University of South Alabama
Accountability Scorecard

The University of South Alabama publishes this annual scorecard as one way to use data to make informed decisions and to monitor progress and success on key priorities outlined in the University's 2014-2017 strategic plan.

This scorecard reports university-level data, but all academic and administrative units at USA engage in their own process of strategic planning and assessment that are aligned with the University's strategic plan. Units develop a plan, set performance targets, and subsequently assess the degree to which they are making progress in achieving the goals.

For more information about strategic planning and assessment at the University of South Alabama, please contact the Office of Institutional Effectiveness at 251.460.6261.

University of South Alabama
Strategic Plan 2014-2017

The University of South Alabama, with a global reach and special focus on the Gulf Coast, strives to make a difference in the lives of those it serves through promoting discovery, health, and learning.

Goal 1: Maintain and enhance an innovative and vibrant educational environment that supports teaching and promotes learning.	1.1: Improve academic success among undergraduate and graduate students and promote student engagement with learning.
	1.2: Improve student learning outcomes.
	1.3: Recruit a diverse body of students who are well prepared for college study.
	1.4: Increase innovation, efficiency, and instructional resources for educational programs.
	1.5: Provide a welcoming and supportive environment for all members of the University community.
	1.6: Recruit, recognize, develop, and retain high quality faculty.
	1.7: Develop and maintain high-quality online and blended courses and programs to accommodate wide-ranging learner needs and experiences.
	1.8: Increase the incorporation of global perspectives into the educational environment.
Goal 2: Advance the research, discovery, and creative activities of the University.	2.1: Increase the opportunity and success for USA faculty, post-doctoral fellows, and students in seeking and carrying out transformative research, discovery, and creative activities.
	2.2: Advance entrepreneurial activities that support the development of new technologies.
	2.3: Increase the economic and societal impact of discovery produced by USA faculty, post-doctoral fellows, and students on the Gulf Coast region, nationally and internationally.

Goal 3: Enrich the quality of student life and the living/learning environment.	3.1: Increase student engagement in University activities by providing and promoting quality services and programs.
	3.2: Provide a safe, supportive, inclusive, and civil environment for all students that foster a sense of community within the University.
	3.3: Support and retain a diverse community of learners to enhance campus life and create opportunities to develop students as ethical and responsible leaders who make positive impacts in the community.
	3.4: Provide quality and accessible facilities to address the growing service and programmatic needs of the University.
	3.5: Increase faculty and staff participation with student organizations and activities.
	3.6: Increase connections between student and academic groups/activities/programs.
Goal 4: Deliver high-quality health care programs that enhance the health and well-being of the community.	4.1: Achieve exceptional patient quality outcomes for USA Hospitals, Clinics, and the Mitchell Cancer Institute in comparison to peer groups.
	4.2: Achieve exceptional patient satisfaction in USA Hospitals, Clinics, and the Mitchell Cancer Institute.
	4.3: Adapt to changes in reimbursement resulting from health care reform as evidenced by USA Hospitals, Clinics, and the Mitchell Cancer Institute being financially balanced.
Goal 5: Strengthen the financial standing of the University using strategies that recognize and address financial and market realities in higher education.	5.1: Reach the target level of student enrollment while balancing revenue generation with the resources necessary to strengthen academic quality.
	5.2: Maximize efforts to secure increased State appropriation funding.
	5.3: Increase extramural funding from grants and contracts.
	5.4: Continue to expand and strengthen the University's fund-raising programs.
	5.5: Collaborate with the USA Foundation to increase institutional support.
	5.6: Be fiscally prudent and pursue opportunities for gains in efficiency.
Goal 6: Expand and extend the cultural, public service, athletic and economic development impacts of the University.	6.1: Increase the number and variety of cultural programs and presentations.
	6.2: Increase the scope and impact of USA public service programs.
	6.3: Increase the number of attendees at University athletic and cultural events.
	6.4: Provide the most accurate, objective, and reliable data, impact analysis, and projections in the University service area.
	6.5: Develop strong partnerships with organizations directly involved in regional economic, civic, and cultural development.

Key Strategy: To reach an enrollment of 20,000 students within ten years in a fiscally responsible manner while strengthening high academic standards.

USA: Seven-Year Enrollment Trends

Entering Cohort Year	Total Headcount	Race/Ethnicity			Gender		Enrollment Status	
		White	Black	All others	Male	Female	PT	FT
2007	13,779	9,195	2,414	2,170	5,230	8,549	3,576	10,203
2008	14,064	9,355	2,460	2,249	5,407	8,657	3,666	10,398
2009	14,522	9,704	2,543	2,275	5,729	8,793	3,588	10,934
2010	14,776	9,753	2,650	2,373	5,854	8,922	3,576	11,200
2011	14,769	9,692	2,701	2,376	5,901	8,868	3,397	11,372
2012	14,636	9,749	2,790	2,097	5,781	8,855	3,176	11,460
2013	15,065	9,947	3,019	2,099	5,806	9,259	3,037	12,028
% change over six years	9%	8%	25%	-3%	11%	8%	-15%	18%

Full-time student - 12 or more credit hours for undergraduate students and 6 or more for graduate students
Source: Table 3.1 (Headcount) USA Factbook

USA: Undergraduate Seven-Year Enrollment Trends

Entering Cohort Year	Total Headcount	% Increase	FTE	% Increase	Credit Hours	% Increase
2007	10,459		8,819		132,289	
2008	10,701	2%	9,148	4%	137,219	4%
2009	11,250	5%	9,495	4%	142,419	4%
2010	11,536	3%	9,682	2%	145,223	2%
2011	11,403	-1%	9,728	0%	145,923	0%
2012	11,144	-2%	9,604	-1%	144,065	-1%
2013	11,224	1%	9,577	0%	143,661	0%

Source: Table 3.1 (Headcount) and 3.12 (FTE/Credit hour) USA Factbook

Key Strategy (Continued)

USA: Graduate Seven-Year Enrollment Trends

Entering Cohort Year	Total Headcount	% Increase	FTE	% Increase	Credit Hours	% Increase
2007	3,089		2,295		22,955	
2008	3,016	-2%	2,265	-1%	22,427	-2%
2009	3,114	3%	2,312	2%	22,945	2%
2010	3,118	0%	2,419	5%	23,886	4%
2011	3,191	2%	2,561	6%	25,331	6%
2012	3,321	4%	2,715	6%	26,605	5%
2013	3,758	13%	3,063	13%	30,641	15%

Source: Table 3.1 (Headcount) and 3.12 (FTE/Credit hour) USA Factbook

USA: New Student Seven-Year Enrollment Trends

Entering Cohort Year	FTFT	Freshmen TR	Sophomore TR	Junior TR	Senior TR	Total TR	Total All
2007	1,418	334	488	245	106	1,173	2,591
2008	1,495	356	461	254	84	1,155	2,650
2009	1,711	362	467	274	83	1,186	2,897
2010	1,654	308	424	275	60	1,067	2,721
2011	1,826	283	439	296	84	1,102	2,928
2012	1,886	282	367	277	76	1,002	2,888
2013	1,825	200	343	302	107	952	2,777
% change over six years	29%	-40%	-30%	23%	1%	-19%	7%

FTFT=First-Time, Full-Time Freshmen; TR=Transfer
Source: OIE Analysis of USA census File

Key Strategy (Continued)

USA: Enrollment by Headcount for All Students by Division

	2007	2008	2009	2010	2011	2012	2013	% Change
Covey College of Allied Health Professions	1,472	1,669	1,803	1,898	2,011	2,048	2,123	44%
College of Arts and Sciences	3,961	4,121	4,147	4,200	4,053	3,917	3,772	-5%
College of Education	2,205	2,073	2,023	1,898	1,768	1,640	1,643	-25%
College of Engineering	1,093	1,042	1,189	1,226	1,198	1,230	1,267	16%
College of Medicine	321	333	342	353	357	352	346	8%
College of Nursing	2,184	2,305	2,556	2,782	3,010	3,175	3,575	64%
Graduate School	5	5	17	28	30	39	39	680%
Mitchell College of Business	1,807	1,857	1,730	1,578	1,559	1,438	1,453	-20%
School of Computing	399	403	443	496	480	507	572	43%
School of Continuing Education and Special Programs	332	256	272	317	303	290	275	-17%
University Total	13,779	14,064	14,522	14,776	14,769	14,636	15,065	9%

Source: Table 3.2 (Headcount) USA Factbook

Key Strategy (Continued)

USA: Enrollment by Credit Hour for All Students by Division

	2007	2008	2009	2010	2011	2012	2013	% Change
Covey College of Allied Health Professions	12,964	14,184	14,567	15,845	15,918	17,247	17,545	26%
College of Arts and Sciences	78,440	81,146	85,157	86,562	86,503	85,932	85,705	8%
College of Education	14,387	14,094	13,068	12,685	12,280	11,866	11,717	-23%
College of Engineering	6,033	5,440	5,566	5,654	5,659	6,075	6,279	4%
College of Medicine	367	421	415	408	440	437	421	13%
College of Nursing	17,321	18,396	18,911	20,527	23,016	23,705	27,096	36%
Graduate School	31	18	94	206	230	266	291	89%
Mitchell College of Business	15,224	15,803	15,147	14,463	13,683	13,197	14,062	-8%
School of Computing	5,369	5,150	5,851	6,191	6,557	6,143	6,743	20%
School of Continuing Education and Special Programs	5,108	5,032	6,588	6,568	6,968	5,802	4,443	-15%
University Total	155,244	159,684	165,364	169,109	171,254	170,670	174,302	11%

Source: Table 3.14 (Credit Hour) USA Factbook

USA Objective 1.1: Improve academic success among undergraduate and graduate students and promote student engagement with learning.

First-Time, Full-Time Freshmen (FTFT)
1st Year Retention (Percent of cohort returning for their 2nd year)
2nd year Retention (Percent of cohort returning for their 3rd year)
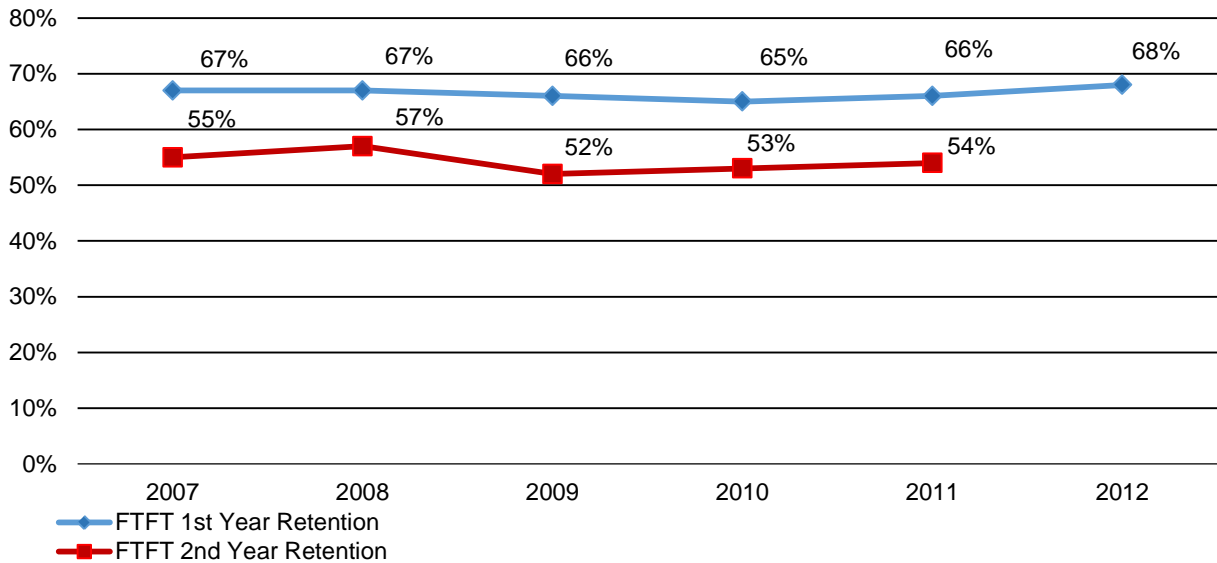
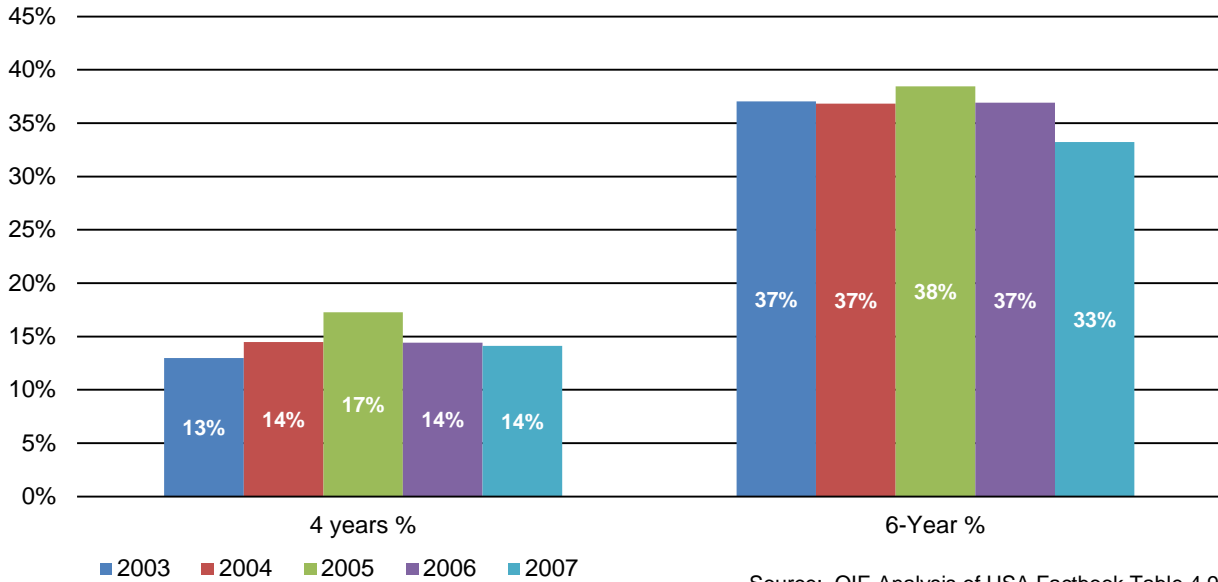Source: OIE analysis of IRPA Persistence Reports (2008-2012)

First-Time, Full-Time Freshmen: 1st Year Retention Rates by Race: Percent of the Cohort Returning for Their 2nd year

Entering Cohort Year	Black	White	Other minority	Overall
2007	54%	70%	71%	67%
2008	61%	68%	67%	67%
2009	59%	67%	73%	66%
2010	61%	66%	73%	65%
2011	63%	67%	67%	66%
2012	67%	69%	67%	68%

Source: OIE analysis of IR Persistence Reports (2008-2012)

Objective 1.1 (Continued)

**First-Time, Full Time Freshmen
4- and 6-Year Graduation Rates by Cohort (2003-2007)**

Legend: 2003, 2004, 2005, 2006, 2007

	4 years %	6-Year %
2003	13%	37%
2004	14%	37%
2005	17%	38%
2006	14%	37%
2007	14%	33%

Source: OIE Analysis of USA Factbook Table 4.9

**Number of Students Participating in High Impact Practices[1],
2011-2013**

	2011	2012	2013
Learning Communities	498	729	880
Service Learning	1,854	1,669	2,325

Source: Academic Success and Retention and Center for Academic Service Learning and Civic Engagement
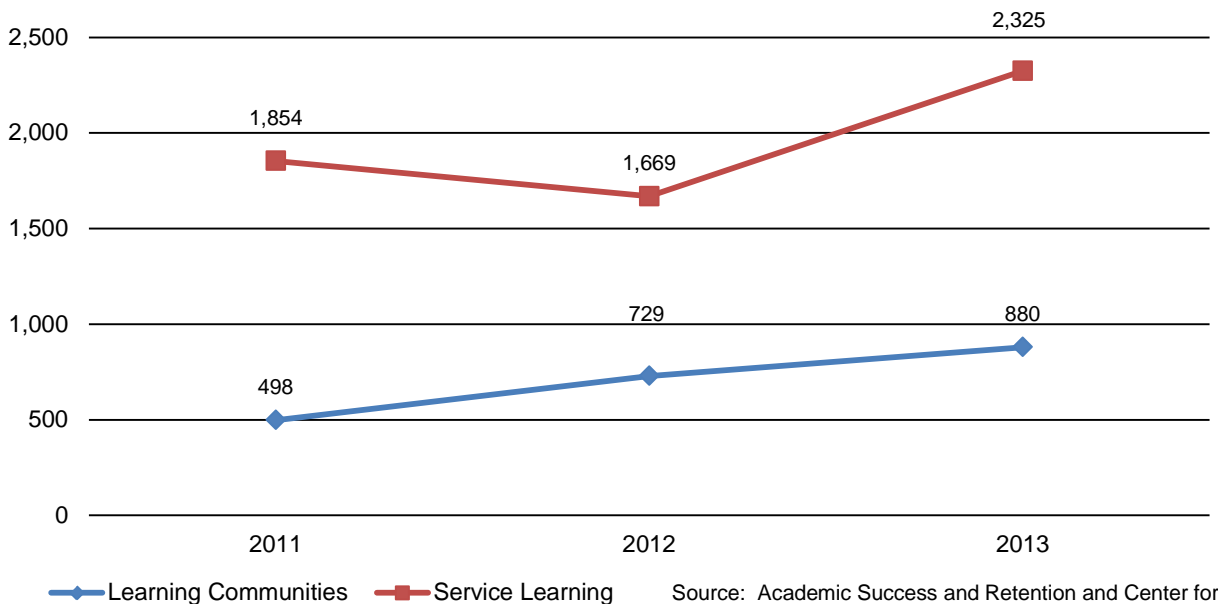
[1]Students at USA also engage in other high impact practices which include: undergraduate research programs, study abroad, first year experience, capstone courses and projects, writing-intensive courses, team-based learning and internships.

