



USF Board of Trustees

Tuesday, May 22, 2018

USF Marshall Student Center 3707

10:00 AM – 10:10 AM

A G E N D A

- | | |
|--|------------------|
| I. Call to Order and Comments | Chair Brian Lamb |
| II. Public Comments Subject to USF Procedure | Chair Lamb |
| III. New Business – Action Items (Consent) | Chair Lamb |
| <i>Academic and Campus Environment Committee Approved Items</i> | |
| FL 101 – Approval of USF System Four-Year Graduation Plan | |
| FL 102 – Approval of USF System Accountability Plans | |
| 1. USFT | |
| 2. USFSP | |
| 3. USFSM | |
| 4. USF System | |
| IV. Adjournment | Chair Lamb |

Agenda Item: FL 101

USF Board of Trustees
May 22, 2018

Issue: Four-Year Graduation Rate Improvement Plan, as Required by Legislation

Proposed action: Review and approve Four-Year Plan

Executive Summary:

The *Florida Excellence in Higher Education Act of 2018* (SB 4) requires each university board of trustees to submit a comprehensive proposal to improve undergraduate 4-year graduation rates to the Board of Governors for implementation beginning in the fall 2018 academic semester.

The University of South Florida, which has already received national recognition for its dramatic increases in four-year graduation rates, will scale-up and improve system-wide initiatives including, but not limited to, **predictive analytics, case management, course scheduling, and the *Finish in Four* financial program.**

Financial Impact:

Strategic Goal(s) Item Supports: Goal One
BOT Committee Review Date: ACE May 22, 2018
Supporting Documentation Online (please circle): **Yes** No
USF System or Institution specific: USF System
Prepared by: Vice President Paul Dosal

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN



UNIVERSITY NAME

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

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

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

Predictive Analytics. The campus-wide Persistence Committee, which has focused on under-performing first-year students, already tracks the performance of each FTIC cohort. As we move forward with this four-year graduation rate plan, we will enhance our efforts by expanding our focus to deliver the right support, e.g nudges, to higher-performing students in all cohorts.

Case Management. To facilitate the work of the persistence committees, Information Technology worked with Appian to develop Archivum Insights, a communications platform that allows all student support personnel to share information, manage cases, and refer students to the appropriate office. Although Archivum Insights (AI) is fully deployed across the USF System, not all support personnel currently use the tool as it is designed. Additional “sprints” will be required to make the tool more accessible and useful as our case management platform.

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

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN



UNIVERSITY NAME

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

In the summer of 2017, the University of South Florida Tampa initiated Finish in Four (FIF), a pilot program designed to accelerate four-year degree completion. Financial incentives were offered to FTIC students in the 2013 cohort who were within reach of graduating within four years if they enrolled in the requisite coursework in the summer 2017 term. This pilot program demonstrated that a combination of financial incentives and targeted support could contribute to a significant increase in graduation rates. In this case, the FIF program helped to raise the USF Tampa graduation rate from 54.5% in 2016 to 59.6% in 2017.

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

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

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

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

The grant will be \$600 per semester if the student registers for 15 hours in fall or spring (\$1,725 per semester for non-residents). This amount covers the cost of an additional 3 hours of tuition and fees. To receive the grant in subsequent years, a student must earn 30 credit hours in fall/spring/summer and be on track to graduate in four years.

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN



UNIVERSITY NAME

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

Certification: _____
(Chair, University of Board of Trustees)

Date: _____

Agenda Item: FL 102

USF Board of Trustees
May 22, 2018

Issue: 2016-17 SUS Accountability Plans

Proposed action: Approval of the 2016-17 Accountability Plans for USF System, USF Tampa, USF St. Petersburg, USF Sarasota-Manatee

Executive Summary:

As a part of the Board of Governors planning and accountability framework for the State University System (SUS), institutions will complete annual accountability reports (Section 1008.46, F.S.) that provides an institutional overview as measured by specific performance metrics within the context of SUS goals and regional and statewide needs. Institutions also complete an accompanying planning framework that provides goals for specific metrics. Both of these frameworks have been merged into one document to provide a comprehensive overview of an institution.

The SUS Accountability Plan (SUS level and individual institution reports) contains the following: Key initiatives and achievements; Narrative sections outlining progress on indicators related to the BOG Strategic Plan and aligned with the institution-level strategic priorities; and detailed institution-level data.

The 2016-17 USF System Accountability Plan and the reports for each of the three member institutions (USF Tampa, USF SP, and USF SM), have been completed for consideration by the BOT. The reports will reflect both narrative and data elements for annual performance reporting purposes.

Financial Impact:

The data reported in the SUS Accountability Plans serve as a core set of metrics being utilized by the BOG to reward excellence or improvement (e.g., Performance Based Funding, Preeminence), thus the role of the Board of Trustees in reviewing and approving the University of South Florida System Accountability Reports, as well as ensuring the reports are aligned with its strategic direction, has a direct impact on the amount of funding that could be allocated to the university.

Strategic Goal(s) Item Supports: All

Workgroup Review Date: 5/22/18 ACE

Supporting Documentation Online (please circle): **Yes** **No**

USF System or Institution specific: USF System, USF Tampa, USF St. Petersburg, USF Sarasota-Manatee

Prepared by: Dr. Valeria Garcia



BOARD *of* GOVERNORS

State University System of Florida

University of South Florida System

2018 Accountability Plan Presentation

Presented to the USF System BOT ACE Committee, May 22, 2018

Presented to the USF System BOT, June 12, 2018

Presented to the FLBOG, June 26-28, 2018



University of South Florida System 2018 Accountability Plan: Key Initiatives

Key Initiatives & Investments *(within 3 years)*

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

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

3. Increase partnerships and maximize efficiencies.



University of South Florida System 2018 Accountability Plan: Performance Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.3	67.2	69.6	70.0	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.5	73.0	75.0	76.0	.
PROPOSED GOALS	70.5	71.5	72.5	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,200	36,700	38,000	37,300	.	.	.	.
APPROVED GOALS	.	.	.	36,300	38,600	39,100	39,600	40,400	.
PROPOSED GOALS	39,100	39,600	40,100	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,490	13,540	13,280	12,960	.	.	.	.
APPROVED GOALS	13,000	12,900	12,800	12,700	.
PROPOSED GOALS	12,900	12,800	12,700	12,700

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	41.9	43.2	48.8	52.0	57.3	.	.	.	.
APPROVED GOALS	.	.	.	50.4	53.0	57.0	59.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	57.6	59.2	61.8	64.1



University of South Florida System 2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	84.5	85.3	85.1	86.1	85.9	.	.	.	.
APPROVED GOALS	.	.	.	85.6	87.5	89.0	89.5	90.0	.
PROPOSED GOALS	.	.	.	.	.	87.4	89.0	89.6	90.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49.5	51.0	54.6	59.0	61.4	.	.	.	.
APPROVED GOALS	.	.	.	54.8	59.2	59.5	60.6	61.0	.
PROPOSED GOALS	.	.	.	.	.	61.7	62.3	62.9	63.5

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.0	42.1	43.0	41.2	40.0	.	.	.	.
APPROVED GOALS	.	.	.	40.0	41.0	41.0	41.0	41.0	.
PROPOSED GOALS	.	.	.	.	.	40.5	40.5	40.5	40.6

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.1	69.0	72.7	74.6	74.8	.	.	.	.
APPROVED GOALS	.	.	.	74.0	74.1	74.2	74.2	74.3	.
PROPOSED GOALS	.	.	.	.	.	75.2	75.3	75.3	75.8



University of South Florida System

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	58.2	63.9	65.8	75.6	78.3	.	.	.	.
APPROVED GOALS	.	.	.	68.1	77.5	78.1	79.1	80.1	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.6	80.2	80.3

10. BOT Choice: Postdoctoral Appointees

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



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding

1a. Average GPA

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

1b. Average SAT Score

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

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

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

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

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



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding (cont.)

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

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

5. National Academy Memberships

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

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

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

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

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



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding (cont.)

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

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

9. Utility Patents Awarded [over three calendar years]

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

10. Doctoral Degrees Awarded Annually

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

11. Number of Post-Doctoral Appointees

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

12. Endowment Size (\$Millions)

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



University of South Florida System

2018 Accountability Plan: Key Performance Indicators

Teaching & Learning Metrics

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	23	23	26	28	29	.	.	.	.
APPROVED GOALS	.	.	.	27.5	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	50	52	57	60	63	.	.	.	.
APPROVED GOALS	.	.	.	60	61	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	64

Scholarship, Research and Innovation Metrics

Total Research Expenditures

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

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60



University of South Florida System 2018 Accountability Plan: Enrollment

Headcount Enrollment by Level *(for Fall terms)*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE	36,012	35,808	35,990	36,373	36,955	36,850	37,044	37,395	37,826
MASTER'S	6,806	6,950	7,160	7,302	7,690	7,745	7,818	7,910	8,006
RESEARCH PHD	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
PROFESSIONAL PHD	1,235	1,379	1,309	1,348	1,436	1,460	1,484	1,509	1,534
UNCLASSIFIED	1,983	2,215	2,296	2,455	2,260	2,326	2,383	2,433	2,487
TOTAL	48,330	48,578	48,984	49,811	50,784	50,832	51,193	51,720	52,336

Distance Learning as a Percentage of Total Enrollment

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN
UNDERGRADUATE	23%	23%	26%	28%	29%	30%	31%	32%	33%
GRADUATE	22%	22%	24%	24%	27%	27%	27%	28%	28%
TOTAL	23%	23%	26%	27%	29%	29%	30%	31%	32%



University of South Florida System 2018 Accountability Plan: New Programs

New Programs For Consideration by University in AY 2018-19

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED ONLINE
BACHELOR'S PROGRAMS			
Computer and IS Security/Inform Assurance (USFT)	STEM	0	Y
Environmental Chemistry (USFSP)	STEM	0	Y
Logistics, Materials & Supply Chain Management (USFT)	STEM	4	N
Financial Planning and Services (USFT)	None	0	N
Management Science (USFSM)	STEM	1	Y
MASTER'S PROGRAMS			
Logistics, Materials & Supply Chain Management (USFT)	STEM	1	Y
DOCTORAL PROGRAMS			
Informatics (USFT)	STEM	1	Y



BOARD *of* GOVERNORS

State University System of Florida

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Tampa

2018 Accountability Plan Presentation

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Presented to the USF System BOT, June 12, 2018

Presented to the FLBOG, June 26-28, 2018



University of South Florida – Tampa

2018 Accountability Plan: Key Initiatives

Key Initiatives & Investments *(within 3 years)*

1. Graduate well-educated, highly-skilled, and adaptable global citizens through a continued commitment to the life-long success of our students.

2. Produce high-impact research and innovation that will change lives, improve health, solve global problems, foster sustainable development, and invoke positive societal change.

3. Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida.



University of South Florida – Tampa

2018 Accountability Plan: Performance Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	64.9	65.8	69.6	69.5	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.0	73.0	75.0	77.0	.
PROPOSED GOALS	70.5	71.5	72.5	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,300	36,500	38,000	37,400	.	.	.	.
APPROVED GOALS	38,500	39,000	39,500	40,700	.
PROPOSED GOALS	38,000	39,000	40,000	40,700

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

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

Data Reported at the USF System level only.

