1-1-2019

2019 Accountability Plan Sarasota-Manatee

USF

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INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document 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, helping to 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 approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.
TABLE OF CONTENTS

1. PERFORMANCE BASED FUNDING METRICS, p. 3-4

2. KEY PERFORMANCE INDICATORS
   a. Teaching & Learning, p. 5-6
   b. Institution Specific Goals, p. 7

3. ENROLLMENT PLANNING, p. 8-9
### PERFORMANCE BASED FUNDING METRICS

#### 1. Percent of Bachelor’s Graduates Enrolled or Employed (25,000+)

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<tr>
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<td>62.8</td>
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#### 2. Median Wages of Bachelor’s Graduates Employed Full-time

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<td>40,700</td>
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<td>38,900</td>
<td>39,900</td>
<td>40,900</td>
<td>41,000</td>
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#### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

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#### 4. FTIC Four-Year Graduation Rate

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<td>34.9</td>
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<td>.</td>
<td>42.0</td>
<td>50.0</td>
<td>55.0</td>
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#### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

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<tbody>
<tr>
<td>ACTUAL Graduated Within USF System</td>
<td>77.1</td>
<td>86.7</td>
<td>78.2</td>
<td>83.3</td>
<td>84.7</td>
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<td>ACTUAL Graduated Same Campus</td>
<td>69.9</td>
<td>78.7</td>
<td>74.7</td>
<td>81.3*</td>
<td>84.0</td>
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<td>80.2</td>
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<td>84.4</td>
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<td>86.4</td>
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Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).
### PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

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<td>37.0</td>
<td>39.1</td>
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<td>42.0</td>
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<td>49.0</td>
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<td>44.3</td>
<td>49.0</td>
<td>50.0</td>
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#### 7. University Access Rate [Percent of Undergraduates with a Pell grant]

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</thead>
<tbody>
<tr>
<td>ACTUAL</td>
<td>40.7</td>
<td>45.2</td>
<td>44.4</td>
<td>41.1</td>
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<td>45.0</td>
<td>45.0</td>
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#### 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

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</thead>
<tbody>
<tr>
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<td>27.3</td>
<td>12.0</td>
<td>24.5</td>
<td>11.7</td>
<td>21.7</td>
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<td>12.0</td>
<td>20.0</td>
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<td>16.7</td>
<td>19.0</td>
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#### 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

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<td>APPROVED GOALS</td>
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<td>72.9</td>
<td>78.0</td>
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<td>82.0</td>
<td>83.0</td>
<td>84.0</td>
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<td>81.0</td>
<td>82.0</td>
<td>83.0</td>
<td>84.0</td>
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#### 10.1 Current BOT Choice: Number of Post-Doctoral Appointees

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Note*: Revised since reported to NSF

#### 10.2 Future BOT Choice: Six-Year FTIC Graduation Rate [Full & Part-Time Students]

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Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)
### Key Performance Indicators

#### 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]

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<tbody>
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<td>Data reported at the USF System level only.</td>
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#### Freshmen in Top 10 of High School Class

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<th>Fall 2020</th>
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#### Time to Degree for FTICs in 120hr programs

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

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#### Bachelor’s Degrees Awarded
[First Majors Only]

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<td>553</td>
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### KEY PERFORMANCE INDICATORS (CONTINUED)

#### Teaching & Learning Metrics

**Graduate Degrees Awarded [First Majors Only]**

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**Percent of Bachelor’s Degrees Awarded to African-American & Hispanic Students**

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**Percent of Adult (Aged 25+) Undergraduates Enrolled**

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**Percent of Undergraduate FTE in Online Courses**

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**Percent of Bachelor’s Degrees in STEM & Health**

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**Percent of Graduate Degrees in STEM & Health**

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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

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2. Percent of Hispanic & African American Students

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</table>
# ENROLLMENT PLANNING

## Fall Headcount Enrollment by Student Level
(for all degree-seeking students at all campuses)

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<td>1,692</td>
<td>1,757</td>
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## Fall Headcount Enrollment by Student Type
(for all degree-seeking students at all campuses)

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<td>1,909</td>
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<tbody>
<tr>
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<td>1,980</td>
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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. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours
(Fall terms only)

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ENROLLMENT PLANNING  continued

Actual & Planned FTE Enrollment by Residency & Student Level

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<tr>
<td>LOWER</td>
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<td>342</td>
<td>398</td>
<td>465</td>
<td>579</td>
<td>623</td>
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<td>1,103</td>
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<td>0</td>
<td>0</td>
</tr>
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<td>111</td>
<td>119</td>
<td>138</td>
<td>141</td>
<td>148</td>
<td>157</td>
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<tr>
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<td>1,876</td>
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<td>2,159</td>
<td>2,265</td>
<td>2,398</td>
<td>2,539</td>
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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 degree-seeking 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.

Percentage of FTE Enrollment by Method of Instruction

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<td></td>
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</tr>
<tr>
<td>Distance (80-100)</td>
<td>50%</td>
<td>49%</td>
<td>52%</td>
<td>60%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Hybrid (50-79)</td>
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<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
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</tr>
<tr>
<td>Classroom (0-50)</td>
<td>46%</td>
<td>49%</td>
<td>47%</td>
<td>39%</td>
<td>36%</td>
<td>37%</td>
<td>35%</td>
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<tr>
<td><strong>GRADUATE</strong></td>
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<tr>
<td>Distance (80-100)</td>
<td>24%</td>
<td>34%</td>
<td>31%</td>
<td>36%</td>
<td>33%</td>
<td>32%</td>
<td>33%</td>
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</tr>
<tr>
<td>Hybrid (50-79)</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
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<td>10%</td>
</tr>
<tr>
<td>Classroom (0-50)</td>
<td>72%</td>
<td>61%</td>
<td>68%</td>
<td>61%</td>
<td>64%</td>
<td>59%</td>
<td>57%</td>
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</tr>
</tbody>
</table>

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 degree-seeking 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. *Percentages may not total 100 due to rounding.