Objective 1.1 (Continued)

Comparison of National Survey of Student Engagement (NSSE) Results of USA Students to Comparison Groups on Key Indicators, 2011 and 2013.[1]

Benchmarks: 2011[2] USA compared to Urban Institutions

	First Year Students		Seniors	
	USA	Urban Inst.	USA	Urban Inst.
Level of Academic Challenge	52.1	53.0	56.5	55.3*
Active and Collaborative Learning	39.8	42.0*	48.4	48.6
Student-Faculty Interaction	32.8	34.4	40.6	37.8***
Enriching Educational Experiences	26.0	26.6	35.6	36.6
Supportive Campus Environment	60.5	59.8	57.2	54.5***

Engagement Indicators: 2013[3] USA compared to Southeast Public Institutions

	First Year Students		Seniors	
	USA	SE Public	USA	SE Public
Academic Challenge				
Higher-Order Learning	38.9	39.1	39.4	41.2**
Reflective and Integrative Learning	33.3	35.2**	36.6	38.3**
Learning Strategies	41.2	40.4	43.3	41.5**
Quantitative Reasoning	26.3	28.1	28.6	30.4*
Learning Peers				
Collaborative Learning	30.1	32.1**	32.9	33.0
Discussions with Diverse Others	42.3	41.4	41.4	43.0*
Experiences with Faculty				
Student-Faculty Interaction	17.6	19.9**	24.2	24.4
Effective Teaching Practices	41.7	40.2*	42.4	41.5
Campus Environment				
Quality of Interactions	40.6	41.0	42.8	42.4
Supportive Environment	38.0	38.0	31.6	34.6***

[1]NSSE survey changed in 2013.
[2]In 2011, scores ranged from 0 to 100.
[3]In 2013, engagement indicators were scored on a 60 point scale where 0 = Never; 20 = Sometimes; 40 = Often; and 60 = Very often.
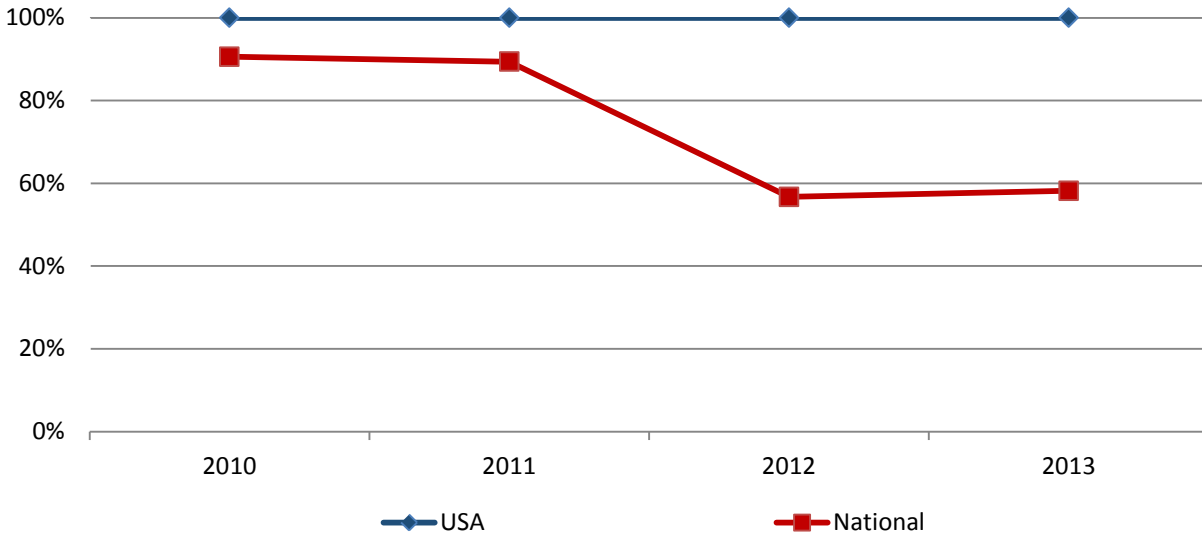*$p<.05$;**$p<.01$; ***$p<.001$

College of Arts and Sciences

USA Social Work Pass Rates on the LBSW*, 2011-2013
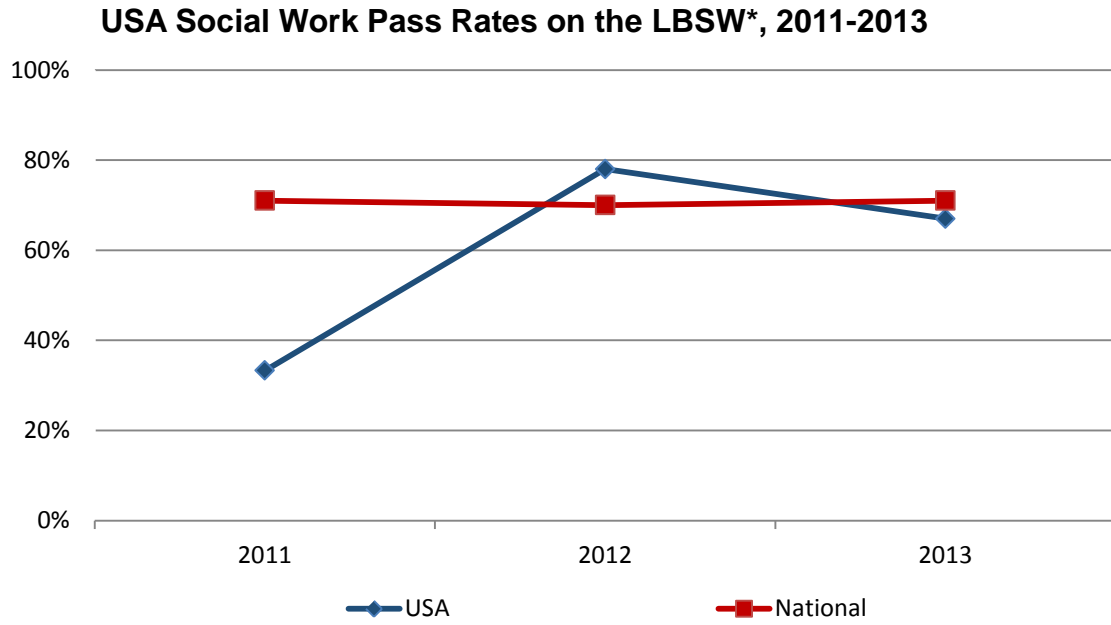
*Licensed Baccalaureate Social Worker
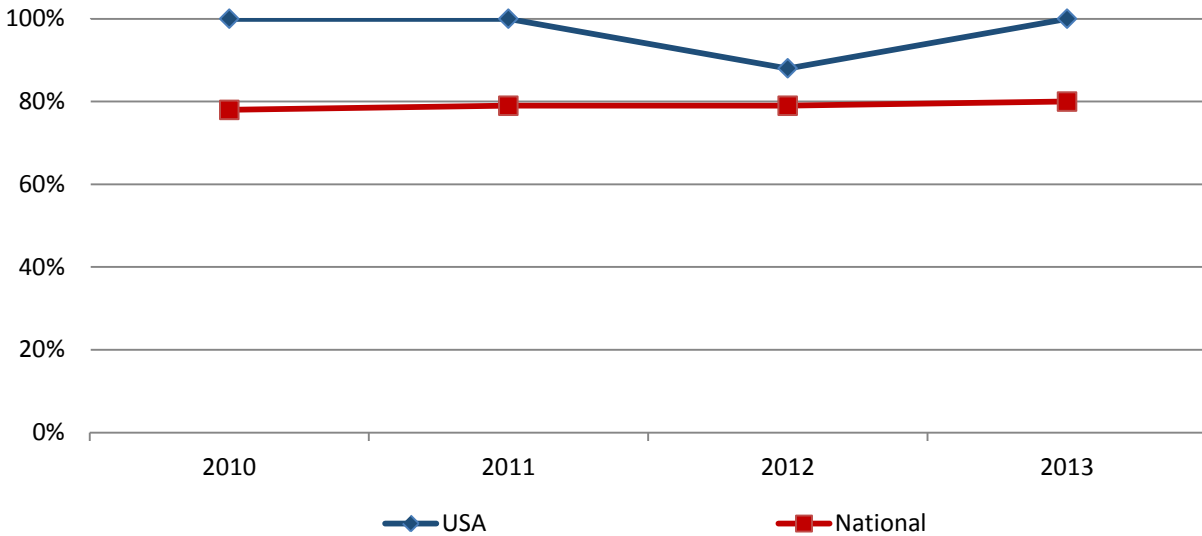Source: USA Department of Social Work Annual Assessment Report

Covey College of Allied Health Professions

### USA Audiology Praxis Pass Rates Compared to National Pass Rates, 2010-13

Source: USA Department of Speech Pathology and Audiology Annual Assessment Report

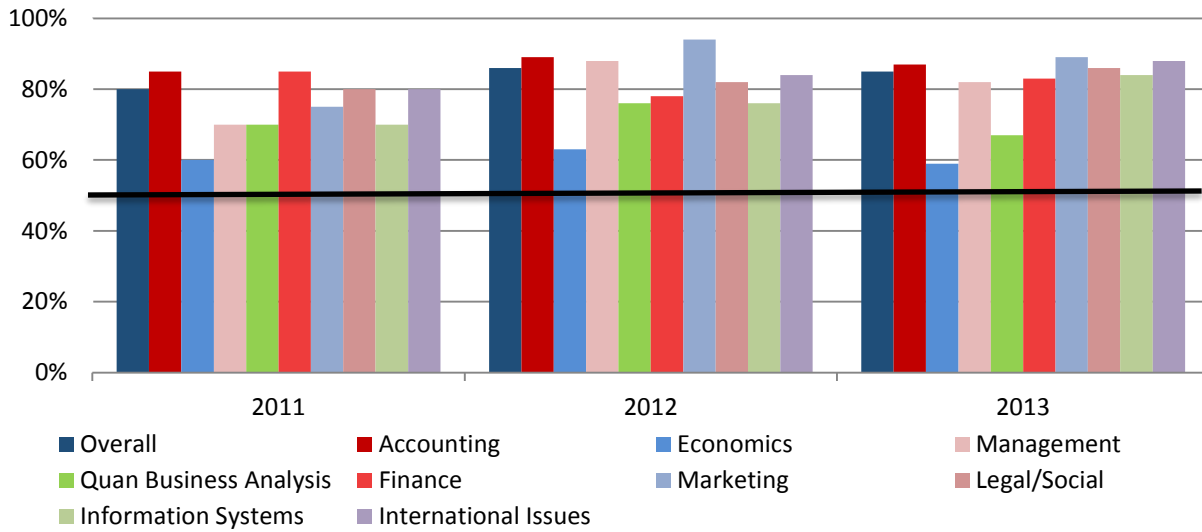### USA Cardiorespiratory Care NBRC* Pass Rates Compared to National Pass Rates, 2010-13

*NBRC – National Board Respiratory Care

Source: USA Department of Cardiorespiratory Care Annual Assessment Report

USA Occupational Therapy NBCOT* Pass Rates Compared to National Pass Rates, 2010-13

Legend: USA, National
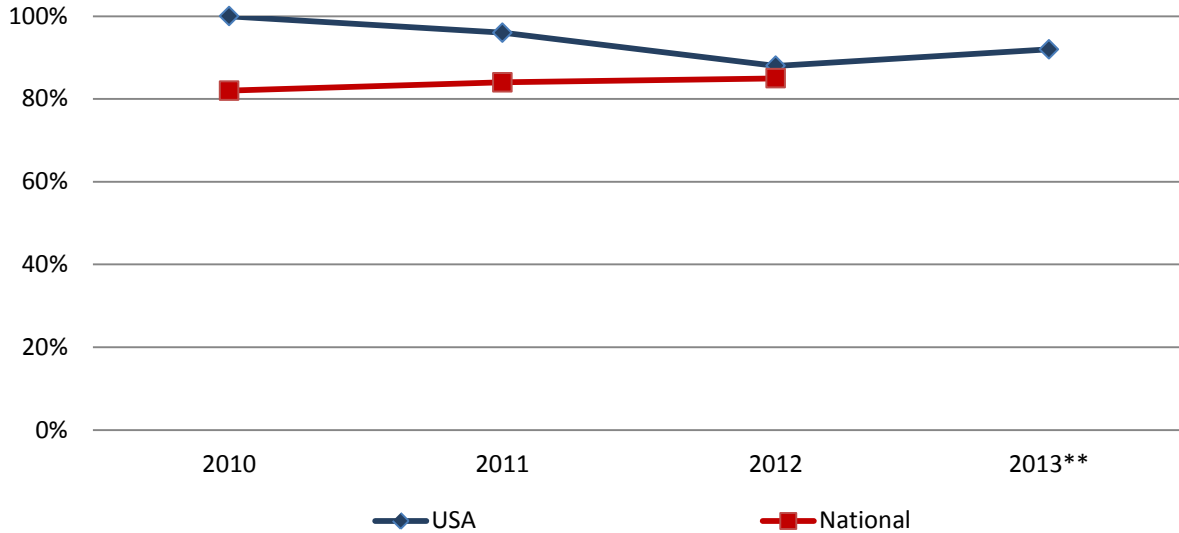
*NBCOT – National Board for Certification in Occupational Therapy
Source: USA Department of Occupational Therapy Annual Assessment Report
**National pass rates are no longer published.