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	42.9	44.6	51.4	55.2	59.8	.	.	.	.
ACTUAL Graduated Same Campus	42.7	44.3	50.9	54.2	59.6	.	.	.	.
APPROVED GOALS	.	.	.	.	56.0	59.0	62.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	62.0	64.0	64.0



University of South Florida – Tampa

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	86.6	87.0	87.1	88.0	87.4	.	.	.	.
ACTUAL Retained Same Campus	86.4	86.7	85.6	87.9	87.3	.	.	.	.
APPROVED GOALS	.	.	.	86.5	88.0	89.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.0	90.0	90.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51.7	53.5	56.6	62.0	64.4	.	.	.	.
APPROVED GOALS	.	.	.	57.0	62.0	62.0	63.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	64.5	65.0	65.5	66.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.4	42.5	42.8	40.9	39.9	.	.	.	.
APPROVED GOALS	.	.	.	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.5	71.5	76.3	78.0	78.6	.	.	.	.
APPROVED GOALS	.	.	.	76.3	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.9	79.0	79.0	79.5



University of South Florida – Tampa

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	56.6	62.8	65.1	75.5	78.4	.	.	.	.
APPROVED GOALS	.	.	.	67.5	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.5	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	289	321	300	277	267	.	.	.	.
APPROVED GOALS	.	.	298	277	267	260	260	.	.
PROPOSED GOALS	.	.	.	.	.	260	260	260	260



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding

1a. Average GPA

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

1b. Average SAT Score

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

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

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

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

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



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding (cont.)

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

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

5. National Academy Memberships

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

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

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

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

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



University of South Florida – Tampa

2018 Accountability Plan: Preeminent Funding (cont.)

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

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

9. Utility Patents Awarded [over three calendar years]

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

10. Doctoral Degrees Awarded Annually

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

11. Number of Post-Doctoral Appointees

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

12. Endowment Size (\$Millions)

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



University of South Florida – Tampa

2018 Accountability Plan: Key Performance Indicators

Teaching & Learning Metrics

Six-Year FTIC Graduation Rates [includes full-&part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.0	66.9	68.5	67.7	71.2	.	.	.	.
ACTUAL Graduated Same Campus	62.5	66.6	68.1	67.3	70.6	.	.	.	.
APPROVED GOALS	.	.	.	66.3	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	75.0	77.0	78.0

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	53	56	61	65	66	.	.	.	.
APPROVED GOALS	.	.	.	64	65	66	67	67	.
PROPOSED GOALS	.	.	.	.	.	66	67	67	67

Scholarship, Research and Innovation Metrics

Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	\$459	\$489	\$485	\$506	\$558	.	.	.	.
APPROVED GOALS	.	.	.	\$486	\$501	\$516	\$531	\$547	.
PROPOSED GOALS	.	.	.	.	.	\$559	\$560	\$561	\$562

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60



University of South Florida – Tampa

2018 Accountability Plan: Enrollment

Headcount Enrollment by Level *(for Fall terms)*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE	30,391	30,281	30,288	30,550	30,919	30,656	30,633	30,737	30,889
MASTER'S	6,126	6,300	6,446	6,568	6,976	7,011	7,063	7,134	7,205
RESEARCH PHD	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
PROFESSIONAL PHD	1,235	1,379	1,309	1,347	1,435	1,460	1,484	1,509	1,534
UNCLASSIFIED	1,657	1,879	1,919	2,126	1,902	1,961	2,003	2,037	2,075
TOTAL	41,703	42,065	42,191	42,924	43,675	43,539	43,647	43,890	44,186

Distance Learning as a Percentage of Total Enrollment

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN
UNDERGRADUATE	20%	21%	24%	26%	27%	27%	29%	30%	31%
GRADUATE	21%	21%	23%	23%	25%	25%	26%	26%	27%
TOTAL	20%	21%	24%	25%	27%	27%	28%	29%	30%



University of South Florida – Tampa

2018 Accountability Plan: New Programs

New Programs For Consideration by University in AY 2018-19

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED ONLINE
BACHELOR'S PROGRAMS			
Computer and IS Security/Inform Assurance	STEM	0	Y
Logistics, Materials & Supply Chain Management	STEM	4	N
Financial Planning and Services	None	0	N
MASTER'S PROGRAMS			
Logistics, Materials & Supply Chain Management	STEM	1	Y
DOCTORAL PROGRAMS			
Informatics	STEM	1	Y



BOARD *of* GOVERNORS

State University System of Florida

University of South Florida

St. Petersburg

2018 Accountability Plan Presentation

Presented to the USF System BOT ACE Committee, May 22, 2018

Presented to the USF System BOT, June 12, 2018

Presented to the FLBOG, June 26-28, 2018



University of South Florida – St. Petersburg 2018 Accountability Plan: Key Initiatives

Key Initiatives & Investments *(within 3 years)*

1. Grow academic programs – and access to those programs – in areas of strategic emphasis.

2. Implement strategies that lead to increases in retention and a higher rate of graduation within four years.

3. Designing a campus for the 21st century. Upgrades to physical and technological infrastructure.



University of South Florida – St. Petersburg

2018 Accountability Plan: Performance Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	61.1	67.1	69.0	63.1	.	.	.	.
APPROVED GOALS	.	.	.	69.0	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	70.0	71.0	72.0	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,900	34,800	35,400	36,800	.	.	.	.
APPROVED GOALS	36,600	37,200	37,800	38,400	.
PROPOSED GOALS	37,200	38,200	39,200	40,700

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

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

Data Reported at the USF System level only.

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	34.1	30.7	33.0	32.5	41.3	.	.	.	.
ACTUAL Graduated Same Campus	23.1	22.1	20.8	18.6	30.0	.	.	.	.
APPROVED GOALS	.	.	.	.	30.0	40.0	45.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.0	50.0	55.0



University of South Florida – St. Petersburg

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	73.1	74.2	76.4	73.4	76.5	.	.	.	.
ACTUAL Retained Same Campus	57.3	61.6	66.9	65.5	75.6	.	.	.	.
APPROVED GOALS	.	.	.	68.0	73.0	78.0	83.0	88.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	83.0	88.0	90.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.9	36.5	42.3	43.3	46.6	.	.	.	.
APPROVED GOALS	.	.	.	43.0	44.0	45.0	47.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	47.0	48.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	39.2	40.0	43.3	42.3	40.6	.	.	.	.
APPROVED GOALS	.	.	.	40.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.7	33.5	29.7	28.4	29.5	.	.	.	.
APPROVED GOALS	.	.	.	30.2	30.2	30.2	30.2	30.2	.
PROPOSED GOALS	.	.	.	.	.	30.2	30.5	31.0	31.5



University of South Florida –St. Petersburg

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.2	67.9	69.4	76.5	76.9	.	.	.	.
APPROVED GOALS	.	.	.	70.0	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	79.0	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	2	2	.	.
PROPOSED GOALS	2	2	2	2



University of South Florida – St. Petersburg

2018 Accountability Plan: Key Performance Indicators

Teaching & Learning Metrics

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	33	32	32	32	34	.	.	.	.
APPROVED GOALS	.	.	.	32	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	9	15	21	22	.	.	.	.
APPROVED GOALS	.	.	.	19	21	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	24	26	28	30



University of South Florida – St. Petersburg

2018 Accountability Plan: Enrollment

Headcount Enrollment by Level *(for Fall terms)*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE	3,950	3,835	3,945	4,028	4,165	4,220	4,268	4,316	4,369
MASTER'S	552	530	540	556	567	580	592	604	616
RESEARCH PHD	-	-	-	-	-	-	-	-	-
PROFESSIONAL PHD	-	-	-	-	-	-	-	-	-
UNCLASSIFIED	238	231	264	221	249	250	255	260	265
TOTAL	4,740	4,596	4,749	4,805	4,981	5,050	5,115	5,180	5,250

Distance Learning as a Percentage of Total Enrollment

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN
UNDERGRADUATE	33%	32%	32%	32%	34%	34%	34%	34%	34%
GRADUATE	40%	43%	46%	46%	55%	53%	53%	53%	54%
TOTAL	34%	33%	34%	34%	36%	35%	35%	35%	36%



University of South Florida – St. Petersburg 2018 Accountability Plan: New Programs

New Programs For Consideration by University in AY 2018-19

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED ONLINE
BACHELOR'S PROGRAMS			
Environmental Chemistry	STEM	None	Y
MASTER'S PROGRAMS			
DOCTORAL PROGRAMS			



BOARD *of* GOVERNORS

State University System of Florida

University of South Florida

Sarasota-Manatee

2018 Accountability Plan Presentation

Presented to the USF System BOT ACE Committee, May 22, 2018

Presented to the USF System BOT, June 12, 2018

Presented to the FLBOG, June 26-28, 2018



University of South Florida – Sarasota-Manatee 2018 Accountability Plan: Key Initiatives

Key Initiatives & Investments *(within 3 years)*

1. Develop a plan and secure financing for the construction of a new Science, Research and Technology building.

2. Develop a plan to add on-campus student housing

3. Implement strategies to enhance overall student success.



University of South Florida – Sarasota-Manatee 2018 Accountability Plan: Performance Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.5	62.8	69.6	71.7	.	.	.	.
APPROVED GOALS	.	.	.	63.5	72.8	73.8	74.8	75.8	.
PROPOSED GOALS	72.8	73.8	74.8	75.8

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,000	36,200	39,000	37,000	.	.	.	.
APPROVED GOALS	40,700	41,200	41,700	42,200	.
PROPOSED GOALS	38,200	38,900	39,500	40,700

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

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

Data Reported at the USF System level only.

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	45.8				
ACTUAL Graduated Same Campus	34.9	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	36.0	40.0	45.0	50.0



University of South Florida – Sarasota-Manatee

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Graduated Within USF System		77.1	86.7	78.2	83.3				
ACTUAL Retained Same Campus		69.9	78.7	74.7	81.3	.	.	.	.
APPROVED GOALS	.	.	.	80.2	82.0	84.0	86.0	90.0	.
PROPOSED GOALS	84.4	86.4	88.4	90.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	39.8	33.9	41.1	37.0	39.1	.	.	.	.
APPROVED GOALS	.	.	.	42.0	42.0	45.0	48.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	44.1	47.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	41.7	40.7	45.2	44.4	41.1	.	.	.	.
APPROVED GOALS	.	.	.	41.0	44.4	44.4	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	44.4	45.0	45.0	45.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	30.0	27.3	12.0	24.5	11.7	.	.	.	.
APPROVED GOALS	.	.	.	19.0	12.0	20.0	25.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	20.0	25.0	30.0	35.0



University of South Florida - Sarasota-Manatee

2018 Accountability Plan: Performance Funding (cont.)

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.3	75.4	71.7	75.7	80.3	.	.	.	.
APPROVED GOALS	.	.	.	72.9	78.0	80.0	81.0	82.0	.
PROPOSED GOALS	.	.	.	.	.	81.0	82.0	83.0	84.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	5	5	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	.	.
PROPOSED GOALS	5	5	5	5



University of South Florida – Sarasota-Manatee

2018 Accountability Plan: Key Performance Indicators

Teaching & Learning Metrics

Time to Degree for FTICs in 120 hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	2.6	3.4	.	.	.	.
APPROVED GOALS	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	4.0	4.0	4.0	4.0

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49	50	49	52	60	.	.	.	.
APPROVED GOALS	.	.	.	52	53	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	63	60	55	55



University of South Florida - Sarasota-Manatee 2018 Accountability Plan: Enrollment

Headcount Enrollment by Level *(for Fall terms)*

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE	1,671	1,692	1,757	1,794	1,870	1,974	2,143	2,342	2,568
MASTER'S	128	120	174	178	149	154	163	172	185
RESEARCH PHD	-	-	-	-	-	-	-	-	-
PROFESSIONAL PHD	-	-	-	-	-	-	-	-	-
UNCLASSIFIED	88	105	113	108	109	115	125	136	147
TOTAL	1,887	1,917	2,044	2,080	2,128	2,243	2,431	2,651	2,900

Distance Learning as a Percentage of Total Enrollment

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN
UNDERGRADUATE	49%	50%	49%	52%	60%	63%	60%	55%	55%
GRADUATE	22%	24%	34%	31%	36%	33%	33%	33%	33%
TOTAL	47%	48%	48%	51%	58%	61%	58%	54%	49%



University of South Florida - Sarasota-Manatee 2018 Accountability Plan: New Programs

New Programs For Consideration by University in AY 2018-19

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED ONLINE
BACHELOR'S PROGRAMS			
Management Science	STEM	1	N
MASTER'S PROGRAMS			
DOCTORAL PROGRAMS			



BOARD *of* GOVERNORS

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2018
Accountability Plan

**UNIVERSITY OF
SOUTH FLORIDA
TAMPA**

DRAFT
AS OF 5/02/2018



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT *(What is your purpose?)*

The University of South Florida Tampa's mission is to deliver competitive undergraduate, graduate, and professional programs, and to generate knowledge, foster intellectual development, and ensure student success in a global environment.

