b>11,632</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	0	42	14	24	31	26	21	18	15
Other <sup>1</sup>	1,974	1,941	2,201	2,272	2,424	2,567	2,658	2,753	2,852
<b>Subtotal</b>	<b>1,974</b>	<b>1,983</b>	<b>2,215</b>	<b>2,296</b>	<b>2,455</b>	<b>2,593</b>	<b>2,680</b>	<b>2,771</b>	<b>2,866</b>
<b>TOTAL</b>	<b>47,854</b>	<b>48,330</b>	<b>48,578</b>	<b>48,984</b>	<b>49,811</b>	<b>50,679</b>	<b>51,414</b>	<b>52,128</b>	<b>52,882</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%)	7,375	7,804	7,867	8,745	9,442	9,725	10,085	10,435	10,797
Hybrid (50-79%)	554	670	580	522	237	237	250	253	258
Classroom (0-50%)	26,163	25,807	25,396	24,413	24,540	24,511	24,221	24,198	24,277
<b>Subtotal</b>	<b>34,092</b>	<b>34,281</b>	<b>33,843</b>	<b>33,680</b>	<b>34,219</b>	<b>34,473</b>	<b>34,556</b>	<b>34,887</b>	<b>35,332</b>
<b>GRADUATE</b>									
Distance (80-100%)	1,593	1,747	1,825	2,050	2,109	2,172	2,243	2,314	2,384
Hybrid (50-79%)	211	215	234	204	69	69	72	74	75
Classroom (0-50%)	6,003	6,006	6,223	6,300	6,510	6,613	6,523	6,565	6,603
<b>Subtotal</b>	<b>7,807</b>	<b>7,968</b>	<b>8,282</b>	<b>8,554</b>	<b>8,688</b>	<b>8,854</b>	<b>8,839</b>	<b>8,953</b>	<b>9,062</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	11,744	11,873	11,982	12,094	12,178	12,301	12,431	12,571	0.96%
UPPER	18,538	18,072	18,388	18,588	18,900	19,255	19,630	20,028	1.72%
GRAD I	4,445	4,199	4,298	4,381	4,466	4,556	4,648	4,744	1.99%
GRAD II	1,161	1,160	1,175	1,193	1,211	1,229	1,247	1,266	1.50%
<b>TOTAL</b>	<b>35,888</b>	<b>35,304</b>	<b>35,844</b>	<b>36,256</b>	<b>36,755</b>	<b>37,340</b>	<b>37,956</b>	<b>38,609</b>	<b>1.50%</b>
<b>NON RESIDENT</b>									
LOWER	1,419	1,512	1,492	1,498	1,503	1,510	1,517	1,524	0.42%
UPPER	1,455	1,709	1,692	1,699	1,723	1,748	1,774	1,800	1.25%
GRAD I	1,477	1,607	1,612	1,619	1,625	1,631	1,639	1,646	0.41%
GRAD II	925	998	1,001	1,006	1,011	1,016	1,021	1,026	0.50%
<b>TOTAL</b>	<b>5,276</b>	<b>5,826</b>	<b>5,797</b>	<b>5,822</b>	<b>5,863</b>	<b>5,905</b>	<b>5,950</b>	<b>5,996</b>	<b>0.68%</b>
<b>TOTAL</b>									
LOWER	13,163	13,385	13,475	13,592	13,682	13,810	13,948	14,095	0.90%
UPPER	19,993	19,781	20,080	20,288	20,623	21,003	21,402	21,827	1.68%
GRAD I	5,922	5,806	5,910	6,000	6,091	6,187	6,286	6,390	1.57%
GRAD II	2,086	2,158	2,176	2,199	2,222	2,245	2,269	2,292	1.04%
<b>TOTAL</b>	<b>41,164</b>	<b>41,130</b>	<b>41,641</b>	<b>42,078</b>	<b>42,619</b>	<b>43,245</b>	<b>43,905</b>	<b>44,604</b>	<b>1.38%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	632	657	661	664	667	669	672	675	0.43%
UPPER	430	352	350	353	360	367	374	382	1.73%
GRAD I	630	657	668	669	672	674	676	678	0.32%
GRAD II	49	75	76	76	76	77	77	77	0.43%
<b>TOTAL</b>	<b>1,741</b>	<b>1,741</b>	<b>1,755</b>	<b>1,763</b>	<b>1,775</b>	<b>1,786</b>	<b>1,799</b>	<b>1,813</b>	<b>0.65%</b>

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

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

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



## ACADEMIC PROGRAM COORDINATION

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

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BS Biomedical Engineering (USF)	14.0501	STEM	FGCU, FIU, UF	0%	100	Fall 2017
BS Risk Management/Insurance (USFSM)	52.1701	GAP ANALYSIS	FSU	0%	25	Spring 2018
BA Sustainable 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>						
MS Learning Design and Technology (USF)	13.0501	STEM	FAU, FSU, UCF, UWF	75%	80	Spring 2018
<b>DOCTORAL PROGRAMS</b>						
N/A						



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

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU	0%	580	Fall 2018
Management Science (USFSP)	52.1301	STEM	UF	0%	100	Fall 2018
Management Science (USFSM)	52.1301	STEM	UF	0%	25	Spring 2019
General Studies (USFSP)	24.0102	None	UCF	100%	100	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	0%	40	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FPU, UNF, UWF	0%	300	Fall 2018
BS Cybersecurity (USF)	43.0303	STEM	None	0%	250	Fall 2018
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU, UNF	0%	68	Fall 2018
Biology/Biological Sciences, General (USFSM)	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, UWF	0%	25	Spring 2019
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FAMU	0%	100	Fall 2018
<b>DOCTORAL PROGRAMS</b>						
OTD Occupational Therapy (USF)	51.2306	HEALTH	None	0%	80	TBD
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
Informatics (USF)	11.0104	STEM	UF	0%	30	Fall 2018





## UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

Education & General	2015-16	2016-17
	Actual	Estimates
<b>Main Operations</b>		
State Funds	\$294.80	\$310.95
Tuition	\$203.00	\$217.02
<b>SUBTOTAL</b>	<b>\$497.80</b>	<b>\$527.97</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds	\$73.90	\$74.49
Tuition	\$55.30	\$64.70
<b>SUBTOTAL</b>	<b>\$129.20</b>	<b>\$139.19</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$627.10</b>	<b>\$667.16</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	\$212.20	\$219.1
Contracts & Grants	\$310.90	\$304.8
Local Funds	\$432.00	\$433.3
Faculty Practice Plans	\$237.20	\$267.6



## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

**SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS**



## 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).