## USA Paramedic NREMT-P* Pass Rates Compared to National Pass Rates, 2011-13

Legend: USA, National
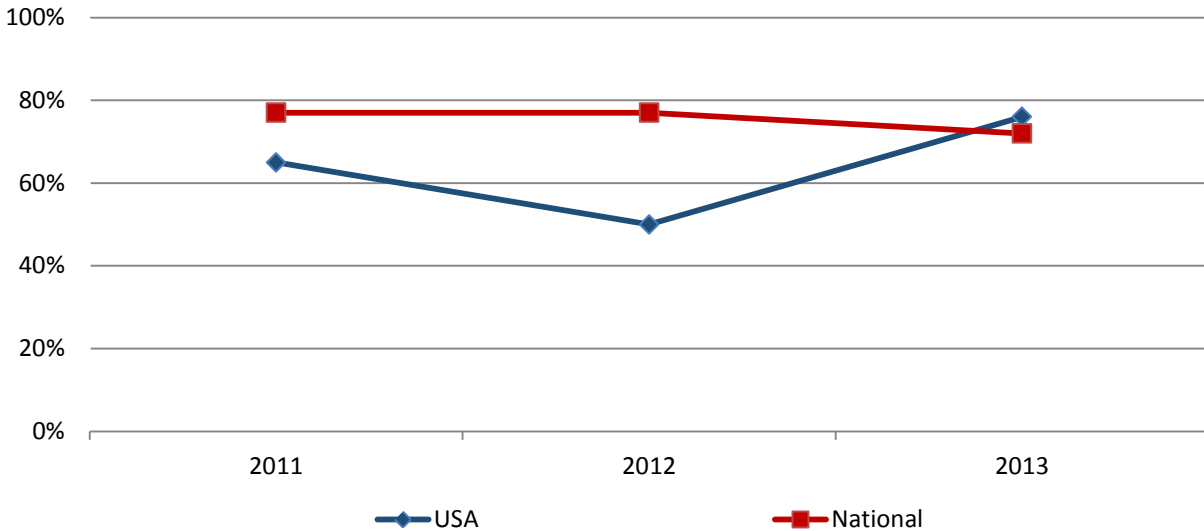
*NREMT-P – National Registry of Emergency Medical Technicians-Paramedics
Source: USA Department of Emergency Medical Services Annual Assessment Report

USA Physical Therapy NPTE* Pass Rates Compared to National Pass Rates, 2010-13
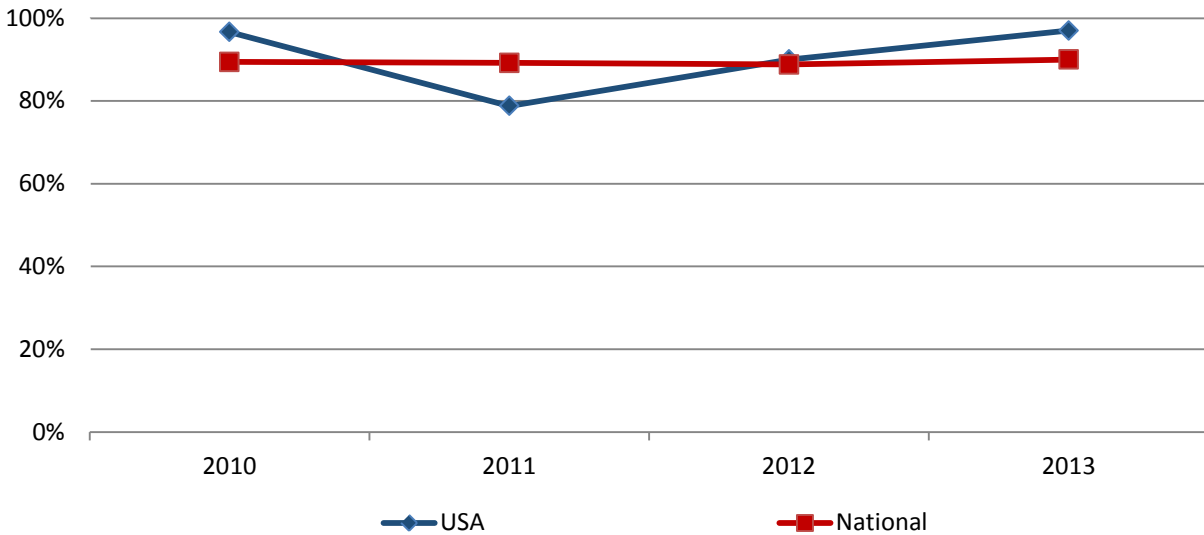
*NPTE – National Physical Therapy Examination
Source: USA Department of Physical Therapy Annual Assessment Report

USA Physician Assistant Studies PANCE* Pass Rates Compared to National Pass Rates, 2010-13
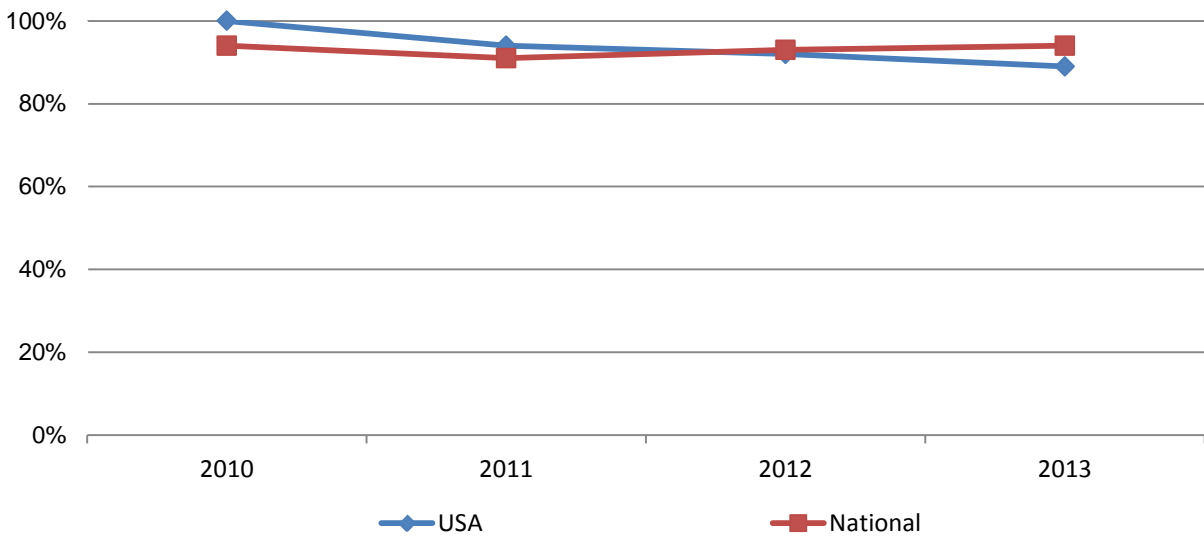
*PANCE – Physician Assistant National Certifying Exam
Source: USA Department of Physician Assistant Studies Annual Assessment Report
**National pass rate data are not available.

USA Speech-Language Pathology Praxis Pass Rates Compared to National Pass Rates, 2010-13
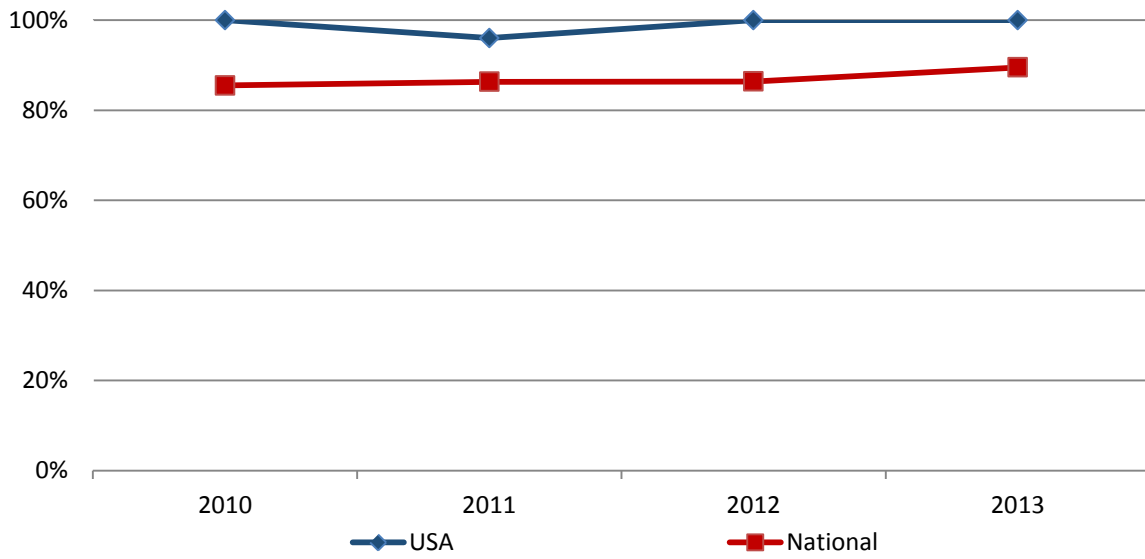
Source: USA Department of Speech Pathology and Audiology Annual Assessment Report

Mitchell College of Business

Mitchell College of Business Graduates Performance on ETS Tests in the Major Field of Study: Overall and by Area, 2011-13

Legend:
- Overall
- Accounting
- Economics
- Management
- Quan Business Analysis
- Finance
- Marketing
- Legal/Social
- Information Systems
- International Issues

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Mitchell College of Business Graduates Performance on ETS Master's of Business Administration Field Exam, 2011-13

Legend:
- Overall
- Marketing
- Management
- Finance
- Accounting
- Strategic Management
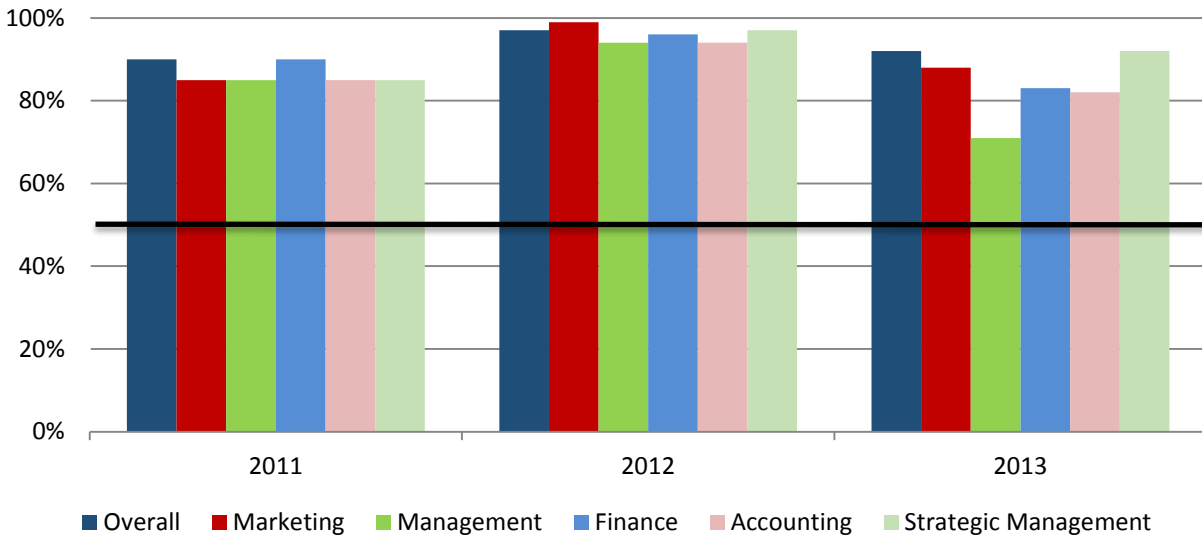
Mitchell College of Business Graduates Performance on Certified Public Accountant Exam, 2008-2011
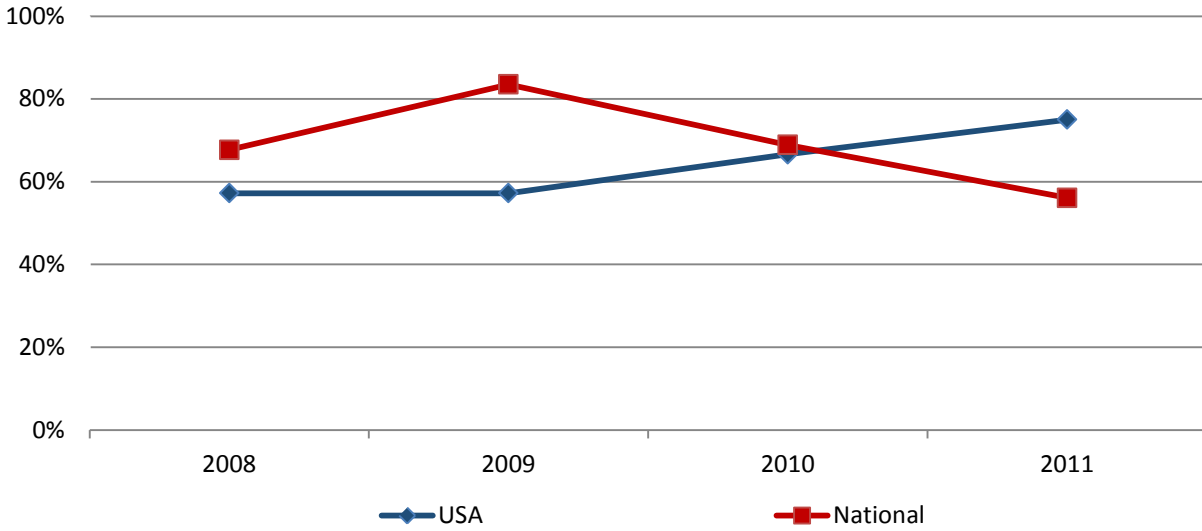
Source: USA Mitchell College of Business Annual Assessment Report
Results are not reported by the institution when less than 5 students sit for the CPA exam.

College of Medicine

USA CON Pass Rates on the NCLEX-RN* Compared to National Pass Rates, 2011-2013
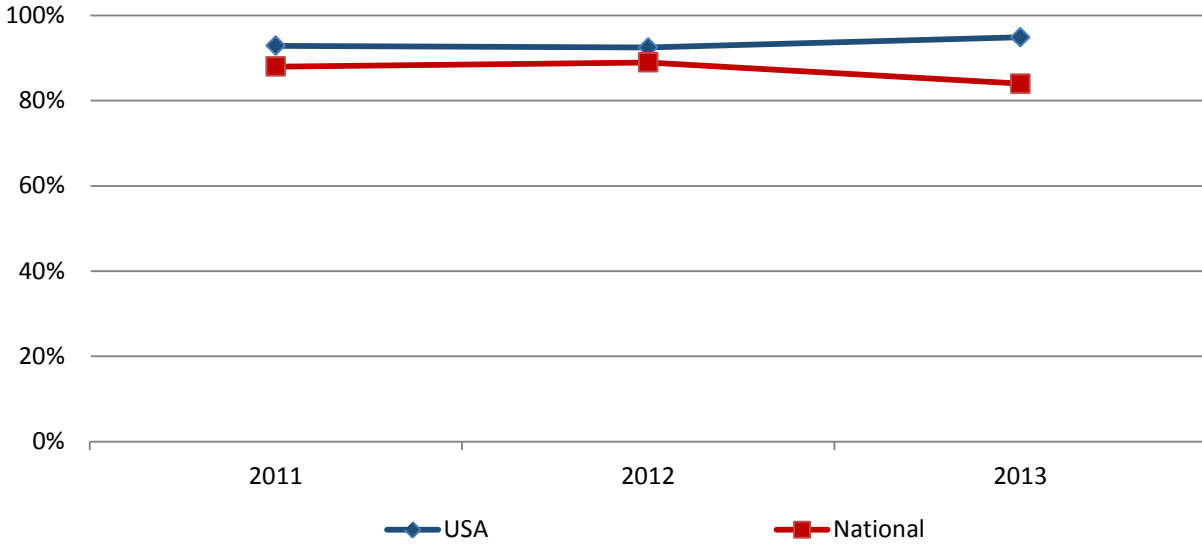
*National Council Licensure Examination-RN
Source: USA College of Nursing Annual Assessment Report

College of Nursing

USA COM Pass Rates on the USMLE* Step 1 Compared to National Pass Rates, 2011-13
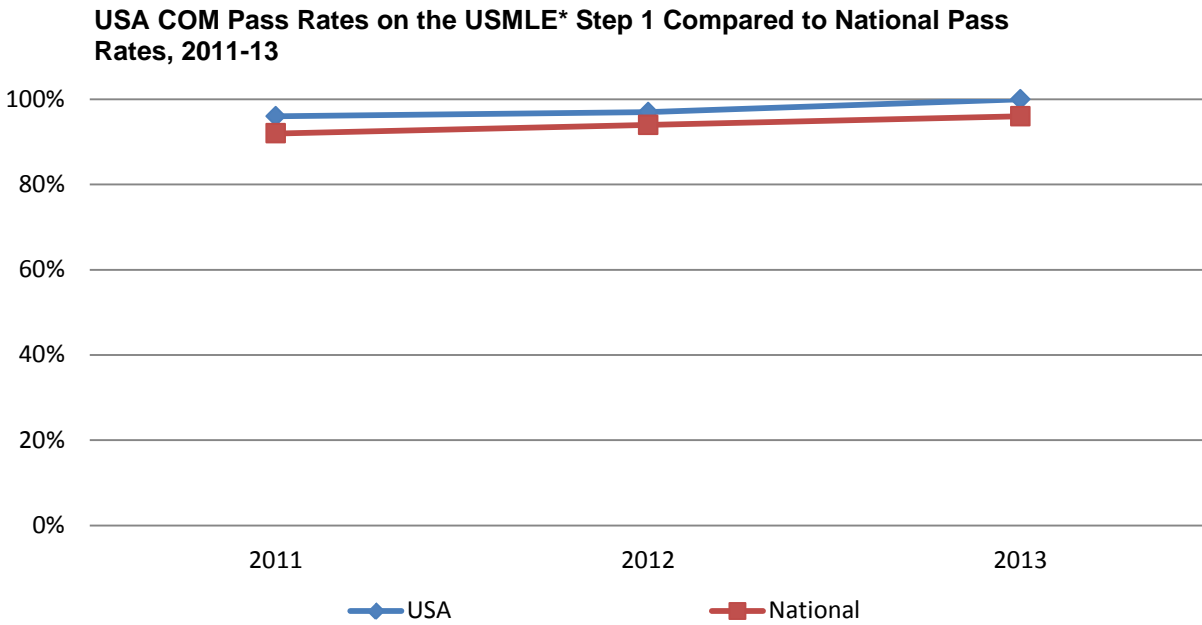
*United States Medical Licensing Examination
Source: USA College of Medical Annual Assessment Report

National Survey of Student Engagement (NSSE) Results: USA Students Compared to Peers at Southeast Public Institutions - Percent of Students Reporting 'Quite a Bit' or 'Very Much' Regarding USA's Institutional Contribution to Their Knowledge, Skills, and Personal Development.