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

The University of South Florida Tampa is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF Tampa is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant, locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF Tampa's continued academic advancement.



STATEMENT OF STRATEGY (How will you get there?)

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

The University of South Florida Tampa is classified as both a Doctoral University with “Highest Research Activity” and as a “Community Engaged” institution by the Carnegie Classification of Institutions of Higher Education. USF Tampa’s institutional vision centers on three core stratum, including a continued and holistic commitment to student success, unwavering dedication to research and innovation, and the maintenance of partnerships at the regional, national, and global levels. Over the past year, USF Tampa has continued on its mission to establish a profile consistent with membership in the Association of American Universities (AAU) by situating itself as one of Florida’s premiere destination universities and attracting students and faculty of the highest caliber. Since being designated as an emerging preeminent institution, USF Tampa remains driven by a commitment to accountability and a strategy informed both by the State University System of Florida Board of Governors’ (BOG) Strategic Plan and by benchmark analyses of current and aspirational peers.

Over the past decade, emphasis on student success continues to be a key focus. This includes strategic intervention at every level, from retention rates to workforce preparedness initiatives. Aligning with Governor Scott’s *Finish in Four and Save More*, USF Tampa’s student success initiatives are raising 4-year graduation rates through strategic and timely interventions and support. Equally important is USF Tampa’s holistic commitment to student health and wellness. As a result, retention and graduation rates have continued to rise, with USF Tampa being a leader in the SUS in percentage of students employed or continuing their education one year after graduation and in percentage of students earning a degree in an area of strategic emphasis. USF Tampa’s steadfast commitment to student success is also made evident by recent recognition by the *Education Trust*, which designated USF Tampa the No. 1 public university in the nation for Latino student success and No. 6 in the nation (No. 1 in Florida) for black student success. USF Tampa has been met with similar success in its endeavors to close graduation gaps by race, ethnicity and socioeconomic status.

USF Tampa is also working to meet growing workforce needs in healthcare through the establishment of strategic partnerships. The Morsani College of Medicine increasingly strong student cohorts place it in the top quintile of all medical schools in the country, and the addition of the USF Heart Health Institute has reinforced USF Tampa’s mission to create knowledge, discover solutions to global problems, and prepare students to serve the needs of society. Located in downtown Tampa and led by Dr. Sam Wickline, the Heart Institute is part of the redevelopment of the Channelside District. The new facility has already begun to create opportunities for innovative research, education, and healthcare collaborations between health professionals through Tampa’s metropolitan core and at USF Tampa’s main teaching hospital, Tampa General Hospital.

As 5th in the nation among public universities and 11th world-wide for granted U.S. patents, USF Tampa is deeply committed to creating an environment hospitable of innovative opportunities to create strategic partnerships and promote social change. The USF Tampa Bay Technology Incubator is a prime example and home to over 77 companies, \$123.3 million in total external funding, and has created over 359 jobs to date. USF Tampa generated \$505.9 million in total research expenditures.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF Tampa prides itself in its ability to adapt quickly to the evolving needs of its students, the Tampa Bay Region, and the State of Florida. A prime example of USF Tampa's continued commitment to seeking new and innovative opportunities is the use of predictive analytics to successfully identify students in need of additional support from the university's interdisciplinary Student Care Team. By reviewing real-time, individual student data, USF Tampa can preemptively engage with students long before impacting their path to graduation. Equally important is USF Tampa's commitment to providing students with a career-readiness model with an emphasis on life-long success. USF Tampa's recent partnerships will continue to offer students accessible pathways to success.

As a global research university situated in a major metropolitan area, USF Tampa is home to world-class faculty and students who are engaged in groundbreaking, high-impact research that aims to address society's most pervasive problems and create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF Tampa to be one of the most productive research universities in Florida, and has led to the development of new and fruitful ventures including the USF Health Heart Institute as well as the Department of Medical Engineering.



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. Graduate well-educated, highly-skilled, and adaptable global citizens through a continued commitment to the life-long success of our students.

The University of South Florida Tampa continues to provide access to high-quality, globally informed academic programs and experiential learning opportunities in a sustained effort to enhance student success. Students are exposed to multi-level research opportunities and a career-readiness model that focuses on providing them with professional experience and clear pathways from curriculum to career. To promote timely graduation, the Finish in Four (FIF) initiative delivers added support to students by providing a four-year degree plan, which helps them avoid excess hours.

USF Tampa has established itself as a national model of student success by employing a holistic approach through the use of predictive analytics (such as Civitas Learning software) and proactive advising, which allows university officials to better understand student decision making practices and to intervene when necessary. Programs like the collaborative MWell4Success ensure the best services are in place to increase USF Tampa's capacity to meet the mental health needs of its students. Additionally, Archivum, which is home to a suite of applications and programs that support the university's academic and business processes, provides an online platform for faculty and staff to complete tasks and processes as efficiently as possible. The combined effort has resulted in a rise in USF Tampa's graduation and retention rates, as well as elimination of the achievement gap by socioeconomic status.

In an increased effort to increase access to higher education and reduce student debt, the Textbook Affordability Project (TAP) endeavors not only to promote awareness of textbook affordability issues, but also to provide solutions to make course materials accessible and affordable. Similarly, the FUSE program—an enhanced transfer agreement between the USF System and eight Florida College System partners—promotes further access by offering guaranteed admission to USF, provided students complete specific requirements for their major. Institutions Greater course mobility as well as technology- and media-rich online delivery has further increased student success through engaged learning, and USF's expanded portfolio of online offerings has resulted in the creation of a workforce prepared for high-skill, high-wage jobs with the businesses that drive today's economy.

Additional workforce development initiatives, such as USF Tampa's partnership with technology talent development company Revature and the initiation of the Corporate Mentorship Program in the Muma College of Business, provide pathways for students enhance their skill sets and transition smoothly into high-demand, high-paying fields. Finally, Handshake—a cutting-edge technology platform designed connect university students with potential employers—enables USF to provide its students and alumni with access to internship and employment opportunities across the globe.



2. Produce high-impact research and innovation that will change lives, improve health, solve global problems, foster sustainable development, and invoke positive societal change.

New faculty positions are strategically distributed across campus in a continued effort to recruit and retain world-class, research-productive talent and to advance the profile of USF Tampa. This continuous effort serves to both strengthen USF Tampa's reputation as a destination university, and improve the faculty-to-student ratio. One such hire is National Academy of Sciences Member Charles Stanish, who joined USF Tampa in 2017. Dr. Stanish has worked extensively in South America to conduct archaeological research. He is executive director of the Institute for the Advanced Study of Culture and the Environment at USF.

In addition to recruiting research-productive faculty members, USF Tampa continues to place a high priority on undergraduate research—a critical part of the USF Tampa educational experience, and a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge, and critical in-demand skills including problem solving and communication.

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

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



3. Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida.

Classified as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education, USF Tampa continues to cultivate new economic opportunities. To better facilitate working relationships with corporate partners, USF Tampa recently launched the Office of Corporate Partnerships at the USF Research Park in Tampa. The office will expand on USF's strong history of partnering with leading employers in the Tampa Bay Region, and will advance the local economy by growing the workforce and promoting collaborative problem solving.

Steadfast in its commitment to establish meaningful partnerships throughout the community, USF Tampa opened The Village in fall of 2017. As the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS, The Village is a new student living and learning district that will grow to accommodate 2,000 more on-campus students with direct access to wellness facilities, study halls, new dining options, and a Publix supermarket. The Village will enhance the student experience at USF Tampa, and create an environment where students can live and learn most effectively.



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. USF Tampa was recognized by *The Education Trust* as number one in Florida and sixth in the nation for eliminating the completion gap between black and white students.
2. USF Tampa ranks as the nation's top performer in "Overall Student Success" among 1,100 public research and doctoral universities in the [2016 Eduventures Student Success Ratings](#).
3. USF Tampa is recognized as #1 by *The Chronicle of Higher Education* for Greatest Improvements in 6-year Graduation Rates among 4-year public colleges and universities.

FACULTY ACHIEVEMENTS

1. USF Tampa is ranked number one producer of Fulbright Scholars in the United States for 2016-2017 according to *The Chronicle of Higher Education*.
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. A neuroscientist at the USF Health Byrd Alzheimer's Institute and the USF College of Pharmacy developed an immunotherapeutic treatment to combat Alzheimer's disease and other neurological disorders.

PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 514, placing it among the top of all medical schools in the country.
2. USF Tampa ranks in the top 50 among U.S. public institutions in the *Times Higher Education* (THE) and is listed as a top 50 public university in the most recently published *Top American Research Universities* (TARU) report.
3. USF Tampa was ranked in the top 20 among the "Best Universities for Technology Transfer, 2017" by the prestigious Milken Institute.

RESEARCH ACHIEVEMENTS

1. With \$492 million in R&D per tenured or tenure track faculty member, USF Tampa ranks 46th in the nation for total research expenditures among all universities in the US according to the National Science Foundation.
2. USF Tampa ranks 46th in the U.S. for total research expenditures, among **all** U.S. universities, public or private, by the National Science Foundation (2016). This places USF in the top 7% among the 640 universities ranked (FY2016, most recent available).
3. USF Tampa was awarded a record \$475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every \$1.00 in research funding brings in \$2.21 in local economic growth. In FY2017, USF's \$475.2 million **research funding alone** supported more than 5,900 jobs and generated over \$1 billion in local economic growth.



INSTITUTIONAL ACHIEVEMENTS

1. USF Tampa was ranked #7 in the U.S. and #34 worldwide among public universities established in the “Golden Age” (1945-1966) according to *Times Higher Education* (THE).
2. USF Tampa was named one of the Top 100 Best Values in Public Colleges (#66 in-state, #27 out-of-state) by *Kiplinger's Personal Finance* for 2017.
3. USF Tampa reached \$505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.
4. According to the *Academic Ranking of World Universities* (ARWU), USF Tampa ranks among the top 300 of the best colleges and universities in the world.



PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	64.9	65.8	69.6	69.5	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.0	73.0	75.0	77.0	.
PROPOSED GOALS	70.5	71.5	72.5	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,300	36,500	38,000	37,400	.	.	.	.
APPROVED GOALS	38,500	39,000	39,500	40,700	.
PROPOSED GOALS	38,000	39,000	40,000	40,700

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

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

Data Reported at the USF System level only.

