Scorecard - University Long Range Plan Goals 2012-2018

3-Year Trend Shows Growth	3-Year Trend Level or Mixed	3-Year Trend Shows Decline	Performance Below Target

	Measure(s)	Metric Definition and Information Sources	University Target Performance	November 2015 Report		
				Performance	Comment on 3-Year Trend	
Learning	**Number of graduating undergraduates who participated in research experiences.**	Degrees extract and course history files - linked to credit bearing activities.	75% of graduating undergraduates.	**3,923 (68.2%) in AY 2014-15**	**Graduating undergraduate participation in research experiences is up by 16.7% from AY 2012-13 (3,363).**	◇ 🟢
Learning	**Percent of entering students who attended First-Year Experience courses.**	First time freshmen and transfer students in fall census files	80% of first-time students by the 2015-16 AY	**67.7% (4,318) in AY 2014-15**	**Entering students attending First-Year Experience courses is up by 118% from AY 2012-13 (1,985).**	🟢
Learning	**Total degrees awarded by level.**	Degrees extract	Within 5% of approved projections (SCHEV 2B), per proposed IPS measure #2	**6,188 Assoc./Bach. 1,427 Masters 488 Doctoral 105 Professional 8,208 Total in AY 2014-15**	**Three-year trend is level for all degrees awarded.**	🟡
Learning	**Underrepresented students entering the freshman class.**	Fall census files	Improve on the Fall 2011 baseline	**743 in Fall 2015**	**Entering underrepresented freshmen is up by 131 students (21.4%) from Fall 2013.**	🟢
Learning	**Degrees awarded to underrepresented students by level.**	Degrees extract and student census file	Improve on the AY11-12 baseline	**650 Assoc./Bach. 129 Masters 38 Doctoral 6 Professional 823 Total in AY 2014-15**	**Three-year trend for undergraduate degrees awarded to underrepresented students is up by 19.5% from AY 2012-13. Graduate degrees awarded to underrepresented students remains relatively level.**	🟢
Learning	**Graduate enrollment.**	Fall census files	Grow by 1,000 additional graduate students over the Fall 2011 baseline	**3,660 Masters 3,132 Doctoral 487 Professional 7,279 Total in Fall 2015**	**Three-year trend for masters and doctoral student enrollment is level or mixed. The three-year trend for professional (DVM) student enrollment is up by 8.7%.**	◇ 🟡
Learning	**STEM-H degrees awarded.**	Degrees extract	95% of In-state STEM-H undergraduate degrees projected in SCHEV 2B	**2,966 Assoc./Bach. 841 Masters 345 Doctoral 105 Professional 4,257 Total in AY14-15**	**Three-year trend is up for all levels of STEM-H degrees awarded.**	🟢
Learning	**Student credit hours taught in special sessions.**	Teaching load files	Increase special session enrollments by 3% annually	**40,726 SCHs-Summer '15 6,249 SCHs-Winter '15 46,975 SCHs Total in AY2014-15**	**Three-year trend for enrollments in special sessions is level.**	◇ 🟡
Learning	**Percent of graduating undergraduates who participated in virtual and/or technology assisted courses.**	Degrees extract and course history files (linked to credit bearing activities). Virtual courses = 100% electronic, asynchonous instruction. Technology-assisted courses = 50% - 99% electronic instruction (asynchonous or synchonous), or 100% electronic synchonous instruction.	100% of graduating undergraduates.	**86.7% (4,981) Virtual, 87.2% (5,011) in Virtual and/or Tech-Assisted in AY 2014-15**	**Three-year trend for graduating undergraduate participation in virtual courses and/or technology assisted courses is up .**	◇ 🟢
Discovery	**Total expenditures in grants and contracts by research domain.**	As reported annually to the National Science Foundation	$680M in annual research expenditures by 2018	**$513.1M in FY 2013-14**	**NSF reported expenditures up 11.4% from $454.4M in FY2011-12.**	◇ 🟢
Discovery	**Count and average value of sponsored awards.**	As reported in Sponsored Programs datawarehouse dashboard	Average 4% annual growth in number of awards and 5.75% annual growth in average dollar value of awards	**2,317 Awards $124,442 Avg Value in FY 2014-15**	**Three-year trend for number of awards is mixed. The trend for the average value of awards is level.**	◇ 🟡
Discovery	**Faculty publications and citations.**	Academic Analytics	Top 1/3rd (66th percentile) of Very High Research Public Universities by 2022.	**Books - 19th Pctile Articles - 40th Pctile Conf. Proceedings - 93rd Pctile Citations - 14th Pctile**	**A two-year trend shows a decrease in our percentile rankings for conference proceedings, article publications, and citations. Our percentile ranking for book publications has increased since 2012.**	◇ 🟡
Discovery	**Faculty awards.**	Academic Analytics	Top 1/3rd (66th percentile) of Very High Research Public Universities by 2022.	**42nd Percentile 363 Awards for 2013**	**Up from 248 awards (28th Percentile) in 2012**	🟢
Discovery	**Number of post-doctoral appointments reported to National Science Foundation.**	As reported annually to the National Science Foundation	Increase by 51% to 317 total positions by 2018	**226 in Fall 2015**	**Three-year trend for post doctoral appointments is level.**	◇ 🟡
Engagement	**Industry-funded research expenditures reported to the National Science Foundation.**	As reported annually to the National Science Foundation	100% increase between FY2010-11 and FY2017-18	**$28.7M in FY 2013-14**	**Industry-funded research expenditures up by 14.3% from $25.1M in FY 2011-12.**	◇ 🟢
Engagement	**Number of graduating undergraduates who have participated in a study abroad experience or foreign language course.**	Degrees extracts and course history files	60% of graduating undergraduates.	**1,446 (25.2%) Foreign Language 1,724 (30.0%) Study Abroad 2,610 (45.4%) Either in AY 2014-15**	**Foreign language study count is level and study aboad count is up by 18.6% from AY 2012-13.**	◇ 🟢
Engagement	**Undergraduate participation in service learning and experiential programs.**	Service learning course list provided by VTEngage with enrollments from course files; experiential programs come from course files	3% annual increase on the FY11-12 baseline through FY17-18	**3,756 Service Learning 9,375 Experiential Learning in AY 2014-15**	**Three-year trend is mixed for service learning and is level for experiential learning.**	◇ 🟡