Area	USA Freshmen	SE Public Freshmen	USA Seniors	SE Public Seniors
Writing clearly and effectively	74	66**	73	72
Speaking clearly and effectively	61	58*	66	70*
Thinking critically and analytically	77	77	81	86*
Analyzing numerical and statistical information	57	58	66	65
Acquiring job- or work-related knowledge and skills	53	55	68	69
Working effectively with others	66	64	70	73
Developing or clarifying a personal code of values and ethics	58	58	56	62***
Understanding people of other backgrounds	59	59	55	61***
Solving complex real-world problems	53	54	59	64*
Being an informed and active citizen	55	56	51	60***

*p<.05 difference in the mean scores of USA NSSE participants compared to SE Public institutions NSSE participants;
**p<.01 difference in the mean scores of USA NSSE participants compared to SE Public institutions NSSE participants;
***p<.001 difference in the mean scores of USA NSSE participants compared to SE Public institutions NSSE participants.

Objective 1.3: Recruit a diverse body of students who are well prepared for college study.

Percent of First-Time Students' Enrollment by General Racial Categorization (2009-2013 Cohorts)

Entering Cohort Year	2009	2010	2011	2012	2013
Other minority	13.0	13.4	14.6	12.7	12.0
Black	21.7	23.9	29.1	24.6	25.2
White	65.2	62.7	56.3	62.7	62.8

■ White ■ Black ■ Other minority

Source: OIE Analysis of census file
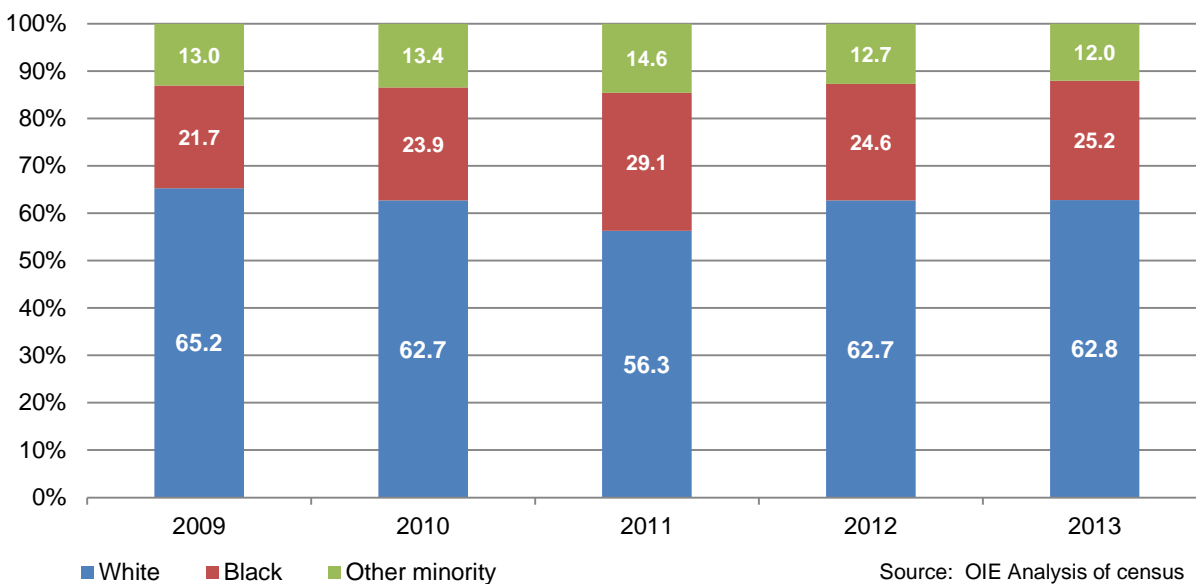
First-Time Students' ACT Scores as Compared to State and National Averages by Race (2009-2013 Cohorts)

Entering Cohort Year	Black	White	Other Minority	USA	Alabama*	National*
2009	18.9	22.8	22.4	21.9	20.3	21.1
2010	19.3	23.1	22.6	22.1	20.3	21.0
2011	19.5	23.4	22.5	22.2	20.3	21.1
2012	19.9	23.9	22.9	22.8	20.3	21.1
2013	20.2	23.9	23.4	22.9	20.4	20.9

*Mean Composite ACT Scores of high school graduates tested.
Source: OIE Analysis of census file and Table 2.3 (ACT Scores) USA Factbook.

USA Objective 1.6: Recruit, recognize, develop, and retain high quality faculty.

Student to Faculty Ratio, 2012-13	Fall 2012	Fall 2013
Student to faculty ratio	19:1	19:1

Source: Institutional Research Common Dataset

Credit Hours Taught by Full-Time and Part-Time Faculty, 2011-13

	Total Hours	FT Total Hours	% FT Total Hours	PT Total Hour	% PT Total Hour
Fall 2011	163,252	124,650	76%	38,602	24%
Fall 2012[1]	162,858	126,804	78%	36,054	22%
Fall 2013	165,961	131,009	79%	34,952	21%

[1]Excludes 94 hours taught by staff.
Source: Institutional Research, BANNER Report: ZSGR4011

Objective 1.6 (Continued)

Distribution of Full-Time Faculty by College/School and Division, 2011-13.[1]

Academic Unit	2011		2012		2013		% change 2011-2013
	#	%	#	%	#	%	
Academic Affairs							
College of Arts & Sciences	228	30	230	30.3	235	30.4	3.1%
College of Education	58	7.6	58	7.6	52	6.7	-10.3%
College of Engineering	33	4.3	37	4.9	37	4.8	12.1%
Mitchell College of Business	43	5.7	42	5.5	38	4.9	-11.6%
School of Computing	20	2.6	20	2.6	19	2.5	-5.0%
School of Continuing Education and Special Programs	18	2.4	15	2	17	2.2	-5.6%
University Library	12	1.6	12	1.6	11	1.4	-8.3%
Total	**412**	**54.2**	**414**	**54.5**	**409**	**52.9**	**-0.7%**
Heath Sciences							
College of Allied Health	50	6.6	50	6.6	62	8	24.0%
College of Medicine[2]	204	26.9	194	25.5	195	25.2	-4.4%
College of Nursing	75	9.9	78	10.3	82	10.6	9.3%
Total	**329**	**43.4**	**322**	**42.4**	**339**	**43.8**	**3.0%**
Mitchell Cancer Institute	18	2.4	24	3.2	26	3.4	44.4%
Overall	**759**	**100**	**760**	**100**	**774**	**100**	**2.0%**

[1]Deans and administrators holding faculty rank are excluded. Librarians holding faculty rank are included.
[2]College of Medicine includes librarians in the Biomedical Library holding faculty rank.
Source: ZPGR0091, Academic Affairs, Allied Health, and the College of Medicine

Objective 1.6 (Continued)

Percent Change in the Number of Full-Time Faculty, 2007-2013
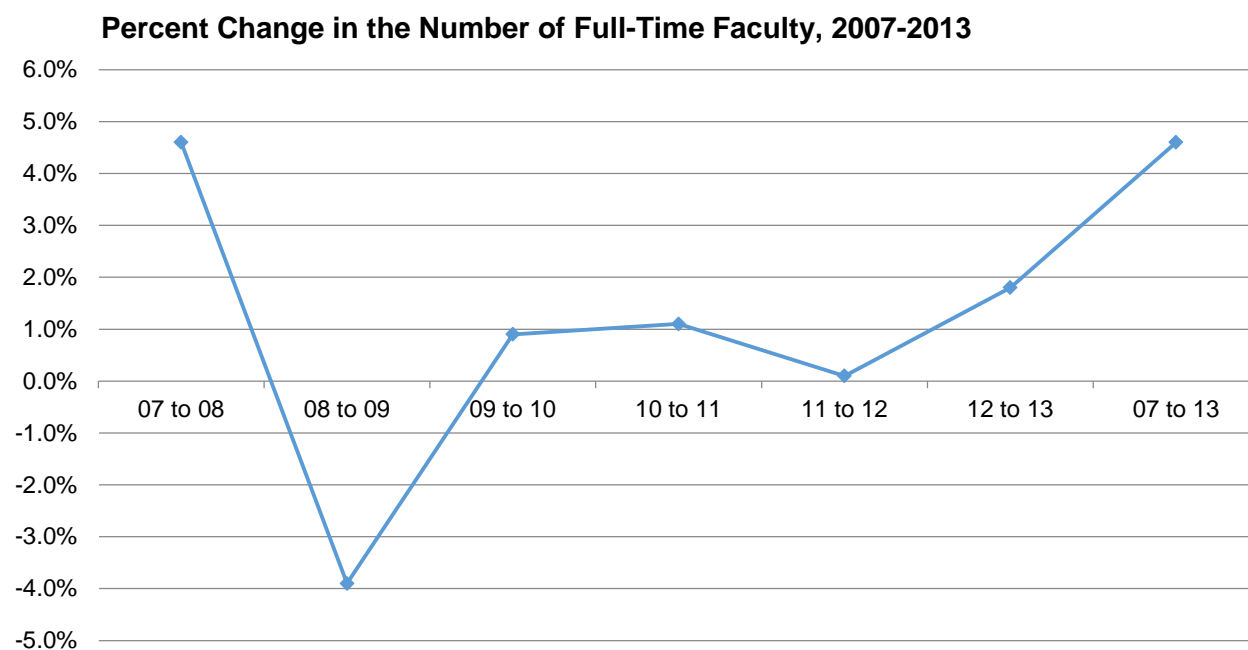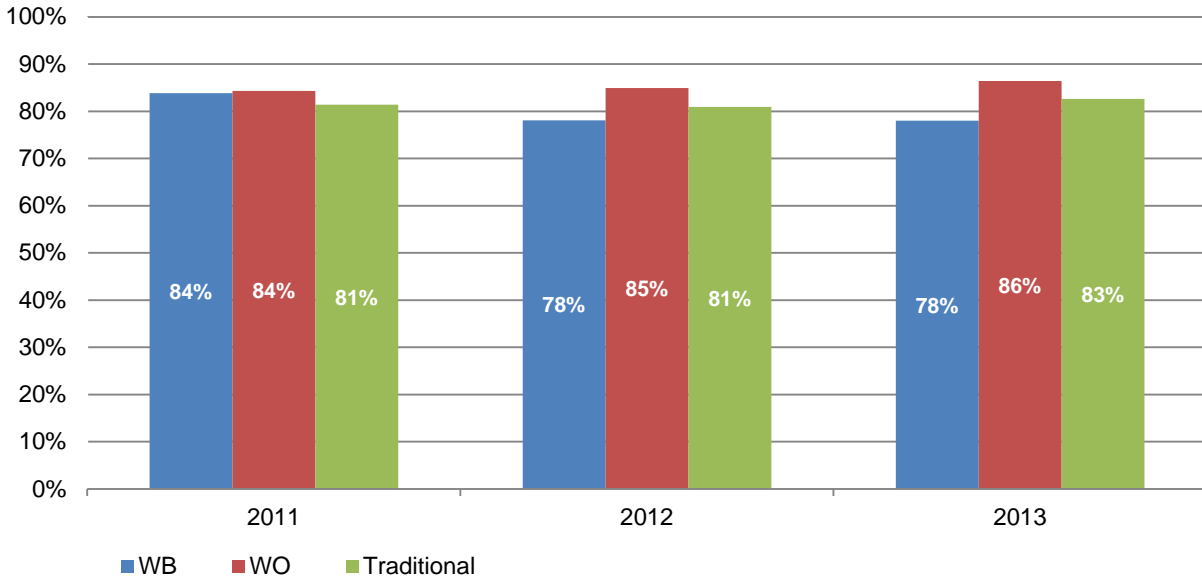

Source: Table 5.1 (Faculty Count) USA Factbook

USA: Full-Time Faculty Totals, 2007-2013

	Number of Faculty	Changes in the Number of Faculty	Percent Change
Fall 2007	740		
Fall 2008	774	+34	4.6
Fall 2009	744	-30	-3.9
Fall 2010	751	+7	0.9
Fall 2011	759	+8	1.1
Fall 2012	760	1	0.1
Fall 2013	774	+14	1.8
Percent change from 2007-2013			**4.6**

Source: Table 5.1 USA Factbook (Faculty Count) and OIE analysis of Factbook data

Student Success Rate (grade of A, B, or C) in Course Sections Taught as Web-Blended (WB), Online (WO), and Traditional, 2011-2013

Source: ILC, BANNER Report ZSGR0086

Percent of USA Course Sections Taught as Web-Blended (WB), Online (WO), or Traditional, 2011-2013

Source: ILC, BANNER Report ZSGR0086

USA Objective 1.8: Increase the incorporation of global perspectives into the educational environment.

Number of Students Studying Abroad, 2011-13

Source: Office of International Education

Total Number of Grants Submitted and Funded, 2012-2013

Source: Research and Economic Development Fiscal Year 2012 and 2013 Reports

USA Entrepreneurial Activity	FY 2011	FY 2012	FY 2013
Gross Licensing Revenue (in thousands)	2,400	1,852	2,041
Number of Active Licenses	7	11	11
Number of Invention Disclosures	15	16	13
Number of Patents			
Filed	9	10	12
Issued	0	0	3
Number of New Start-Up Companies Formed	2	0	0

Source: Research and Economic Development Fiscal Year 2012 and 2013 Reports
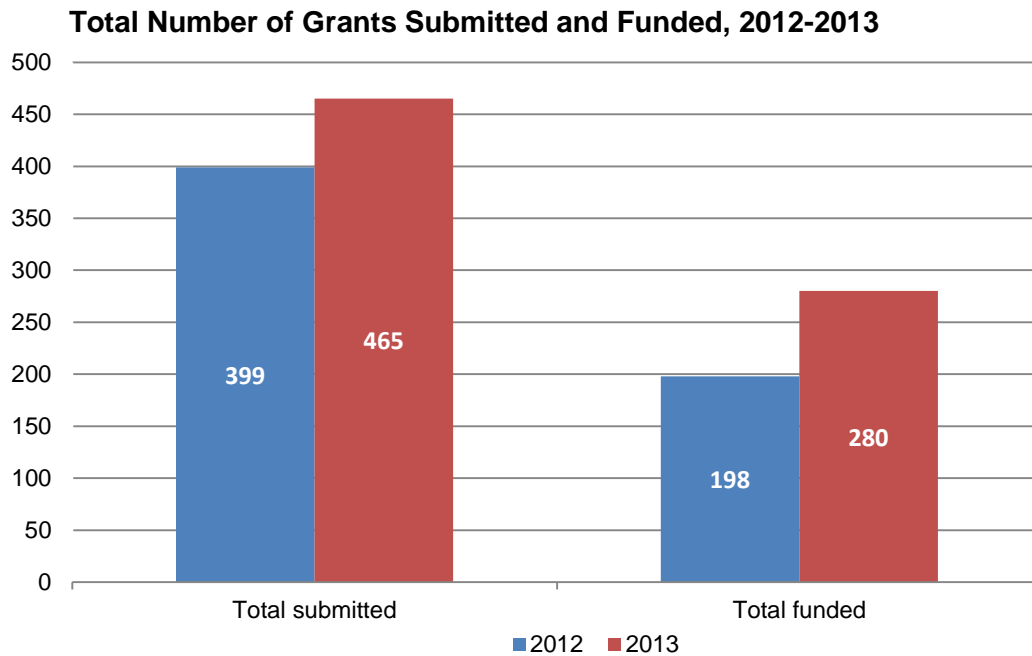
Source: Research and Economic Development Fiscal Year2011, 2012 and 2013 Reports

USA Objective 3.1: Increase student engagement in University activities by providing and promoting quality services and programs.