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	42.9	44.6	51.4	55.2	59.8	.	.	.	.
ACTUAL Graduated Same Campus	42.7	44.3	50.9	54.2	59.6	.	.	.	.
APPROVED GOALS	.	.	.	.	56.0	59.0	62.0	65.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	62.0	64.0	64.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	86.6	87.0	87.1	88.0	87.4	.	.	.	.
ACTUAL Retained Same Campus	86.4	86.7	85.6	87.9	87.3	.	.	.	.
APPROVED GOALS	.	.	.	86.5	88.0	89.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.0	90.0	90.5

**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51.7	53.5	56.6	62.0	64.4	.	.	.	.
APPROVED GOALS	.	.	.	57.0	62.0	62.0	63.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	64.5	65.0	65.5	66.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.4	42.5	42.8	40.9	39.9	.	.	.	.
APPROVED GOALS	.	.	.	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.5	71.5	76.3	78.0	78.6	.	.	.	.
APPROVED GOALS	.	.	.	76.3	78.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.9	79.0	79.0	79.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	56.6	62.8	65.1	75.5	78.4	.	.	.	.
APPROVED GOALS	.	.	.	67.5	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.5	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	289	321	300	277	267	.	.	.	.
APPROVED GOALS	.	.	298	277	267	260	260	.	.
PROPOSED GOALS	260	260	260	260

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-TAMPA

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5/02/2018**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)****1a. Average GPA**

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

1b. Average SAT Score

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

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

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

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

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

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

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

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



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

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

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

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

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

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

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

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

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UNIVERSITY OF SOUTH FLORIDA-TAMPA

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5/02/2018**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)****9. Utility Patents Awarded** [over three calendar years]

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

10. Doctoral Degrees Awarded Annually

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

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

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

12. Endowment Size (\$Millions)

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

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-TAMPA

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KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

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

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	38.8	33.6	36.3	35.1	37.1	.	.	.	.
APPROVED GOALS	.	.	.	35.0	35.0	36.0	36.0	36.0	.
PROPOSED GOALS	.	.	.	.	.	37.5	38.0	38.5	39.0

Professional Licensure & Certification Exam First-time Pass Rates

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

Exam Scores Relative to Benchmarks

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

Note: An asterisk (*) indicates the pass rate is preliminary.

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-TAMPA

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KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5	4.9	4.8	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.7	4.5	4.3	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.0	66.9	68.5	67.7	71.2	.	.	.	.
ACTUAL Graduated Same Campus	62.5	66.6	68.1	67.3	70.6	.	.	.	.
APPROVED GOALS	.	.	.	66.3	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	75.0	77.0	78.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7617	8079	7991	7876	8101	.	.	.	.
APPROVED GOALS	.	.	.	7700	7900	7900	8000	8100	.
PROPOSED GOALS	.	.	.	.	.	8100	8150	8150	8200

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3007	3179	3501	3654	3914	.	.	.	.
APPROVED GOALS	.	.	.	3600	3675	3750	3800	3850	.
PROPOSED GOALS	.	.	.	.	.	3925	3930	3935	3940

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	31	32	33	34
APPROVED GOALS	.	.	.	31	33	33	33	33	.
PROPOSED GOALS	34	34	34	34

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UNIVERSITY OF SOUTH FLORIDA-TAMPA

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KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	21	21	20	19	19	.	.	.	.
APPROVED GOALS	.	.	.	20	19	18	17	18	.
PROPOSED GOALS	.	.	.	.	.	18	18	18	18

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	20	21	24	26	27	.	.	.	.
APPROVED GOALS	.	.	.	25.5	26.2	27.0	27.7	28.0	.
PROPOSED GOALS	.	.	.	.	.	27.5	28.7	29.8	30.8

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36	37	42	46	48	.	.	.	.
APPROVED GOALS	.	.	.	44	46	46	47	47	.
PROPOSED GOALS	.	.	.	.	.	48	48	48	48

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	53	56	61	65	66	.	.	.	.
APPROVED GOALS	.	.	.	64	65	66	67	67	.
PROPOSED GOALS	.	.	.	.	.	66	67	67	67

Scholarship, Research and Innovation Metrics

National Academy Memberships

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

Faculty Awards

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

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UNIVERSITY OF SOUTH FLORIDA-TAMPA

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5/02/2018**KEY PERFORMANCE INDICATORS (CONTINUED)****Scholarship, Research and Innovation Metrics****Total Research Expenditures (\$M)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	\$459	\$489	\$485	\$506	\$558	.	.	.	.
APPROVED GOALS	.	.	.	\$486	\$501	\$516	\$531	\$547	.
PROPOSED GOALS	.	.	.	.	.	\$559	\$560	\$561	\$562

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

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

Number of Licenses/Options Executed Annually

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

Number of Start-up Companies Created

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

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KEY PERFORMANCE INDICATORS (CONTINUED)

Institution Specific Goals

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

1. Graduate Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
2,150	2,274	2,670	2,850	3,076	3,097	3,106	3,107	3,132

2. Freshman in Top 10% of Graduating High School Class

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
39%	34%	36%	35%	37%	37.5%	38.0%	38.5%	39.0%

3. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
10%	11%	12%	12%	14%	15%	15%	15%	15%

4. Total Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
\$459	\$489	\$485	\$506	\$558	\$559	\$560	\$561	\$562

5. Federal Research Expenditures

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
\$225	\$223	\$218	\$228	\$250	\$251	\$252	\$253	\$254

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ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	15,329	15,480	15,638	15,756	15,771	15,850	15,969	16,128	16,300
FTIC (Profile Admit)	143	184	186	187	190	193	196	198	201
FCS AA Transfers	7,397	7,195	7,095	7,295	7,430	7,207	7,027	6,886	6,818
Other AA Transfers	1,218	1,171	1,104	1,052	1,087	1,092	1,101	1,109	1,120
Post-Baccalaureates	0	805	764	735	748	755	763	770	776
Other Undergraduates	6,304	5,446	5,501	5,525	5,693	5,558	5,579	5,645	5,675
Subtotal	30,391	30,281	30,288	30,550	30,919	30,656	30,633	30,737	30,889
GRADUATE									
Master's	6,126	6,300	6,446	6,568	6,976	7,011	7,063	7,134	7,205
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,347	1,435	1,460	1,484	1,509	1,534
Subtotal	9,655	9,905	9,984	10,248	10,854	10,923	11,010	11,115	11,222
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	31	31	31	31	31
Other ¹	1,615	1,865	1,895	2,095	1,871	1,930	1,972	2,006	2,044
Subtotal	1,657	1,879	1,919	2,126	1,902	1,961	2,003	2,037	2,075
TOTAL	41,703	42,065	42,191	42,924	43,675	43,539	43,647	43,890	44,186

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	10,627	10,427	10,282	10,210	10,209	10,021	10,047	10,113	10,220	10,315
UPPER	16,260	15,897	15,554	15,452	15,005	15,397	15,292	15,014	14,803	14,715
GRAD I	4,277	4,266	4,199	3,997	3,785	3,878	3,958	3,997	4,037	4,078
GRAD II	1,290	1,264	1,277	1,198	1,217	1,267	1,329	1,339	1,353	1,366
TOTAL	32,453	31,853	31,311	30,858	30,216	30,563	30,626	30,464	30,413	30,474
NON-RESIDENT										
LOWER	1,058	1,284	1,501	1,766	1,866	1,842	1,787	1,798	1,817	1,834
UPPER	785	958	1,184	1,446	1,647	1,840	1,554	1,526	1,504	1,495
GRAD I	1,037	1,336	1,631	1,953	2,112	2,088	2,068	2,089	2,109	2,131
GRAD II	843	853	880	935	1,016	1,123	1,073	1,081	1,092	1,103
TOTAL	3,723	4,431	5,197	6,099	6,640	6,893	6,481	6,494	6,523	6,563
TOTAL										
LOWER	11,685	11,710	11,783	11,976	12,075	11,863	11,834	11,912	12,037	12,149
UPPER	17,045	16,854	16,738	16,898	16,652	17,236	16,846	16,540	16,308	16,211
GRAD I	5,314	5,603	5,830	5,950	5,897	5,966	6,026	6,086	6,147	6,208
GRAD II	2,133	2,116	2,157	2,132	2,232	2,390	2,402	2,420	24,45	2,469
TOTAL	36,176	36,284	36,508	36,957	36,856	37,456	37,108	36,958	36,936	37,037

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	5,732	5,918	6,830	7,381	7,758	7,991	8,231	8,478	8,732	8,994
Hybrid (50-79%)	587	452	406	189	81	81	82	83	84	85
Classroom (0-50%)	22,410	22,195	21,285	21,304	20,887	21,027	20,367	19,891	19,528	19,280
Subtotal	28,730	28,565	28,521	28,874	28,726	29,099	28,680	28,452	28,344	28,359
GRADUATE										
Distance (80-100%)	1,563	1,611	1,803	1,855	2,052	2,113	2,177	2,242	2,309	2,379
Hybrid (50-79%)	210	224	180	64	112	114	115	116	117	118
Classroom (0-50%)	5,674	5,884	6,004	6,164	5,965	6,130	6,136	6,148	6,166	6,180
Subtotal	7,447	7,719	7,987	8,083	8,130	8,357	8,428	8,506	8,592	8,677

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

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5/02/2018**ACADEMIC PROGRAM COORDINATION****New Programs For Consideration by University in AY 2018-19**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	None	None	0%	80	Fall 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018

New Programs For Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD



GLOSSARY

Performance Based Funding

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

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

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

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

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

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

4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

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

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

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6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).</p>
7. Bachelor's Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8b. Freshmen in Top 10% of High School Class <i>Applies only to: NCF</i>	<p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.</p>

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	<p>This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).</p>
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BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources <i>FAMU</i>	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
10b. Bachelor's Degrees Awarded to Minorities <i>FAU, FGCU, FIU</i>	<p>This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).</p>

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

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System
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Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018
Accountability Plan

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



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT *(What is your purpose?)*

The mission of the University of South Florida St. Petersburg is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, USF St. Petersburg 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?)*

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. USF St. Petersburg 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.

The USF System Strategic Plan and USF St. Petersburg's mission and vision have informed our long-term strategy, which includes six strategic goals:

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

As part of the USF System and as Pinellas County's only public university offering bachelor's and graduate degrees, USF St. Petersburg has all the advantages of a large public university while maintaining the ability to offer small class sizes in a close-knit learning environment. Located on the water in the heart of a bustling downtown atmosphere, the campus setting offers ample opportunity for innovation and collaboration with businesses and cultural institutions, providing students the ability to explore their passions, be creative, and get hands-on experience outside the classroom.

To nurture this distinct identity and achieve the goal of supporting a top teaching and research institution, USF St. Petersburg emphasizes student performance and discovery, faculty teaching, scholarship and research, campus culture, and strategic partnerships. USF St. Petersburg pursues these goals by providing the organizational infrastructure and the sustainable funding to make this possible. Throughout the process, our top priority is student success, especially the increase of new initiatives that enhance student retention and graduation rates.

These goals focus on expanding students' experiential learning opportunities through internships, civic engagement, study abroad, and other learning experiences outside the classroom. They emphasize creating partnerships that maximize the impact of our degree programs, research efforts and campus activities within the Tampa Bay community, and providing the structural, technological, and supportive infrastructure for our campus and students to flourish.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF St. Petersburg's core capabilities include excellence in teaching and learning through innovative methods and technology, data-based decision making that refines and improves initiatives, a close-knit community that provides high levels of faculty-student interaction, an entrepreneurial spirit, and strong, collaborative community support. We provide our students with an intellectual environment that promotes experiential learning and research opportunities to prepare them to become critical thinkers and skilled professionals.

USF St. Petersburg's strengths and opportunities include a distinguished faculty and dedicated administration and staff, all highly committed to student success. Another strength is the unique location, settled on the waterfront in the heart of St. Petersburg's Innovation District. Just steps from downtown's financial industries and arts, and adjacent to premier health facilities, USF St. Petersburg offers rich community experiences as well as learning and employment opportunities for students that can only come with being in a growing and vibrant city. 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 and curriculum in order to meet employer and community needs. By developing appropriate support structures, our faculty is able to advance student learning and further their research, to include securing external funds through grants and contracts.

As we grow our reputation and aim to be the first choice for prospective students, we are balancing regional needs, student interests, and campus capacity to provide an array of forward-thinking programs, degrees, and services. This goal requires us to actively recruit students who reflect the diversity of our region. It also requires new retention initiatives to ensure that students who start at USF St. Petersburg graduate here in a timely fashion, prepared to earn advanced degrees or enter the workforce.

We continue to develop our identity and the infrastructure necessary to fully realize our potential. Although we see many advantages of being a metropolitan institution, our location limits our 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. Grow academic programs - and access to those programs - in areas of strategic emphasis.