Percent of Graduating Seniors Stating Their Experiences with Academic and Administrative Services were Excellent/Good, 2011-2013
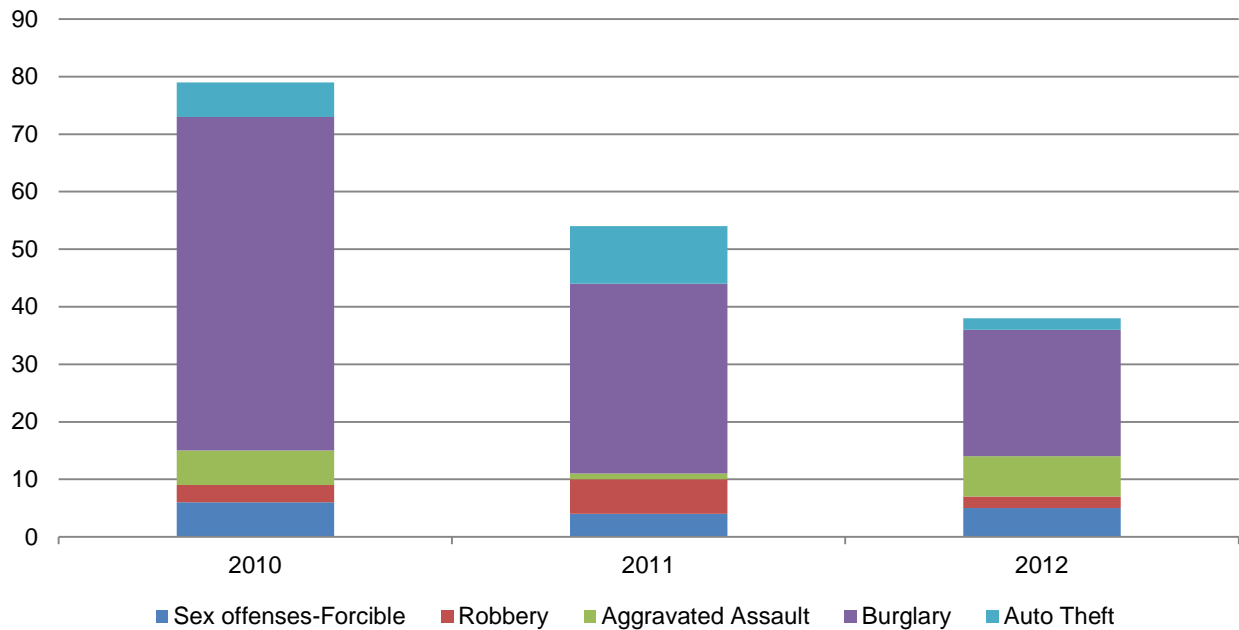

Source: USA Graduating Senior Survey

■ 2011 ■ 2012 ■ 2013
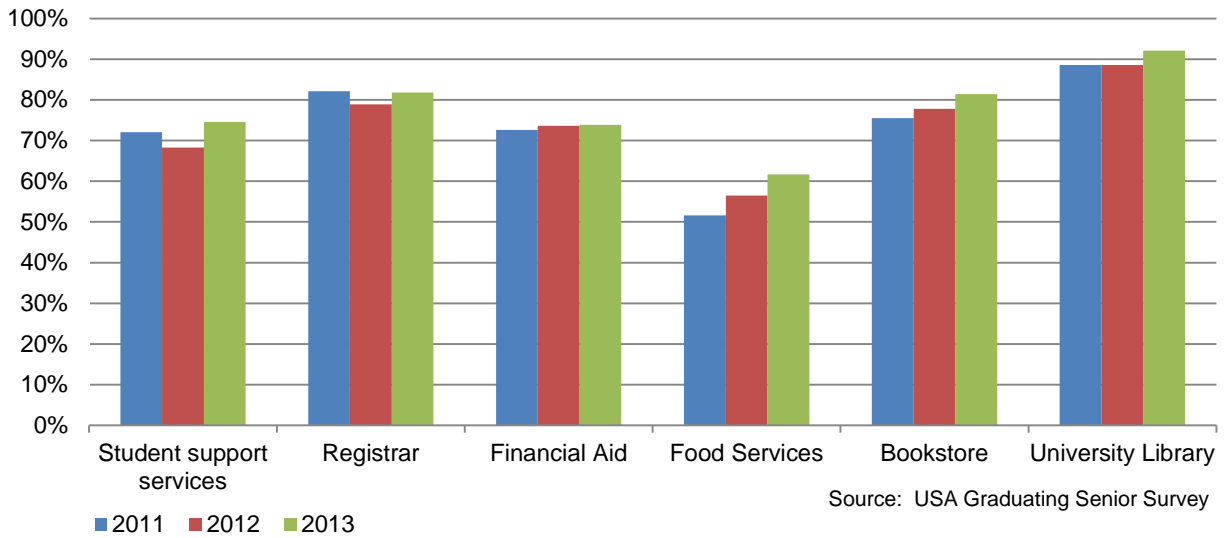
**Percent of Graduating Seniors Stating Their Academic and Social Experiences were Excellent/Good, 2011-2013**
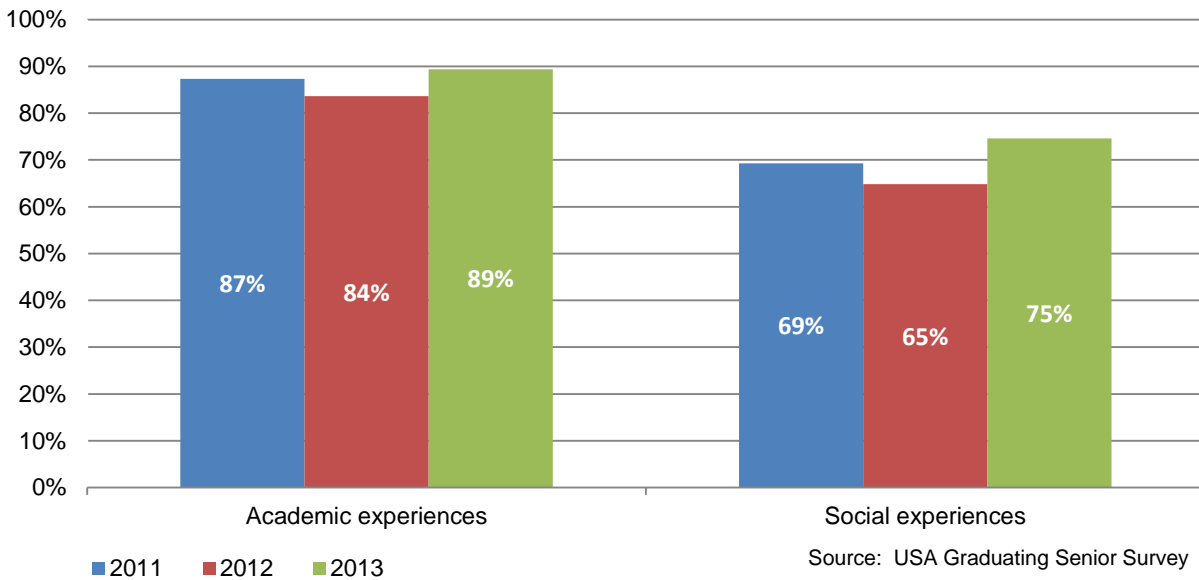
Source: USA Graduating Senior Survey

■ 2011 ■ 2012 ■ 2013

Clery Crime Statistics: Offenses Reported 2010-2012

Legend: ■ Sex offenses-Forcible ■ Robbery ■ Aggravated Assault ■ Burglary ■ Auto Theft

Source: USA Police

**Percent of Graduating Seniors Stating Student Support Services and Campus Safety Measures were Excellent/Good, 2011-2013**


Legend: ■ 2011 ■ 2012 ■ 2013
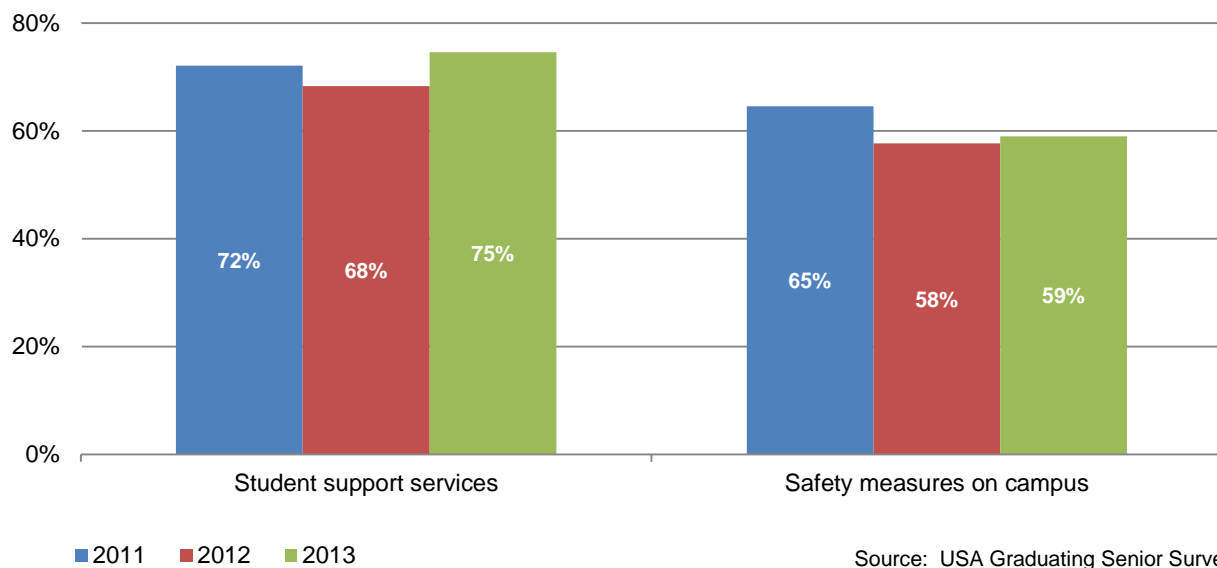
Source: USA Graduating Senior Survey

USA Objective 3.3: Support and retain a diverse community of learners to enhance campus life and create opportunities to develop students as ethical and responsible leaders who make positive impacts in the community.

Comparisons between USA and Public 4-Year Institutions: African-American Faculty, 2011-2013
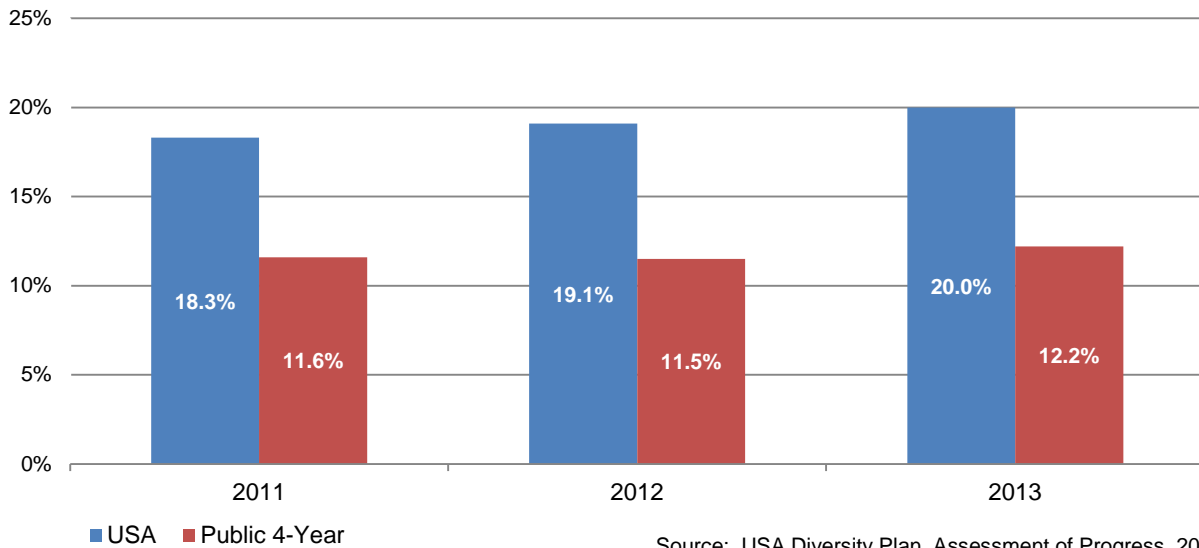

Source: USA Diversity Plan, Assessment of Progress, 2011-2013
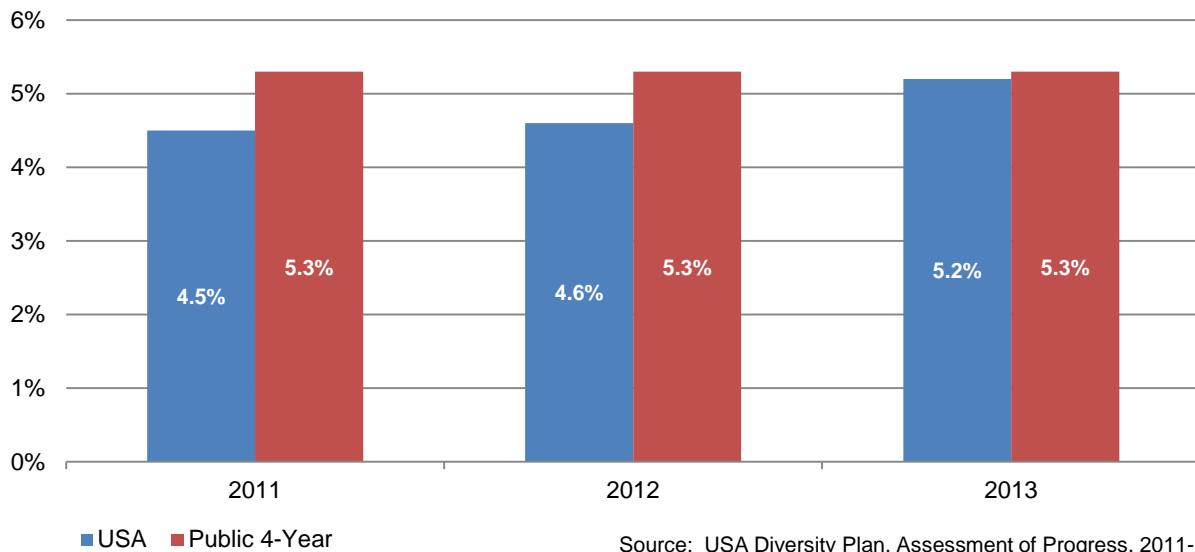
Comparisons between USA and Public 4-Year Institutions: African-American Administrative/Managerial Staff, 2011-2013
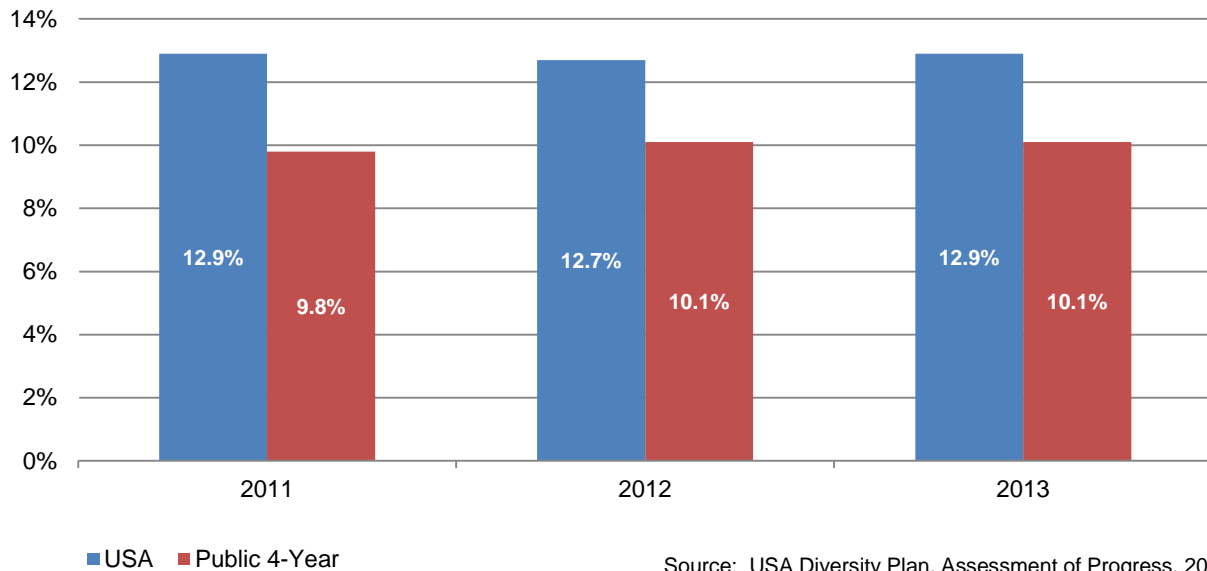

Source: USA Diversity Plan, Assessment of Progress, 2011-2013
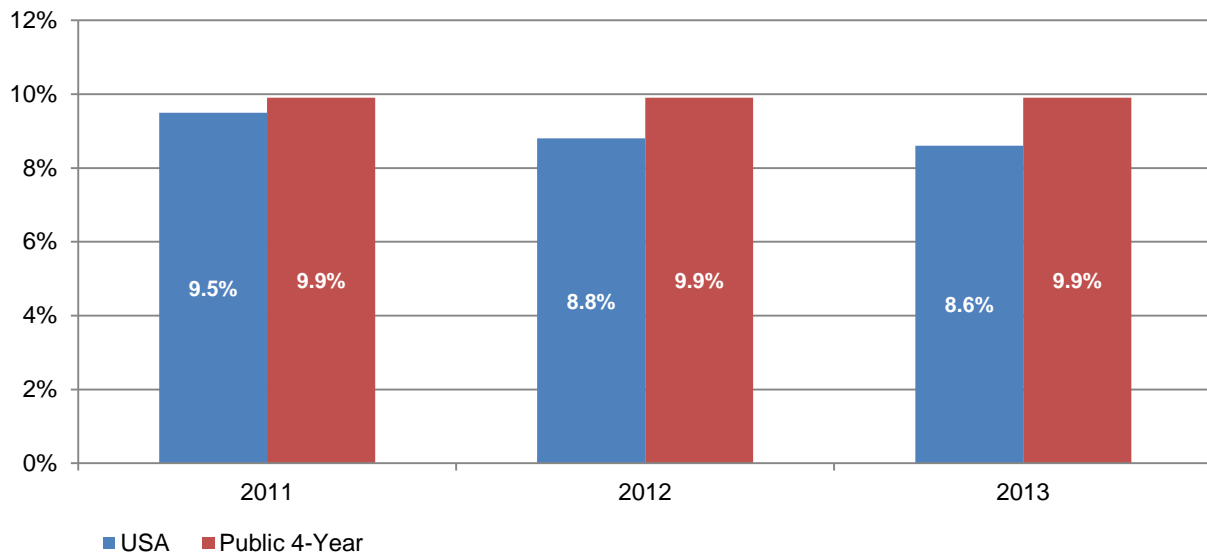
Objective 3.3 (Continued)

Comparisons between USA and Public 4-Year Institutions: African-American Student Enrollment, 2011-2013

Year	USA	Public 4-Year
2011	18.3%	11.6%
2012	19.1%	11.5%
2013	20.0%	12.2%

■ USA ■ Public 4-Year

Source: USA Diversity Plan, Assessment of Progress, 2011-2013

**Comparisons between USA and Public 4-Year Institutions: Degrees Awarded to African-Americans 2011-2013**

Year	USA	Public 4-Year
2011	12.9%	9.8%
2012	12.7%	10.1%
2013	12.9%	10.1%

■ USA ■ Public 4-Year

Source: USA Diversity Plan, Assessment of Progress, 2011-2013

Objective 3.3 (Continued)

Percent of National Survey of Student Engagement First Year Participants Stating USA Contributed Very Much/Quite a Bit to Their Being an Informed and Active Citizen and Understanding People of Diverse Backgrounds, 2013


Active and informed Citizen: USA 55%, SE Public 56%
Understanding people of diverse backgrounds: USA 59%, SE Public 59%

■ USA ■ SE Public
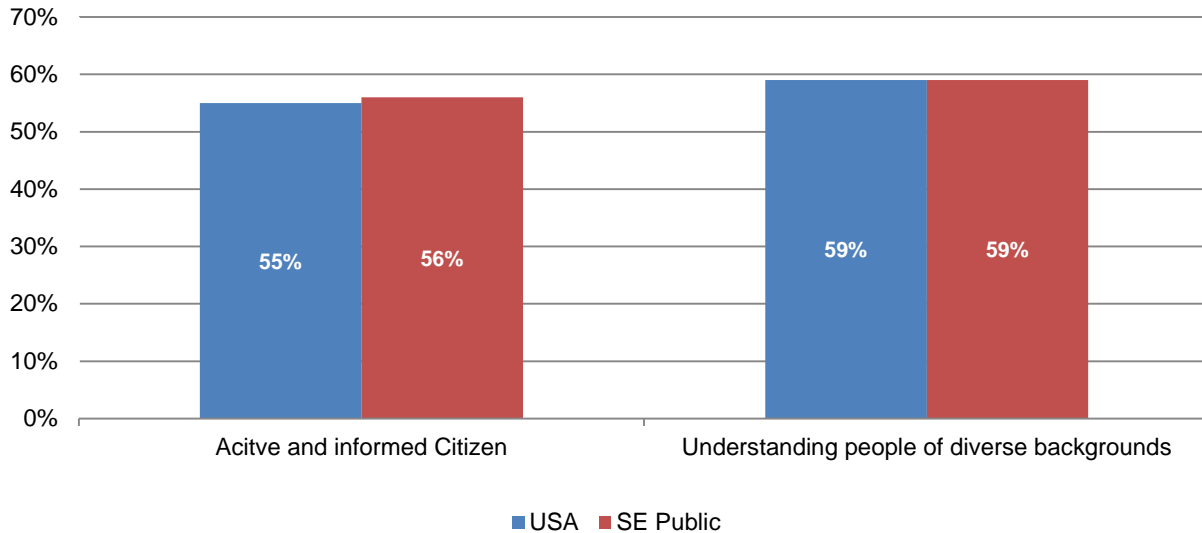
Percent of National Survey of Student Engagement Senior Participants Stating USA Contributed Very Much/Quite a Bit to Their Being an Informed and Active Citizen and Understanding People of Diverse Backgrounds, 2013

Active and informed Citizen: USA 51%, SE Public 60%
Understanding people of diverse backgrounds: USA 55%, SE Public 61%

■ USA ■ SE Public
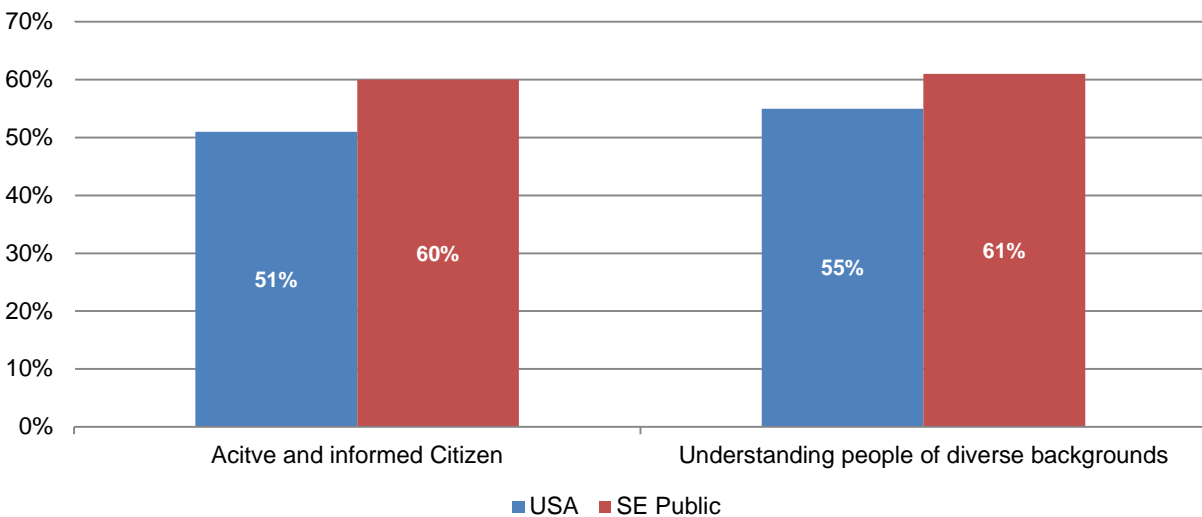
USA Objective 3.4: Provide quality and accessible facilities to address the growing service and programmatic needs of the University.

Percent of Graduating Seniors Stating the Maintenance of Facilities was Excellent/Good, 2011-2013
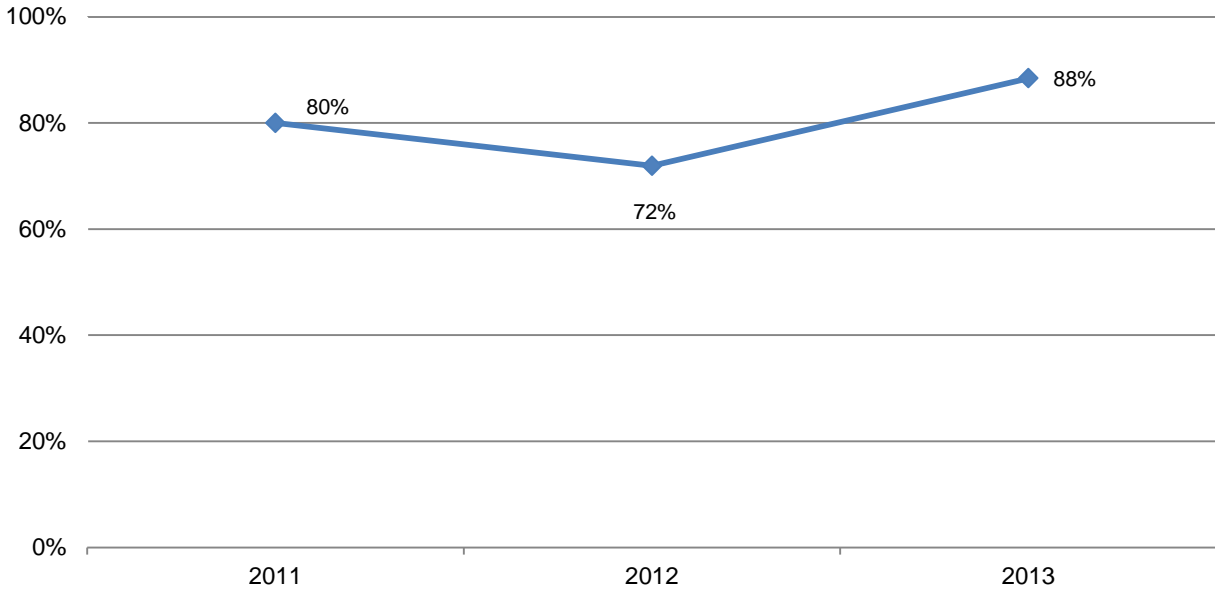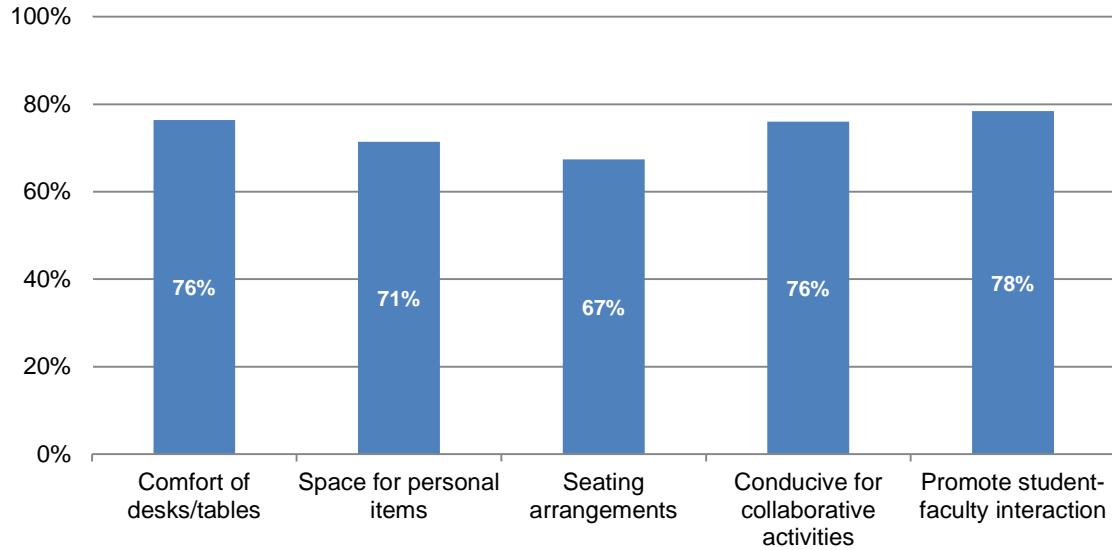