USF St. Petersburg is dedicated to addressing students' academic and career interests as well as catering to employer needs by growing and creating programs that meet current and future demands. The following initiatives are planned in an effort to grow our programming:

- a) As part of its Master Academic Plan, USFSP has several programs it envisions growing over the next five years, including Bachelor's degrees in Computational and Applied Mathematics, Sustainability Studies, and Environmental Chemistry.
- b) In accordance with the Board of Governors Strategic Plan for Online Education and via the Online Learning and Instructional Technology Services (OLITS), a total of 31 classes have received Quality Matters certification, the second highest number in the Florida State University System.
- c) USFSP is strengthening the FUSE programs with St. Petersburg College and expanding the program to other institutions to provide greater access to regional students.

2. Implement strategies that lead to increases in retention and a higher rate of graduation within four years.

It is essential to nurture an academic and social environment where students thrive and achieve success during their college experience. The Strategic Enrollment Management team, representing departments across campus, is developing new initiatives aimed at providing greater support to students to enhance the academic progress rate and four and six-year graduation rates, as well as fostering student engagement through increased social, wellness and recreational opportunities. These initiatives include:

- a) Implementing and improving use of the Archivum Insights online platform that allows cross departmental referrals and increases collaboration among staff and faculty for student success and retention.
- b) Providing students with greater experiential learning opportunities, via initiatives such as Ex Labs and collaborations with the Dali Museum and other prominent partners in the Innovation District, and building a Summer Excursions program for students prior to each academic year.
- c) Improving scheduling practices by identifying barriers for on-time course completion based on inefficient

3. Designing a campus for the 21st century: Upgrades to physical and technological infrastructure.

USF St. Petersburg is planning for strategic and sustainable growth that optimizes space and facilities for academic, residential and community needs. The university is also revamping and upgrading infrastructure and technology that will appeal to current students and provide them the resources to excel in their chosen field. Some of these improvements include:

- a) Building new state-of-the-art STEM and Innovation lab within College of Education.
- b) Opening a new Wealth Management Center in the Kate Tiedemann College of Business that will offer students a state-of-the-art venue to analyze stocks, refine investment pitches to industry veterans and apply skills learned in class towards managing clients' actual wealth.
- c) Renovating Davis Hall, one of the main academic buildings on campus.
- d) Approved plan to construct the P3 Housing Facility by the fall of 2020 to provide an additional 550 beds on campus.
- e) Designing a master plan that improves the USF St. Petersburg waterfront as a more welcoming and engaging space for collaboration.



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Since the 2013-14 academic year, all credit-bearing student internships have risen by 32%, from 493 to 650 placements at the end of the 2016-17 academic year.
2. Elementary Education major Heather Hammerling received the Fanchon Funk Scholar Award from the Florida Association of Teacher Educators, given to those educators emerging with high qualifications into the profession.
3. Eighty students in the Kate Tiedemann College of Business collaborated with the Suncoast Sierra Club on its *100% St. Pete* campaign, in which students developed tactics to get citizens involved in climate action planning.

FACULTY ACHIEVEMENTS

1. *La Florida: The Interactive Digital Archive of the Americas*, developed by Dr. J. Michael Francis, the Hough Family Endowed Chair of Florida Studies, sheds light on Spanish colonial Florida and events of America's earliest beginnings and has attracted substantial support from academic and cultural institutions in Spain.
2. Biologist Dr. Norine Noonan was named a member of the ad-hoc Committee to Review the Planetary Protection Policy Development Processes for the National Academies of Science, Engineering, and Medicine.
3. Dr. Joseph Smoak received a grant of \$1.3 million from the U.S. Department of Agriculture for his research project titled "Organic Carbon Biomass, Burial, and Biogeochemistry in Blue Carbon Ecosystems Along the South Florida Coast: Climate Change and Anthropogenic Influences."

RESEARCH ACHIEVEMENTS

1. Dr. Thomas Smith, Associate Professor of Political Science, published his book "Human Rights and War Through Civilian Eyes," which focused on the impact of the Iraq and Gaza wars on noncombatants. The book was a finalist for the 2017 International Studies Association Human Rights Section Book Award
2. Biologist Dr. Heather Judkins took part in a Deep-Pelagic Nekton Dynamics (DEEPEND) Consortium cruise with researchers from institutions around the U.S. that explored the deep ocean layers of the northern Gulf of Mexico and allowed Judkins to explore, analyze and publish on many aspects of cephalopod systematics, biogeography and other collaborative effects. The DEEPEND Consortium was created in response to the Deepwater Horizon oil spill of 2010 to allow researchers to examine deep sea biodiversity.
3. MBA Students Trevor Tillwick and Chris Palko, under the direction of Associate Dean of the Kate Tiedemann College of Business Dr. Gary Patterson, conducted an extensive housing and employment study for the working class Lealman district in Pinellas County that helped streamline which strategies had a greater likelihood of success in combating economic blight. This research was encouraged by Florida State Senator Jeff Brandes.

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PROGRAM ACHIEVEMENTS

1. A new Master of Science in Conservation Biology degree program launched as the only M.S. thesis-based degree of its kind in the State University System of Florida.
2. *A partnership with the AMERI-CAN International Academy in China has allowed several students the opportunity to teach English and other subjects in Weifang City, China.*
3. *The College of Education created the Educational Studies pathway program for careers external to the K-12 classroom.*

INSTITUTIONAL ACHIEVEMENTS

1. The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall opened as the new home of the Kate Tiedemann College of Business in January, 2017. The Hall is named after philanthropist Lynn Pippenger, who gave a \$5 million gift to the institution in 2016.
2. USF St. Petersburg hit a new high with research expenditures of above \$4.5 million and awards of over \$5 million, continuing our upward trend in external funding.
3. The university partnered with the City of St. Petersburg to launch a Climate Action Plan for reducing baseline Greenhouse Gas emissions by 50 percent by 2035 and to achieve carbon neutrality by 2050.

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PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	61.1	67.1	69.0	63.1	.	.	.	.
APPROVED GOALS	.	.	.	69.0	71.0	73.0	75.0	77.0	.
PROPOSED GOALS	70.0	71.0	72.0	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	34,900	34,800	35,400	36,800	.	.	.	.
APPROVED GOALS	36,600	37,200	37,800	38,400	.
PROPOSED GOALS	37,200	38,200	39,200	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS									Data Reported at the USF System Level Only
PROPOSED GOALS									

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	34.1	30.7	33.0	32.5	41.3	.	.	.	.
ACTUAL Graduated Same Campus	23.1	22.1	20.8	18.6	30.0	.	.	.	.
APPROVED GOALS	.	.	.	.	30.0	40.0	45.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	42.0	50.0	55.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	73.1	74.2	76.4	73.4	76.5	.	.	.	.
ACTUAL Retained Same Campus	57.3	61.6	66.9	65.5	75.6
APPROVED GOALS	.	.	.	68.0	73.0	78.0	83.0	88.0	.
PROPOSED GOALS	78.0	83.0	88.0	90.0

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As of 5/02/18**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.9	36.5	42.3	43.3	46.6	.	.	.	.
APPROVED GOALS	.	.	.	43.0	44.0	45.0	47.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	47.0	48.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	39.2	40.0	43.3	42.3	40.6	.	.	.	.
APPROVED GOALS	.	.	.	40.0	42.0	42.0	42.0	42.0	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35.7	33.5	29.7	28.4	29.5	.	.	.	.
APPROVED GOALS	.	.	.	30.2	30.2	30.2	30.2	30.2	.
PROPOSED GOALS	.	.	.	.	.	30.2	30.5	31.0	31.5

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.2	67.9	69.4	76.5	76.9	.	.	.	.
APPROVED GOALS	.	.	.	70.0	77.0	78.0	79.0	80.0	.
PROPOSED GOALS	.	.	.	.	.	78.0	79.0	80.0	80.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	0	0
APPROVED GOALS	.	.	0	0	0	2	2	.	.
PROPOSED GOALS	2	2	2	2

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KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS	Data Reported at the USF System Level Only								
PROPOSED GOALS									

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	17.3	17.9	14.0	19.0	17.5	.	.	.	.
APPROVED GOALS	.	.	.	12.0	20.0	23.0	26.0	29.0	.
PROPOSED GOALS	.	.	.	.	.	23.0	30.0	33.0	35.0

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.2	4.5	4.1	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.3	4.3	4.3	4.3	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.1

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	60.2	53.2	59.8	51.1	54.9	.	.	.	.
ACTUAL Graduated Same Campus	41.4	31.6	38.3	36.8	35.2	.	.	.	.
APPROVED GOALS	.	.	.	42.0	36.0	39.0	45.0	54.0	.
PROPOSED GOALS	.	.	.	.	.	39.0	45.0	54.0	55.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	826	821	825	882	943
APPROVED GOALS	.	.	855	886	913	928	943	960	.
PROPOSED GOALS	928	943	960	970

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	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	143	167	222	211	217
APPROVED GOALS	.	.	.	225	225	230	235	240	.
PROPOSED GOALS	.	.	.	.	.	230	235	240	250

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	17	18	22	21	.	.	.	.
APPROVED GOALS	.	.	.	20	22	24	26	26	.
PROPOSED GOALS	.	.	.	.	.	24	25	26	27

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	31	33	32	29	29	.	.	.	.
APPROVED GOALS	.	.	.	33	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	29	30	30	30

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	33	32	32	32	34	.	.	.	.
APPROVED GOALS	.	.	.	32	32	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	34	34	34	34

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8	9	15	21	22	.	.	.	.
APPROVED GOALS	.	.	.	19	21	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	24	26	28	30

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	6	2	1	3	3
APPROVED GOALS	.	.	.	2	3	3	5	5	.
PROPOSED GOALS	3	5	5	7

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KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	2	0	1	0	0	0	0	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-
ST. PETERSBURG

DRAFT
As of 5/02/18

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL									
APPROVED GOALS	Data Reported at the USF System and USF Tampa Level Only								
PROPOSED GOALS									

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
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As of 5/02/18**KEY PERFORMANCE INDICATORS** (CONTINUED)**Institution Specific Goals**

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

1. Bachelor's Degrees in Areas of Strategic Emphasis

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
304	309	356	387	453	436	453	470	485

2. Percent of Course Sections Offered via Distance and Blended Learning

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
18%	18%	22%	24%	26%	28%	29%	30%	31%

3. Maintain Carnegie Community Engagement Classification

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
ST. PETERSBURGDRAFT
As of 5/02/18

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	1,624	1,501	1,593	1,745	1,851	1,865	1,870	1,875	1,880
FTIC (Profile Admit)	12	17	16	14	9	15	16	16	17
FCS AA Transfers	1,193	1,188	1,232	1,213	1,227	1,250	1,280	1,310	1,340
Other AA Transfers	253	239	232	218	266	270	275	280	285
Post-Baccalaureates	-	153	134	126	138	140	142	145	147
Other Undergraduates	868	737	738	712	674	680	685	690	700
Subtotal	3,950	3,835	3,945	4,028	4,165	4,220	4,268	4,316	4,369
GRADUATE									
Master's	552	530	540	556	567	580	592	604	616
Research Doctoral	-	-	-	-	-	-	-	-	-
Professional Doctoral	-	-	-	-	-	-	-	-	-
Subtotal	552	530	540	556	567	580	592	604	616
UNCLASSIFIED									
H.S. Dual Enrolled	-	-	-	-	-	-	-	-	-
Other ¹	238	231	264	221	249	250	255	260	265
Subtotal	238	231	264	221	249	250	255	260	265
TOTAL	4,740	4,596	4,749	4,805	4,981	5,050	5,115	5,180	5,250

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
ST. PETERSBURGDRAFT
As of 5/02/18**ENROLLMENT PLANNING (CONTINUED)****FTE Enrollment by Residency & Student Level**

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	1564	1381	1220	1325	1392	1406	1420	1433	1448	1463
UPPER	2400	2333	2300	2200	2175	2228	2283	2341	2391	2455
GRAD I	369	401	426	424	413	401	411	418	426	435
GRAD II	1	2	1	1	2	0	0	0	0	0
TOTAL	4335	4117	3947	3951	3982	4035	4114	4192	4271	4353
NON-RESIDENT										
LOWER	50	56	51	63	91	70	72	74	76	78
UPPER	57	61	69	82	110	100	105	110	115	120
GRAD I	17	26	13	16	17	15	17	19	22	24
GRAD II	0	0		0	1	0	0	0	0	0
TOTAL	124	144	133	162	219	185	194	203	213	222
TOTAL										
LOWER	1614	1437	1270	1389	1483	1476	1492	1507	1524	1541
UPPER	2457	2394	2369	2282	2284	2328	2388	2451	2512	2575
GRAD I	386	427	439	441	430	416	428	437	448	459
GRAD II	1	2	1	1	4	-	-	-	-	-
TOTAL	4459	4260	4080	4112	4201	4220	4308	4395	4484	4575

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	1,347	1,228	1,172	1,183	1,279	1,275	1,301	1,327	1,354	1,381
Hybrid (50-79%)	37	67	82	39	94	40	40	41	41	42
Classroom (0-50%)	2,688	2,537	2,386	2,449	2,394	2,489	2,539	2,590	2,641	2,693
Subtotal	4,072	3,832	3,640	3,671	3,767	3,804	3,880	3,958	4,036	4,116
GRADUATE										
Distance (80-100%)	154	183	203	203	238	220	228	233	240	247
Hybrid (50-79%)		4	19	3	6	3	3	3	3	3
Classroom (0-50%)	234	242	219	235	189	193	197	201	205	209
Subtotal	387	428	440	442	434	416	428	437	448	459

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

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
ST. PETERSBURGDRAFT
As of 5/02/18**ACADEMIC PROGRAM COORDINATION****New Programs For Consideration by University in AY 2018-19**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**DOCTORAL PROGRAMS****New Programs For Consideration by University in 2019-21**

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020

DOCTORAL PROGRAMS



GLOSSARY

Performance Based Funding

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

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

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

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

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

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

4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

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

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

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6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).</p>
7. Bachelor's Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8b. Freshmen in Top 10% of High School Class <i>Applies only to: NCF</i>	<p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.</p>

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	<p>This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).</p>
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BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources <i>FAMU</i>	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
10b. Bachelor's Degrees Awarded to Minorities <i>FAU, FGCU, FIU</i>	<p>This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).</p>

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

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System
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UNIVERSITY OF SOUTH FLORIDA-
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Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
ST. PETERSBURGDRAFT
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Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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ST. PETERSBURGDRAFT
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Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018
Accountability Plan

**UNIVERSITY OF
SOUTH FLORIDA
SARASOTA-MANATEE**

DRAFT
AS OF 5/02/2018



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEE

DRAFT
As of 5/02/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEE

DRAFT
As of 5/02/2018

MISSION STATEMENT *(What is your purpose?)*

The University of South Florida Sarasota-Manatee provides high quality bachelor's and master's-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.

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

As a valued member of the USF System, the University of South Florida Sarasota-Manatee will be nationally recognized as a student-centered, research-focused, community-engaged university with significant economic and cultural impact to the region.

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.

USF Sarasota-Manatee's primary focus is to provide high quality, affordable bachelor's and master's degrees that ensure student success and address specific higher education needs in the community. USF Sarasota-Manatee serves its market by offering a mix of classroom and online instruction at times that are convenient to on campus and commuter student populations. USF Sarasota-Manatee provides a personalized learning experience for students in which faculty and staff engage with and support students to ensure retention and graduation. USF Sarasota-Manatee partners with local businesses, non-profit organizations, local government and educational institutions to deliver quality internships, research, and experiential learning opportunities to help prepare talented students to thrive in today's global workforce.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

USF Sarasota-Manatee provides access to an affordable, personalized learning experience that enables students to learn in the community in which they live and work. The institution capitalizes on its optimal student-to-faculty ratio by providing individualized attention from high quality and committed faculty and staff to ensure that students are supported, retained, and advance to timely graduation.

As a member of the USF System, USF Sarasota-Manatee benefits from the efficiency of shared resources, a unified brand that capitalizes on the strong identity and impact, and the opportunity for collaboration with other USF System institutions – including tailored 2+2 programs to meet the needs of the Tampa Bay region without unnecessary duplication of programs. A new partnership between USF and USF Sarasota-Manatee in engineering was established last year. Students complete two years of pre-engineering course work at USF Sarasota-Manatee, earn an associate in arts certificate, and then transfer to USF in Tampa to obtain a baccalaureate in mechanical engineering. In the fall of 2018, a new nursing program partnership between USF and USF Sarasota-Manatee will be launched in which students begin their pre-nursing coursework at USF Sarasota-Manatee, and then complete their coursework in partnership with USF in Tampa.

In addition, USF Sarasota-Manatee will be offering a new bachelor's degree program in cybersecurity and information technology in the fall of 2018. The USF Board of Trustees approved a new insurance and risk management program, also starting in the fall of 2018. These new initiatives are in response to the increasing employer demand for qualified professionals in these growing fields. USF Sarasota-Manatee continues to seek similar partnerships across the USF System and with other community partners to increase its profile and serve its mission as a regional institution dedicated to supporting the knowledge economy.



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 a plan and secure financing for the construction of a new Science, Research and Technology building:

One of the most significant strategic priorities for the USF Sarasota-Manatee is to develop and sustain transformational academic programs and valuable experiential learning opportunities for students, faculty and staff enabling them to achieve at the highest level in the fields of Science, Technology, Engineering, and Math (STEM). An important element of the educational mission is to provide the Sarasota-Manatee region with highly skilled and well-trained professionals who graduate from our programs with bachelor's and master's degrees, and become outstanding healthcare professionals, researchers, business executives, entrepreneurs, and leaders of non-profit and governmental organizations. In order to accomplish these strategic priorities, USF Sarasota-Manatee needs to build a new facility that will include new learning environments that foster creativity, entrepreneurship and innovation. The adaptable and flexible space will include discovery labs, collaborative classrooms, and makerspace along with a variety of areas for students to congregate, study and learn with faculty.

By securing the funding required to develop plans for the Science, Research, and Technology building, USF Sarasota-Manatee will be investing in the transformation of the student experience, and helping to meet significant workforce needs in the region through superior STEM experiential training, research and application. This building will:

- Enable USFSM to recruit and retain quality students and faculty.
- Feature a state of the art, dynamic teaching and learning environment that will increase student interest, improve student performance in STEM subjects and enrich student experiences through collaborative learning and discovery processes.
- Be an environment for all students to have engaging STEM experiences that prepare some of them for STEM careers, as well as help non-STEM students appreciate the importance of STEM through the labs and courses they may take in the building.
- Enhance community outreach as an accessible facility for the community, help to forge new professional partnerships with businesses and other educational institutions, and serve as a venue for K-12 programs (e.g., science fairs; robotics, coding, summer STEM programs, etc.) that provide direct support of the STEM career pipeline.



2. Develop a plan to add on-campus student housing

USF Sarasota-Manatee currently does not have on-campus housing options available for its students. By developing a feasibility study and plan to construct an on-campus residence hall, USF Sarasota-Manatee will take a significant step in enhancing the student experience and becoming a destination campus. A residence hall will expand the university's ability to recruit students, serve the housing needs of students in the region who prefer to live on-campus, and develop summer camps for K-12 and college students, conferences and programs. A well-designed residence hall that features areas for student engagement will provide USFSM with an opportunity to host programs that contribute directly to student success. With support from the Office of Student Engagement, formal programs will occur in the facility on topics such as leadership, career development, global and cultural engagement, health and wellness, and more. Research has shown that living in campus housing contributes to a better student academic performance and higher retention and graduation rates.

3. Implement strategies to enhance overall student success

USF Sarasota-Manatee will continue to develop programs and implement strategies to support our ultimate goal: student success. Specifically, we will continue to work with local businesses and organizations to expand the number of experiential learning opportunities. While the number of students participating in internships increased by 28% this past year and 47% over a two-year period, our plan is to create even more internship positions with our community partners with the goal of engaging more than half of our students in internships. The USFSM Business and Education Connection Network (BECN) will play a lead role in this endeavor. In addition, we seek to increase the number of students who are actively engaged in research with faculty through our Office of Research, which was established just last year. We will also continue to monitor student progress through our internal systems, and encourage faculty and staff to intervene to ensure academic success when possible. USFSM will explore providing more course offerings during the winter intersession and summer session, and potentially weekend sessions, to ensure student matriculation to graduation and to engage more working students.



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Shawna Machado, a former homeless student who made national headlines, graduates with a master's degree in social work (spring 2017)
2. Ydelmis Cutino, a 17-year-old from Booker High School in Sarasota, becomes USFSM's first dual-enrollment student
3. Twenty-one students are admitted to Beta Gamma Sigma, one of the nation's top honor societies for business students

FACULTY ACHIEVEMENTS

1. Heather Williams, an accounting instructor in the College of Business, was named the 'Young Professional of the Year' by the Sarasota Chamber of Commerce.
2. Dr. Kathy Black, a professor of social work and gerontology, was the co-winner of the International Award for Excellence from the Aging & Society Research Network. She also was the recipient of USF's Outstanding Research Award.
3. Dr. Pat Moreo, dean of the College of Hospitality & Tourism Leadership, receives the Howard B. Meek Lifetime Achievement from the International Council on Hotel, Restaurant and Institutional Education

RESEARCH ACHIEVEMENTS

1. Dr. James Unnever, was hired by the Dutch government to provide an official report, "Ethnic Crime in the Netherlands," for the Hague Court, Netherlands (summer 2016)
2. Dr. June Benowitz received Choice Outstanding Academic Title Award from University Press of Florida for her book, Challenge and Change: Right-Wing Women, Grassroots Activism, and the Baby Boom Generation (fall 2017)
3. Dr. Melissa Sloan's research, "The status of race in public sector work: Implications for emotion management and job satisfaction" was cited by World Economic Forum.

PROGRAM ACHIEVEMENTS

1. USF Sarasota-Manatee establishes a new campus wide Office of Research.
2. Several new academic programs were launched, including a collaborative USFSM/USF "Bridge to Engineering" program and a new Master of Social Work program; new online classes were added in the College of Business' MBA program and the College of Hospitality & Tourism Leadership.

INSTITUTIONAL ACHIEVEMENTS

1. Alumnus Bill Mariotti makes a \$3.5 million estate donation to USFSM and USF. It marks the largest donation in USFSM's history.
2. To enhance the student experience, USFSM debuts a new \$1.6 million Student Commons area featuring a student lounge, fitness center and video gaming terminals.
3. USFSM opened the David Kotok and Cumberland Advisors Bloomberg Lab featuring 10 terminals that provide students access to Bloomberg Professional Services, a powerful resource providing real-time data from markets around the world, news, research and powerful data analytics.
4. USFSM's Center for the Partnership for Arts-Integrated Teaching (PAInT) becomes a statewide center, names Dr. Denise Cotton-Davis as its first coordinator.