Source: USA Graduating Senior Survey

Percent of Faculty Satisfied with the Suitability of Teaching Facilities, 2013
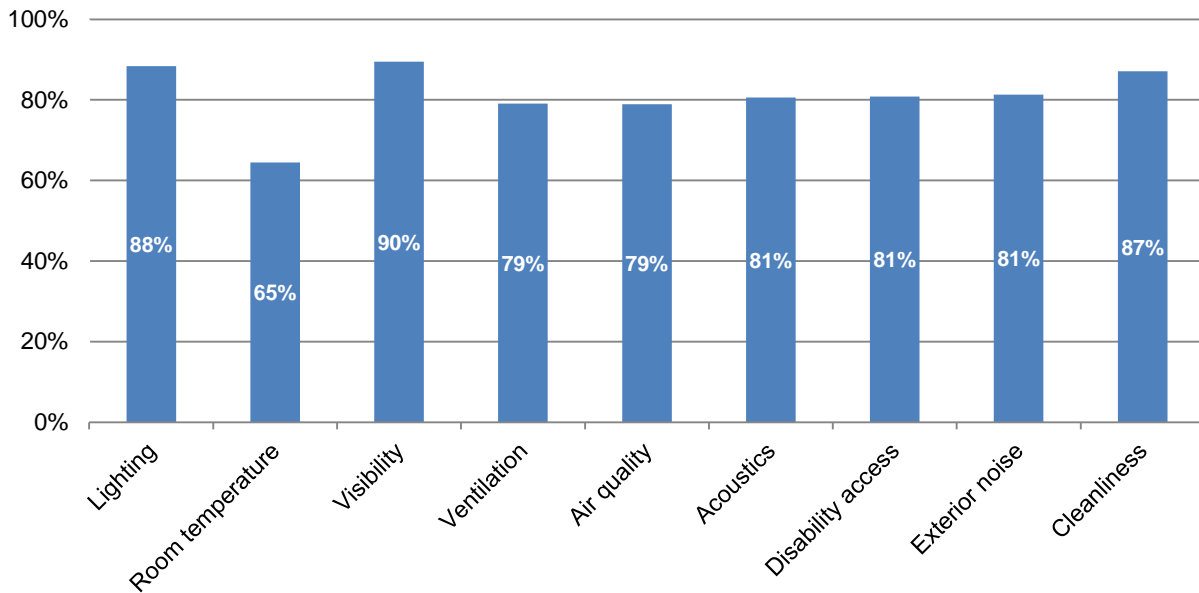
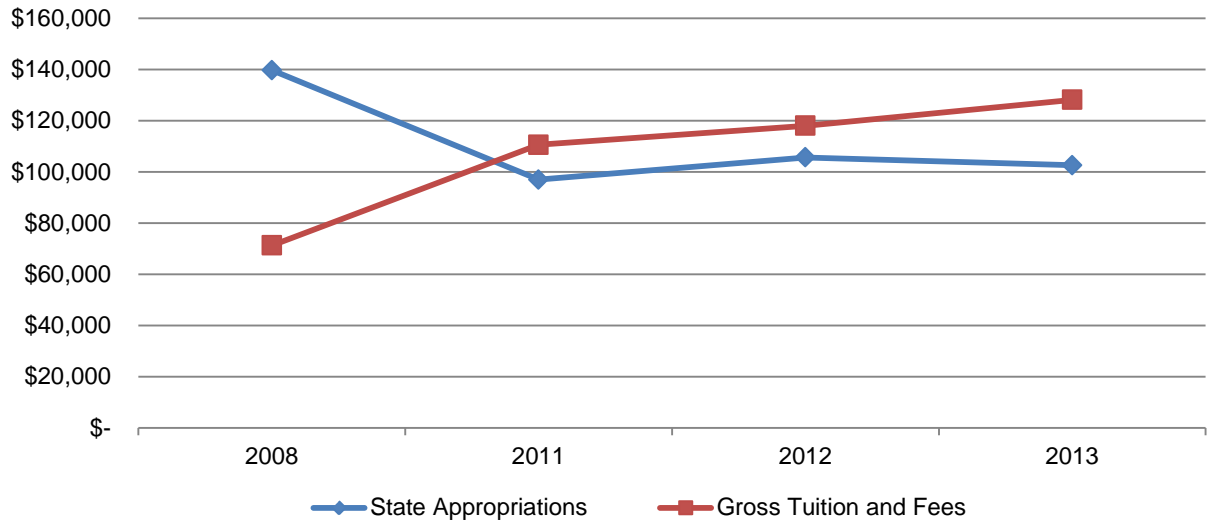Source: USA Faculty Facilities Survey

Objective 3.4 (Continued)

Percent of Faculty Satisfied with the Accessibility of Teaching Facilities, 2013

Category	Percent
Comfort of desks/tables	76%
Space for personal items	71%
Seating arrangements	67%
Conducive for collaborative activities	76%
Promote student-faculty interaction	78%

Source: USA Faculty Facilities Survey

State Appropriations Compared to Revenues Generated from Tuition and Fees (Gross), 2011-13
(in thousands)
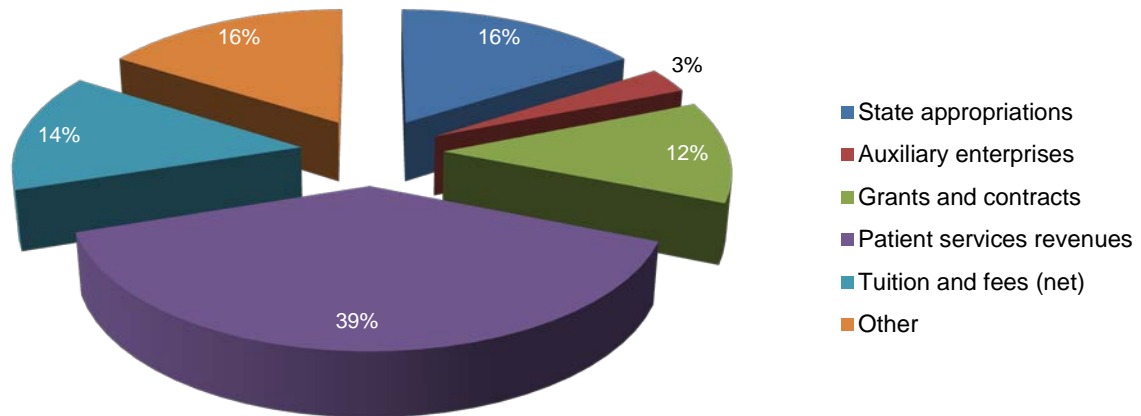

Source: University of South Alabama Annual Report, Statements of Revenues, Expenses and Changes in Net Position

Revenue Sources, 2013

- State appropriations
- Auxiliary enterprises
- Grants and contracts
- Patient services revenues
- Tuition and fees (net)
- Other

Revenue Sources, 2012

- State appropriations
- Auxiliary enterprises
- Grants and contracts
- Patient services revenues
- Tuition and fees (net)
- Other

Objective 5.2 (Continued)

Revenue Sources, 2011

- State appropriations
- Auxiliary enterprises
- Grants and contracts
- Patient services revenues
- Tuition and fees
- Other
- ARRA funds
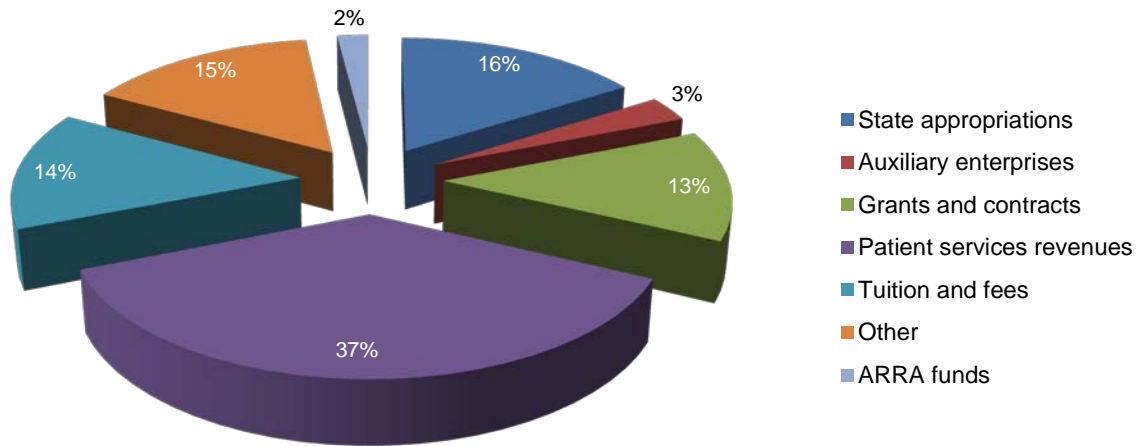
Source: University of South Alabama Annual Financial Report, Management's Discussion and Analysis (Unaudited).

*USA Objective 5.3: Increase extramural funding from grants and contracts.*

Facilities & Administrative Reimbursements (Indirect Costs), 2011-13 (in thousands)

2013 $5,060
2012 $4,711
2011 $5,187
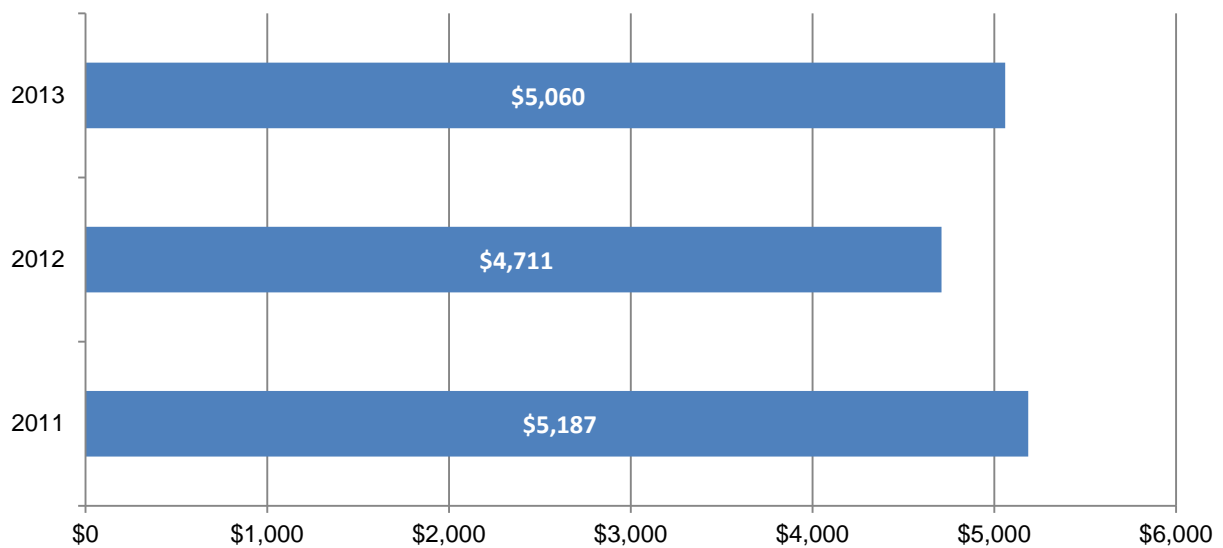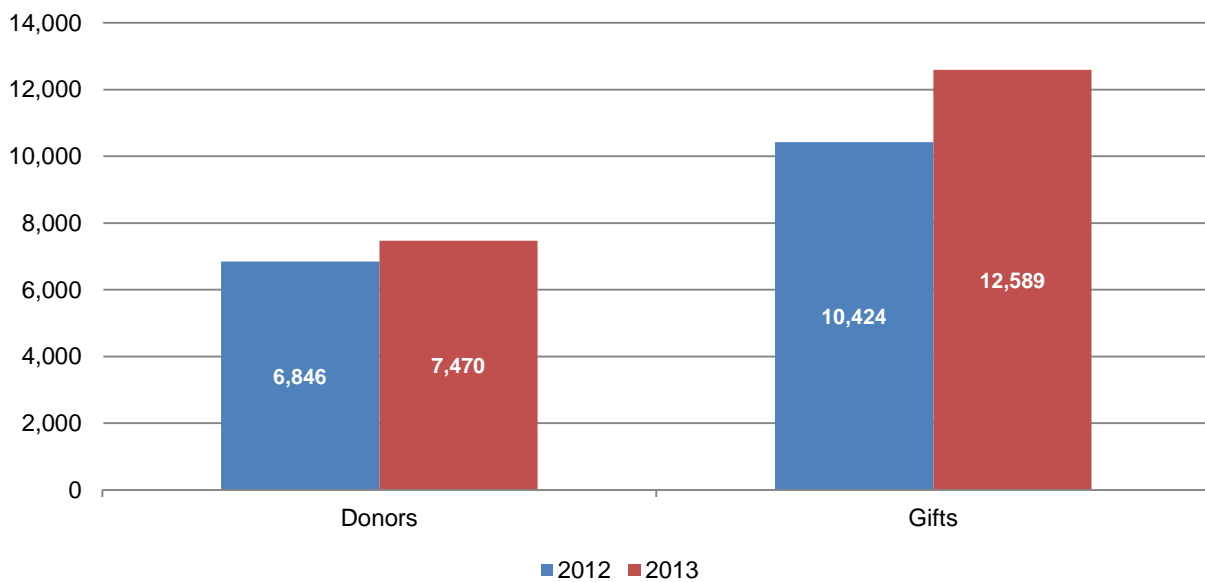
Source: Grants and Contracts, Banner Report ZFGR0026

USA Objective 5.4: Continue to expand and strengthen the University's fund-raising programs.

Dollar Value of Gifts to the University, 2012-2013
(thousands)
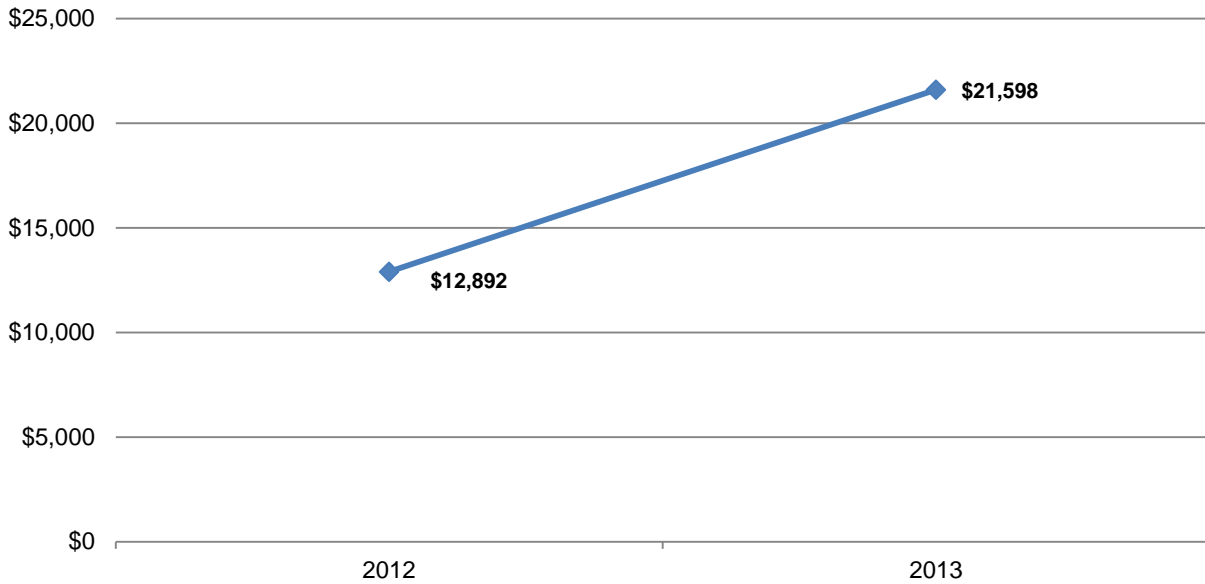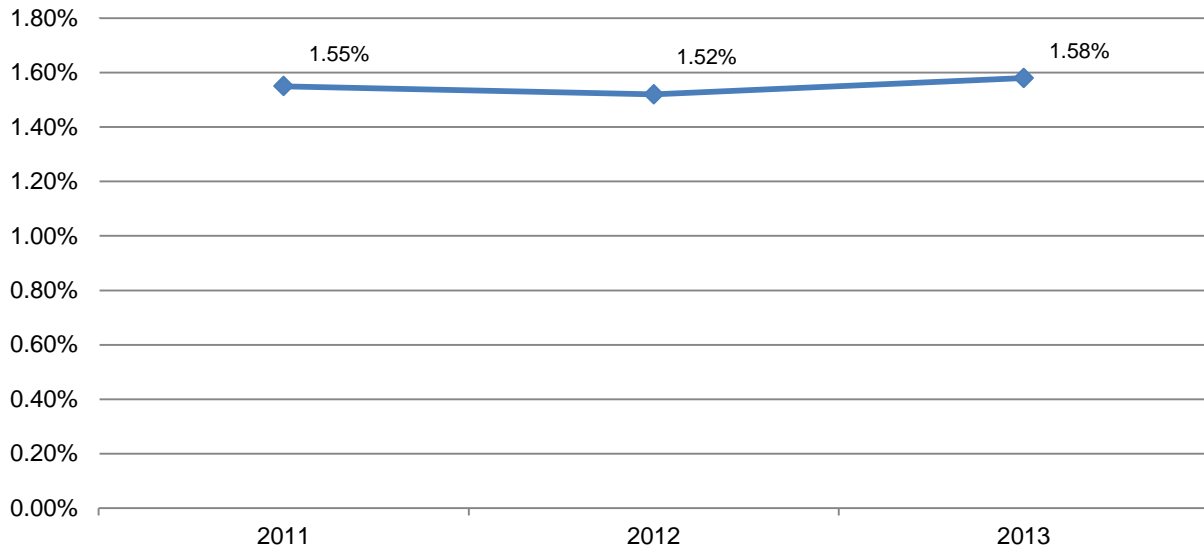