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.5	62.8	69.6	71.7	.	.	.	.
APPROVED GOALS	.	.	.	63.5	72.8	73.8	74.8	75.8	.
PROPOSED GOALS	72.8	73.8	74.8	75.8

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	36,000	36,200	39,000	37,000	.	.	.	.
APPROVED GOALS	40,700	41,200	41,700	42,200	.
PROPOSED GOALS	38,200	38,900	39,500	40,700

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

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

Reported at the USF System Level

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	45.8				
ACTUAL Graduated Same Campus	34.9	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	36.0	40.0	45.0	50.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Graduated Within USF System		77.1	86.7	78.2	83.3				
ACTUAL Retained Same Campus		69.9	78.7	74.7	81.3	.	.	.	.
APPROVED GOALS	.	.	.	80.2	82.0	84.0	86.0	90.0	.
PROPOSED GOALS	84.4	86.4	88.4	90.0

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	39.8	33.9	41.1	37.0	39.1	.	.	.	.
APPROVED GOALS	.	.	.	42.0	42.0	45.0	48.0	50.0	.
PROPOSED GOALS	.	.	.	.	.	44.1	47.0	49.0	50.0

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	41.7	40.7	45.2	44.4	41.1	.	.	.	.
APPROVED GOALS	.	.	.	41.0	44.4	44.4	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	44.4	45.0	45.0	45.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	30.0	27.3	12.0	24.5	11.7	.	.	.	.
APPROVED GOALS	.	.	.	19.0	12.0	20.0	25.0	30.0	.
PROPOSED GOALS	.	.	.	.	.	20.0	25.0	30.0	35.0

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	71.3	75.4	71.7	75.7	80.3	.	.	.	.
APPROVED GOALS	.	.	.	72.9	78.0	80.0	81.0	82.0	.
PROPOSED GOALS	.	.	.	.	.	81.0	82.0	83.0	84.0

10. BOT Choice: Postdoctoral Appointees

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	.	.	.	5	5	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	.	.
PROPOSED GOALS	5	5	5	5

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL									
APPROVED GOALS									
PROPOSED GOALS									

Data Reported at the USF System Level Only

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	11.6	29.5	26.2	29.3	15.5	.	.	.	.
APPROVED GOALS	.	.	.	26.0	30.0	31.0	32.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	25.0	30.0	32.0	35.0

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	.	.	2.6	3.4	.	.	.	.
APPROVED GOALS	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	4.0	4.0	4.0	4.0

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System
ACTUAL Graduated Same Campus
APPROVED GOALS	55.0	60.0	.
PROPOSED GOALS	45.0	50.0	55.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	556	490	474	464	460	.	.	.	.
APPROVED GOALS	.	.	.	495	442	457	473	497	.
PROPOSED GOALS	485	502	522	553

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
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As of 5/02/2018

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	60	55	50	53	77	.	.	.	.
APPROVED GOALS	.	.	.	52	73	76	78	82	.
PROPOSED GOALS	.	.	.	.	.	78	81	84	89

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	18	15	24	21	17	.	.	.	.
APPROVED GOALS	.	.	.	23	21	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	55	51	48	44	44	.	.	.	.
APPROVED GOALS	.	.	.	50	43	43	42	42	.
PROPOSED GOALS	.	.	.	.	.	43	42	42	41

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49	50	49	52	60	.	.	.	.
APPROVED GOALS	.	.	.	52	53	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	63	60	55	55

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	14	19	15	22	.	.	.	.
APPROVED GOALS	.	.	.	20	19	22	25	28	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	26

Percent of Graduate Degrees in STEM & Health

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

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018**KEY PERFORMANCE INDICATORS (CONTINUED)****Scholarship, Research and Innovation Metrics****National Academy Memberships**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	Reported at USF System & USF Tampa								

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	0	0	0	0	0	0	0	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	.	.	.	.

Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	Reported at USF System & USF Tampa								

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	Reported at USF System & USF Tampa								

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	Reported at USF System & USF Tampa								

Number of Licenses/Options Executed Annually

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

Number of Start-up Companies Created

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

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018**KEY PERFORMANCE INDICATORS** (CONTINUED)**Institution Specific Goals**

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

1. Percent of Non-White Faculty & Staff

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
14%	18%	19%	20%	25%	25%	26%	26%	30%

2. Percent of Hispanic & African American Students

Fall 2013 ACTUAL	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
19%	20%	20%	19%	21%	23%	24%	25%	25%

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	109	195	268	315	366	421	505	606	727
FTIC (Profile Admit)	0	1	3	6	2	2	2	2	2
FCS AA Transfers	826	789	781	737	759	786	829	878	931
Other AA Transfers	169	155	159	159	158	161	170	180	191
Post-Baccalaureates	0	152	127	137	102	104	110	116	123
Other Undergraduates	567	400	419	440	483	500	527	560	594
Subtotal	1,671	1,692	1,757	1,794	1,870	1,974	2,143	2,342	2,568
GRADUATE									
Master's	128	120	174	178	149	154	163	172	185
Research Doctoral	.	.	.	.	.	.	.	.	.
Professional Doctoral	.	.	.	.	.	.	.	.	.
Subtotal	128	120	174	178	149	154	163	172	185
UNCLASSIFIED									
H.S. Dual Enrolled	.	.	.	.	2	4	8	12	16
Other ¹	88	105	113	108	107	111	117	124	131
Subtotal	88	105	113	108	109	115	125	136	147
TOTAL	1,887	1,917	2,044	2,080	2,128	2,243	2,431	2,651	2,900

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
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ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	181	279	342	398	465	579	666	786	928	1,095
UPPER	1,261	1,111	1,103	1,175	1,159	1,140	1,163	1,210	1,258	1,308
GRAD I	126	127	120	147	141	123	126	128	131	134
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	1,568	1,517	1,566	1,720	1,765	1,843	1,955	2,124	2,317	2,537
NON-RESIDENT										
LOWER	11	16	22	33	35	45	52	62	73	86
UPPER	28	40	51	68	63	67	68	71	74	77
GRAD I	7	7	8	15	13	9	10	10	10	10
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	46	63	81	116	111	122	130	142	156	173
TOTAL										
LOWER	192	296	365	431	500	625	719	848	1,000	1,181
UPPER	1,288	1,151	1,155	1,243	1,222	1,207	1,231	1,281	1,332	1,385
GRAD I	134	134	127	162	154	133	135	138	141	144
GRAD II	0	0	1	1	0	0	0	0	0	0
TOTAL	1,615	1,581	1,647	1,836	1,876	1,965	2,085	2,267	2,473	2,709

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	725	722	743	878	1,033	1,155	1,170	1,171	1,283	1,283
Hybrid (50-79%)	46	62	33	9	9	12	12	13	14	15
Classroom (0-50%)	709	663	743	787	680	665	768	945	1,036	1,268
Subtotal	1,480	1,446	1,520	1,674	1,722	1,832	1,950	2,129	2,332	2,566
GRADUATE										
Distance (80-100%)	30	32	44	50	56	44	45	46	47	48
Hybrid (50-79%)	5	6	6	2	5	5	5	5	5	5
Classroom (0-50%)	99	97	78	110	94	85	86	88	90	92
Subtotal	134	134	128	163	154	133	135	138	141	144

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

2018 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA-
SARASOTA-MANATEEDRAFT
As of 5/02/2018**ACADEMIC PROGRAM COORDINATION****New Programs For Consideration by University in AY 2018-19**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Management Science (USFSM)	52.1301	STEM	UF	No	65	Spring 2019

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**DOCTORAL PROGRAMS****New Programs For Consideration by University in 2019-21**

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Natural Resources Management	03.0201	STEM	None	No	65	Spring 2020
International and Global Studies	30.2001	GLOBAL	NCF, UCF, UF, UNF	Yes	65	Spring 2020

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



GLOSSARY

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

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

2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

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

3. Cost to the Student

Net Tuition & Fees
for Resident Undergraduates
per 120 Credit Hours

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

4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

5. Academic Progress Rate

2nd Year Retention
with 2.0 GPA or Above

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

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6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).
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: State University Database System (SUDS).
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: State University Database System (SUDS).
8b. Freshmen in Top 10% of High School Class Applies only 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.

BOG Choice Metric

9. 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).
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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).

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

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System
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Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

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Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.

2018
Accountability Plan

**UNIVERSITY OF
SOUTH FLORIDA
SYSTEM**

DRAFT
AS OF 5/02/2018



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT *(What is your purpose?)*

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

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

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

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

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

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

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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

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

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



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

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

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



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

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

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

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

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



3. Increase Partnerships and maximize efficiencies:

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

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

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



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

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

FACULTY ACHIEVEMENTS

1. USFSM's Heather Williams, an accounting instructor in the College of Business, was named "Young Professional of the Year" by the Sarasota Chamber of Commerce.
2. USF Tampa ranked 4th worldwide for organizations with the most AAAS Fellows named in 2016 for the third year in a row. As of 2017, USF had a total of 57 AAAS Fellows.
3. USFSP's Dr. Joseph Smoak received a grant of \$1.3 million from the U.S. Department of Agriculture for his research project titled "Organic Carbon Biomass, Burial, and Biogeochemistry in Blue Carbon Ecosystems Along the South Florida Coast: Climate Change and Anthropogenic Influences."

PROGRAM ACHIEVEMENTS

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

RESEARCH ACHIEVEMENTS

1. USF Tampa was awarded a record \$475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every \$1.00 in research funding brings in \$2.21 in local economic growth. In FY2017, USF's \$475.2 million research funding alone supported more than 5,900 jobs and generated over \$1 billion in local economic growth.
2. USFSP biologist Dr. Heather Judkins took part in a Deep-Pelagic Nekton Dynamics (DEEPEND) Consortium cruise with researchers from institutions around the U.S. that explored the deep ocean layers of the northern Gulf of Mexico and allowed Judkins to explore, analyze and publish on many aspects of cephalopod systematics, biogeography and other collaborative effects. The DEEPEND Consortium was created in response to the Deepwater Horizon oil spill of 2010 to allow researchers to examine deep sea biodiversity.
3. USFSM's Dr. James Unnever was hired by the Dutch government to provide an official report, "Ethnic Crime in the Netherlands," for the Hague Court, Netherlands (summer 2016).



INSTITUTIONAL ACHIEVEMENTS

1. The USF System ranks 5th in the nation among public universities and 11th world-wide for granted U.S. patents among all universities according to the *Intellectual Property Owners Association/NAI*.
2. USFSM opened the David Kotok and Cumberland Advisors Bloomberg Lab featuring 10 terminals that provide students with access to Bloomberg Professional Services, a powerful resource with real-time data and news from markets around the world.
3. The 68,000-square-foot, state-of-the-art Lynn Pippenger Hall at USFSP opened as the new home of the Kate Tiedemann College of Business in January, 2017. The Hall is named after philanthropist Lynn Pippenger, who gave a \$5 million gift to the institution in 2016.
4. USF Tampa reached \$505.9 Million in total research expenditures in fiscal year 2016 according to the National Science Foundation HERD Survey.