Source: Office of Development and Alumni Relations

Number of Donors and Gifts, 2012-2013
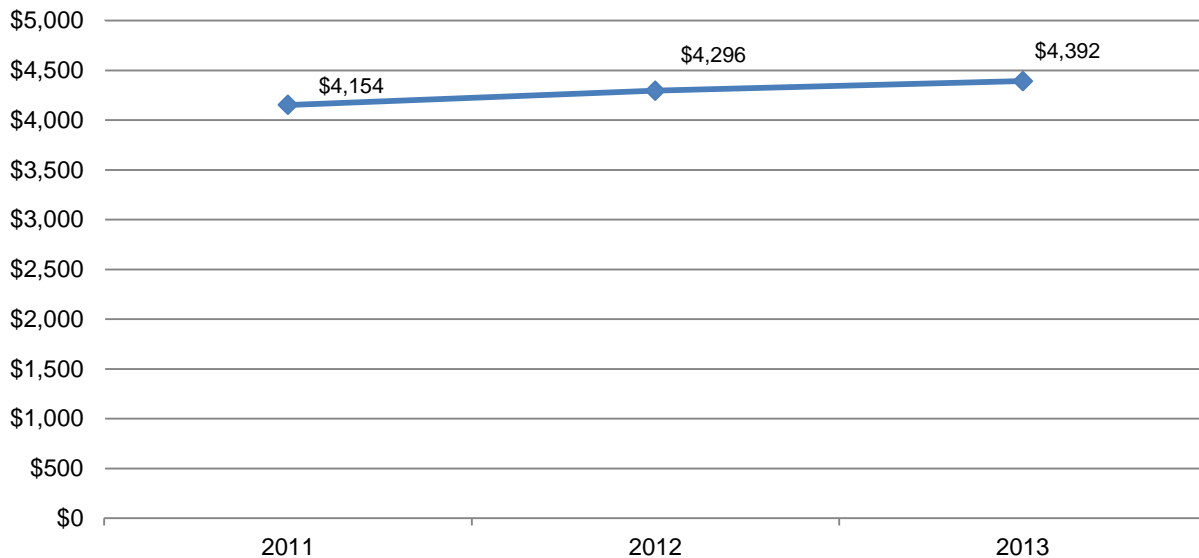

Source: Office of Development and Alumni Relations

Distribution as a Percent of USA Foundation Assets, 2011-2013

1.55%   1.52%   1.58%

Source: USA, Division of Financial Affairs

Contributions by USA Foundation, 2011-2013
(in thousands)

$4,154 $4,296 $4,392

Source: USA, Division of Financial Affairs

USA Objective 5.6: Be fiscally prudent and pursue opportunities for gains in efficiency.
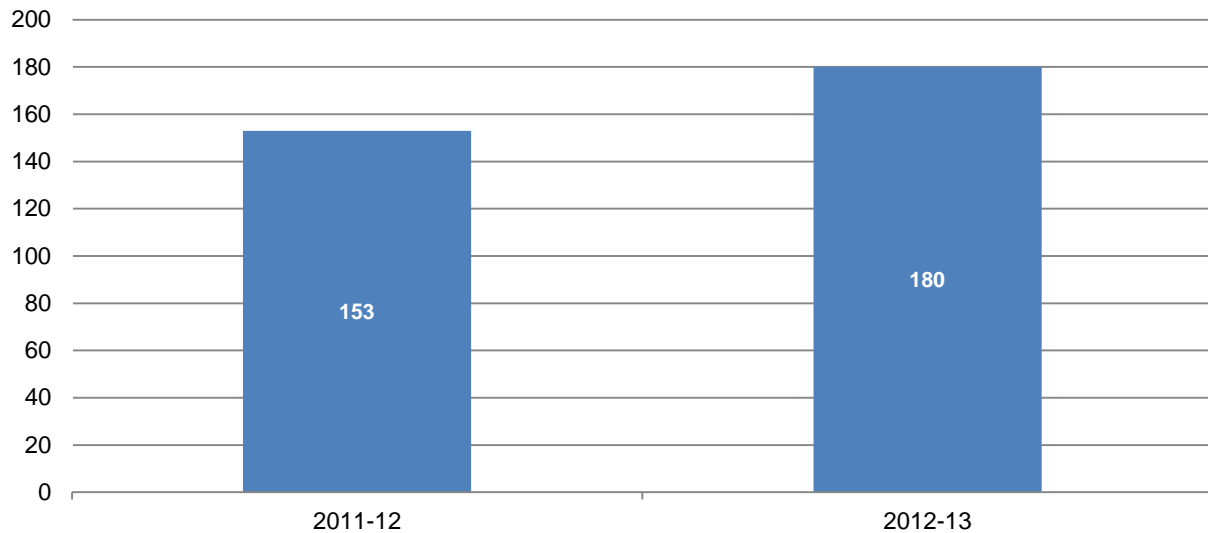
Unrestricted net assets, 2011-2013
(in thousands)
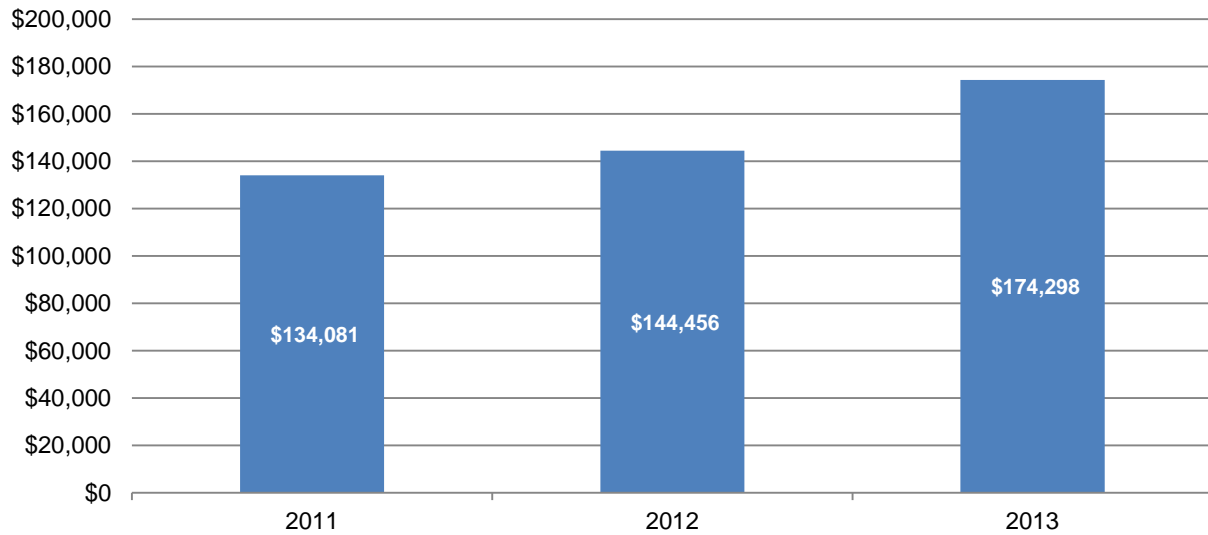
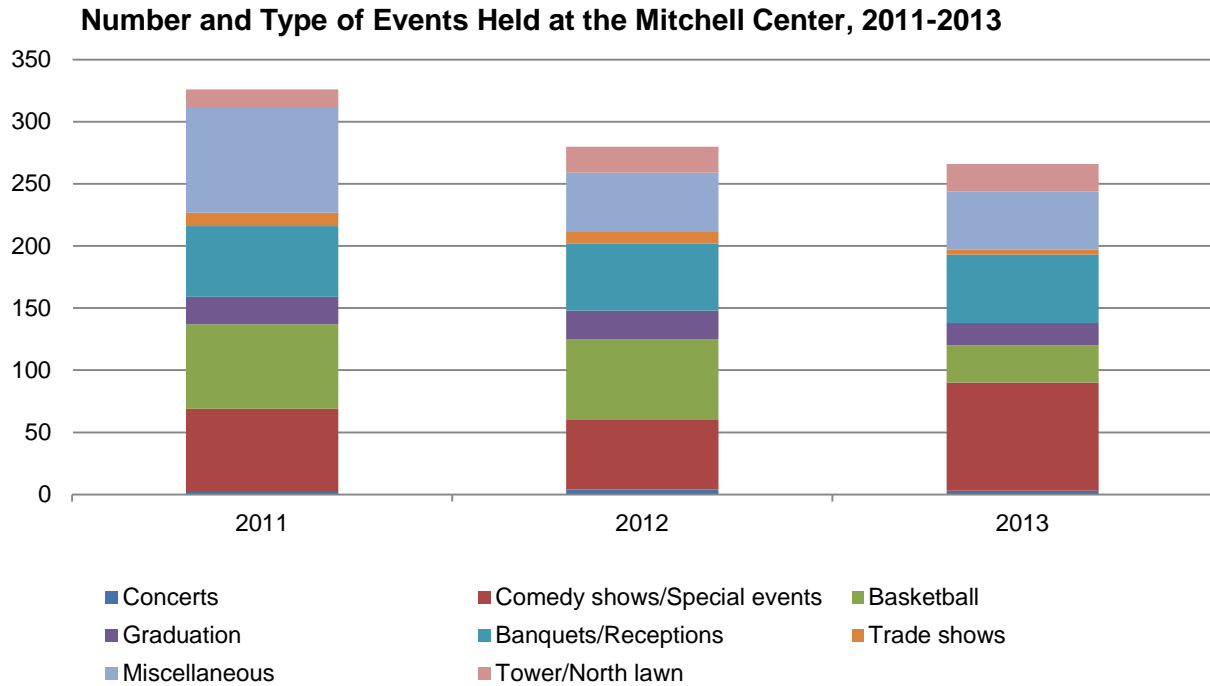Source: University of South Alabama Audited Annual Financial Report, Statements of Net Position

USA Objective 6.1: Increase the number and variety of cultural programs and presentations.

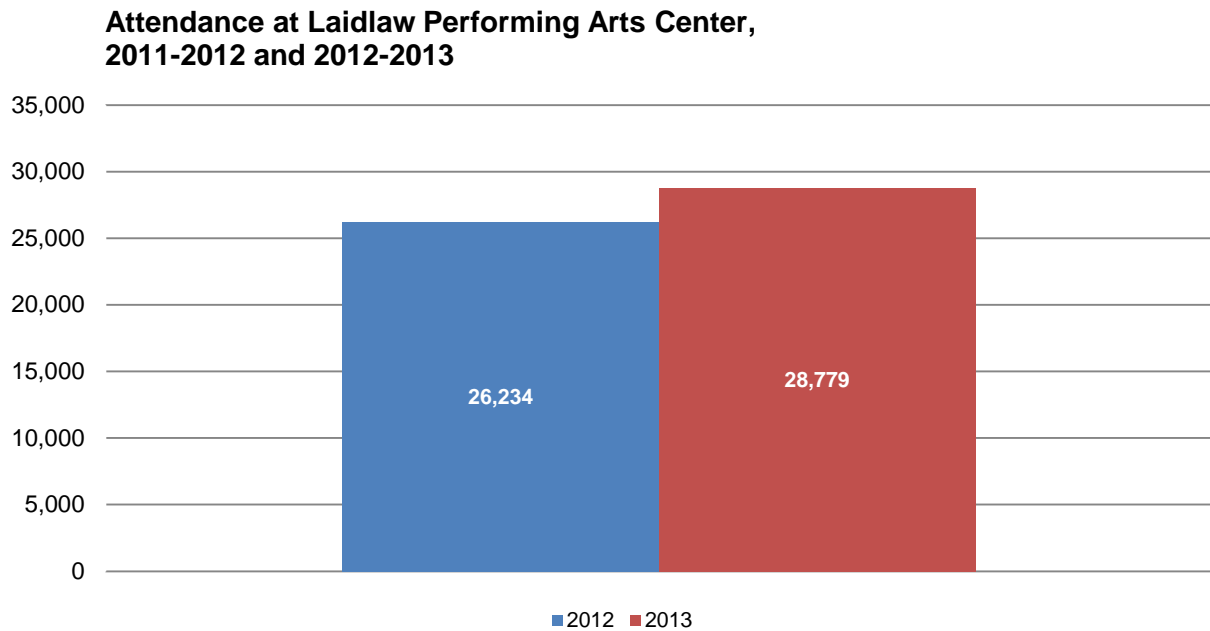**Number of Events Held at Laidlaw Performance Center, 2011-2012 and 2012-2013**

Source: Departments of Music and Dramatic Arts
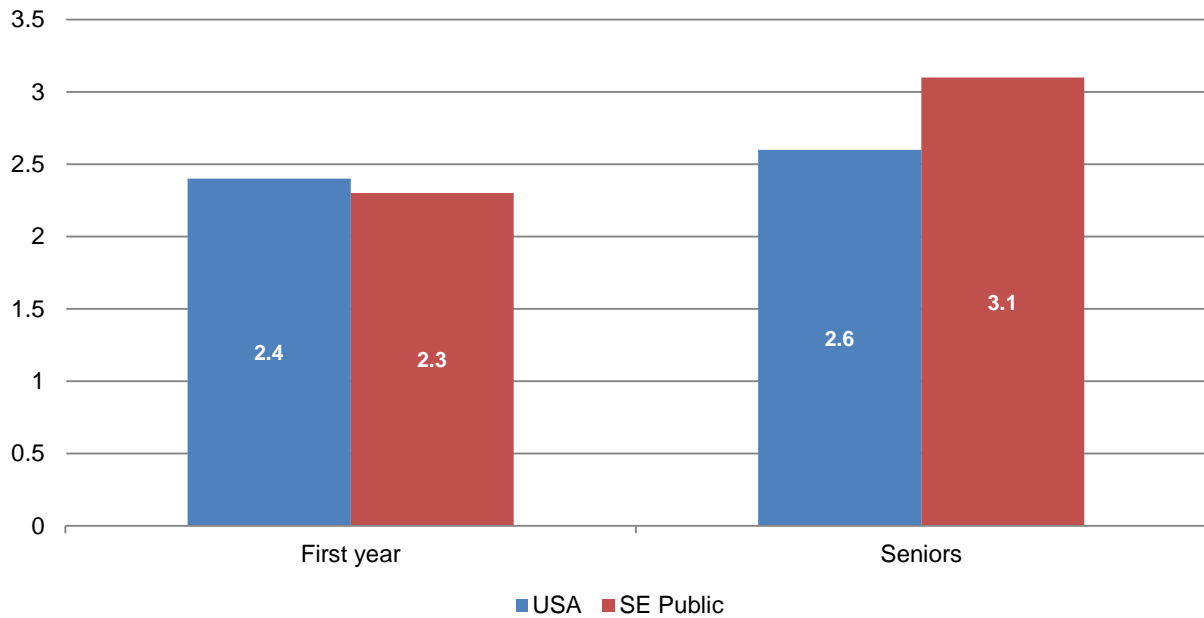
Objective 6.1 (Continued)

Number and Type of Events Held at the Mitchell Center, 2011-2013

Legend:
- ■ Concerts
- ■ Comedy shows/Special events
- ■ Basketball
- ■ Graduation
- ■ Banquets/Receptions
- ■ Trade shows
- ■ Miscellaneous
- ■ Tower/North lawn

Source: Mitchell Center

USA Objective 6.2: Increase the scope and impact of USA public service programs.

Attendance at Laidlaw Performing Arts Center, 2011-2012 and 2012-2013

2012: 26,234
2013: 28,779

- ■ 2012
- ■ 2013

Source: Departments of Music and Dramatic Arts

Average Time National Survey of Student Engagment Participants Spent Doing Community Service or Volunteer Work in a Typical Week (hours), 2013

Attendance at Ticketed Sports, 2011-2014

	2011	2012	2013	2014
Football	131,358	110,654	100,756	94,032
Baseball	36,425	33,944	46,130	
Men's basketball	34,166	36,331	34,422	37,118
Women's basketball	16,919	20,975	17,317	19,401
Softball			9,899	

Source: Athletics