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

DRAFT
As of 5/02/2018

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	65.3	67.2	69.6	70.0	.	.	.	.
APPROVED GOALS	.	.	.	66.8	70.5	73.0	75.0	76.0	.
PROPOSED GOALS	70.5	71.5	72.5	73.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	35,200	36,700	38,000	37,300	.	.	.	.
APPROVED GOALS	.	.	.	36,300	38,600	39,100	39,600	40,400	.
PROPOSED GOALS	39,100	39,600	40,100	40,700

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,490	13,540	13,280	12,960	.	.	.	.
APPROVED GOALS	13,000	12,900	12,800	12,700	.
PROPOSED GOALS	12,900	12,800	12,700	12,700

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL Graduated Within USF System	41.9	43.2	48.8	52.0	57.3	.	.	.	.
APPROVED GOALS	.	.	.	50.4	53.0	57.0	59.0	63.0	.
PROPOSED GOALS	.	.	.	.	.	57.6	59.2	61.8	64.1

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL Retained Within USF System	84.5	85.3	85.1	86.1	85.9	.	.	.	.
APPROVED GOALS	.	.	.	85.6	87.5	89.0	89.5	90.0	.
PROPOSED GOALS	87.4	89.0	89.6	90.5

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018**PERFORMANCE BASED FUNDING METRICS (CONTINUED)****6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	49.5	51.0	54.6	59.0	61.4	.	.	.	.
APPROVED GOALS	.	.	.	54.8	59.2	59.5	60.6	61.0	.
PROPOSED GOALS	.	.	.	.	.	61.7	62.3	62.9	63.5

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	42.0	42.1	43.0	41.2	40.0	.	.	.	.
APPROVED GOALS	.	.	.	40.0	41.0	41.0	41.0	41.0	.
PROPOSED GOALS	.	.	.	.	.	40.5	40.5	40.5	40.6

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.1	69.0	72.7	74.6	74.8	.	.	.	.
APPROVED GOALS	.	.	.	74.0	74.1	74.2	74.2	74.3	.
PROPOSED GOALS	.	.	.	.	.	75.2	75.3	75.3	75.8

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	58.2	63.9	65.8	75.6	78.3	.	.	.	.
APPROVED GOALS	.	.	.	68.1	77.5	78.1	79.1	80.1	.
PROPOSED GOALS	.	.	.	.	.	79.0	79.6	80.2	80.3

10. BOT Choice: Postdoctoral Appointees

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

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)****1a. Average GPA**

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

1b. Average SAT Score

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

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

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

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

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

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

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

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



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)

5. National Academy Memberships

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

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

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

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

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

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

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

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

DRAFT
As of 5/02/2018**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (for Tampa Only)****9. Utility Patents Awarded** [over three calendar years]

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

10. Doctoral Degrees Awarded Annually

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

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

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

12. Endowment Size (\$Millions)

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

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

DRAFT
As of 5/02/2018

KEY PERFORMANCE INDICATORS

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

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

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

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	36.3	28.0	30.0	33.0	33.8	.	.	.	.
APPROVED GOALS	.	.	.	30.4	33.0	33.0	33.0	33.0	.
PROPOSED GOALS	.	.	.	.	.	34.0	34.5	35.0	35.5

Professional Licensure & Certification Exam First-time Pass Rates

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

Exam Scores Relative to Benchmarks

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

Note: An asterisk (*) indicates the pass rate is preliminary.

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018**KEY PERFORMANCE INDICATORS (CONTINUED)****Teaching & Learning Metrics****Time to Degree for FTICs in 120hr programs**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.1	4.7	4.5	4.3	4.2	.	.	.	.
APPROVED GOALS	.	.	.	4.5	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2

Six-Year FTIC Graduation Rates [includes full- & part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL Graduated Within USF System	63.2	66.1	67.8	66.3	68.8	.	.	.	.
APPROVED GOALS	.	.	.	66.7	70.0	71.0	72.0	74.0	.
PROPOSED GOALS	.	.	.	.	.	69.0	71.0	74.0	75.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	8,999	9,390	9,290	9,222	9,504	.	.	.	.
APPROVED GOALS	.	.	.	9,081	9,255	9,285	9,416	9,557	.
PROPOSED GOALS	.	.	.	.	.	9,513	9,595	9,632	9,723

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3,209	3,401	3,773	3,918	4,208	.	.	.	.
APPROVED GOALS	.	.	.	3,877	3,973	4,056	4,113	4,172	.
PROPOSED GOALS	.	.	.	.	.	4,233	4,246	4,259	4,279

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	27.6	28.7	30.4	31.3	31.5	.	.	.	.
APPROVED GOALS	.	.	.	29.6	31.3	31.6	31.8	31.8	.
PROPOSED GOALS	32.0	32.0	32.0	32.0

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018

KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	24	24	23	22	22	.	.	.	.
APPROVED GOALS	.	.	.	23	22	22	20	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	23	23	26	28	29	.	.	.	.
APPROVED GOALS	.	.	.	27.5	28	29	30	30	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	32	34	38	42	44	.	.	.	.
APPROVED GOALS	.	.	.	41	42	43	44	44	.
PROPOSED GOALS	.	.	.	.	.	44	45	45	45

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	50	52	57	60	63	.	.	.	.
APPROVED GOALS	.	.	.	60	61	62	63	63	.
PROPOSED GOALS	.	.	.	.	.	63	63	64	64

Scholarship, Research and Innovation Metrics

National Academy Memberships

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

Faculty Awards

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

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018**KEY PERFORMANCE INDICATORS (CONTINUED)****Scholarship, Research and Innovation Metrics****Total Research Expenditures (\$M)**

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

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	59	60	55	55	57	.	.	.	.
APPROVED GOALS	.	.	.	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

Utility Patents Awarded [from the USPTO]

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

Number of Licenses/Options Executed Annually

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

Number of Start-up Companies Created

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



KEY PERFORMANCE INDICATORS *(CONTINUED)*

Institution Specific Goals

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

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION ACCOUNTABILITY PLANS

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	17,062	17,176	17,499	17,816	17,988	18,136	18,344	18,609	18,907
FTIC (Profile Admit)	155	202	205	207	201	210	214	216	220
FCS AA Transfers	9,498	9,416	9,172	9,108	9,416	9,243	9,136	9,074	9,089
Other AA Transfers	1,640	1,565	1,495	1,429	1,511	1,523	1,546	1,569	1,596
Post-Baccalaureates	0	1,110	1,025	998	986	999	1,015	1,031	1,046
Other Undergraduates	7,739	6,583	6,658	6,678	6,853	6,738	6,791	6,895	6,969
Subtotal	36,012	35,808	35,990	36,373	36,955	36,850	37,044	37,395	37,826
GRADUATE									
Master's	6,806	6,950	7,160	7,302	7,690	7,745	7,818	7,910	8,006
Research Doctoral	2,294	2,226	2,229	2,333	2,443	2,453	2,463	2,473	2,482
Professional Doctoral	1,235	1,379	1,309	1,348	1,436	1,460	1,484	1,509	1,534
Subtotal	10,335	10,555	10,698	10,983	11,569	11,657	11,765	11,891	12,023
UNCLASSIFIED									
H.S. Dual Enrolled	42	14	24	31	33	35	39	43	47
Other ¹	1,941	2,201	2,272	2,424	2,227	2,291	2,344	2,390	2,440
Subtotal	1,983	2,215	2,296	2,455	2,260	2,326	2,383	2,433	2,487
TOTAL	48,330	48,578	48,984	49,811	50,784	50,832	51,193	51,720	52,336

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

2018 ACCOUNTABILITY PLAN



UNIVERSITY OF SOUTH FLORIDA SYSTEM

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As of 5/02/2018

ENROLLMENT PLANNING (CONTINUED)

FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	12,372	12,087	11,844	11,933	12,066	12,007	12,134	12,334	12,595	12,872
UPPER	19,921	19,341	18,957	18,827	18,338	18,765	18,738	18,605	18,458	18,479
GRAD I	4,772	4,794	4,744	4,568	4,339	4,403	4,495	4,544	4,594	4,646
GRAD II	1,291	1,266	1,279	1,199	1,219	1,267	1,329	1,339	1,353	1,366
TOTAL	38,357	37,487	36,825	36,528	35,962	36,442	36,696	36,822	37,001	37,364
NON-RESIDENT										
LOWER	1,119	1,357	1,574	1,862	1,992	1,957	1,911	1,934	1,966	1,998
UPPER	870	1,058	1,304	1,596	1,819	2,007	1,727	1,707	1,693	1,692
GRAD I	1,061	1,370	1,652	1,984	2,142	2,112	2,094	2,117	2,141	2,165
GRAD II	843	853	880	935	1,017	1,123	1,073	1,081	1,092	1,103
TOTAL	3,893	4,638	5,411	6,377	6,970	7,199	6,805	6,839	6,892	6,957
TOTAL										
LOWER	13,491	13,443	13,419	13,795	14,057	13,964	14,044	14,268	14,561	14,870
UPPER	20,790	20,400	20,262	20,423	20,158	20,772	20,465	20,311	20,151	20,171
GRAD I	5,834	6,164	6,396	6,553	6,482	6,515	6,589	6,661	6,736	6,811
GRAD II	2,135	2,118	2,159	2,134	2,236	2,391	2,402	2,420	2,445	2,469
TOTAL	42,250	42,125	42,236	42,905	42,932	43,641	43,501	43,661	43,893	44,321

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	7,804	7,867	8,745	9,442	10,070	10,421	10,702	10,976	11,369	11,658
Hybrid (50-79%)	670	580	522	237	183	133	134	137	139	142
Classroom (0-50%)	25,807	25,396	24,413	24,540	23,961	24,181	23,674	23,426	23,205	2,3241
Subtotal	34,281	33,843	33,680	34,219	34,215	34,735	34,510	34,539	34,712	35,041
GRADUATE										
Distance (80-100%)	1,747	1,825	2,050	2,109	2,346	2,377	2,450	2,521	2,596	2,674
Hybrid (50-79%)	215	234	204	69	123	122	123	124	125	126
Classroom (0-50%)	6,006	6,223	6,300	6,510	6,248	6,407	6,419	6,437	6,460	6,481
Subtotal	7,968	8,282	8,554	8,688	8,718	8,906	8,991	9,081	9,181	9,280

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



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Computer and IS Security/Inform Assurance (USFT)	11.1003	STEM	None	80%	150	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	10%	50	Spring 2019
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU, FPU, UNF, UWF	0%	150	Fall 2018
Financial Planning and Services (USFT)	52.0804	None	None	0%	80	Fall 2018
Management Science (USFSM)	52.1301	STEM	UF	100%	25	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics, Materials & Supply Chain Management (USFT)	52.0203	STEM	FAMU	65%	50	Fall 2018
DOCTORAL PROGRAMS						
Informatics (USFT)	11.0104	STEM	UF	15%	25	Fall 2018

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New Programs For Consideration by University in 2019-20

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Natural Resources Management and Policy (USFSM)	03.0201	STEM	None	0%	65	Spring 2020
International Global Studies (USFSM)	30.2001	GLOBAL	NCF, UCF, UF, UNF	0%	65	Spring 2020
Design (USFT)	50.0499	NONE	None	20%	70	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Secondary Education and Teaching (USFSP)	13.1205	EDUCATION	FAU, FSU, UCF, UNF	80%	20	Spring 2020
Marriage and Family Therapy/Counseling (USFT)	51.1505	HEALTH	UCF, UF	0%	40	Spring 2020
Financial Planning and Services (USFT)	52.0804	None	None	0%	40	Spring 2020
Management Science (USFT)	52.1301	STEM	FSU	0%	100	Spring 2020
DOCTORAL PROGRAMS						
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
OTD Occupational Therapy/Therapist (USF)	51.2306	HEALTH	UF	0%	80	TBD



GLOSSARY

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

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

2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

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

3. Cost to the Student

Net Tuition & Fees
for Resident Undergraduates
per 120 Credit Hours

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

4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

5. Academic Progress Rate

2nd Year Retention
with 2.0 GPA or Above

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

Source: State University Database System (SUDS).

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6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).</p>
7. Bachelor's Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).</p>
8b. Freshmen in Top 10% of High School Class <i>Applies only to: NCF</i>	<p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.</p>

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours

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).

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).

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10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News
FSU

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

10d. Percent of Undergraduate Seniors Participating in a Research Course
NCF

This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.

10e. Number of Bachelor Degrees Awarded Annually
UCF

This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).

10f. Number of Licenses/Options Executed Annually
UF

This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.

10g. Percent of Undergraduate FTE in Online Courses
UNF

This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

Number of Postdoctoral Appointees
USF

This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).

Percentage of Adult Undergraduates Enrolled
UWF

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).

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Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).



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

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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Adult (Aged 25+) Undergraduates Enrolled
Fall term

This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

Percent of Undergraduate FTE Enrolled in Online Courses

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

Percent of Bachelor's And Graduate Degrees in STEM & Health

The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members

National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

Faculty Awards

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

Total Research Expenditures (\$M)

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

Percent of R&D Expenditures funded from External Sources

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

Utility Patents Awarded

The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Number of Start-up Companies

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