

**2018**  
**Accountability Plan**

**UNIVERSITY OF  
WEST FLORIDA**

UWF BOT APPROVED  
6/5/2018



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's narrative strategy, metric goals and enrollment plans 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 this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).*



## TABLE OF CONTENTS

1. **STRATEGY**
  - a. Mission & Vision Statements, p. 3
  - b. Statement of Strategy, p. 3
  - c. Strengths and Opportunities, p. 4
  - d. Key Initiatives & Investments, p. 5-6
  - e. Key Achievements for Last Year, p. 7
2. **PERFORMANCE BASED FUNDING METRICS**, p. 8-9
3. **KEY PERFORMANCE INDICATORS**
  - a. Teaching & Learning, p. 10-12
  - b. Scholarship, Research and Innovation, p. 13
  - c. Institution Specific Goals, p. 14
4. **ENROLLMENT PLANNING**, p. 15-16
5. **ACADEMIC PROGRAM COORDINATION**, p. 17-18
6. **APPENDIX**, p. 19-21



## MISSION STATEMENT (What is your purpose?)

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society

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

UWF is a spirited community of learners, launching the next generation of big thinkers who will change the world.

## 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.*

### Strategic Directions

1. Provide high-quality learning and co-curricular experiences that inspire students to become enlightened, engaged global citizens and successful professionals. Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
2. Attract, retain and develop high-quality diverse faculty and staff. Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, and community partnerships as well as to the University. We embrace a culture of shared responsibility.
3. Build programs of distinction that enhance UWF's reputation for educational excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic and workforce needs. Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation and other scholarly works.
4. Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders. Inspire partnerships that develop a pathway to employment for UWF students and graduates and imbue the community with value for UWF as a good neighbor.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional & personal activities. Invest in and steward UWF's natural, technical, intellectual & physical infrastructure.



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

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

In Fall 2016, the UWF Board of Trustees named Martha D. Saunders as the University's sixth president. She announced her vision for UWF as a spirited community of learners, launching the next generation of big thinkers who will change the world. To accomplish this, UWF has concentrated its efforts on supporting student success, building programs of distinction, providing access to talented students and creating knowledge clusters to impact our region in a positive manner.

UWF sees each student as an opportunity. Student success and progression remain at the heart of UWF's mission. UWF continues to strengthen its STEM offerings such as cybersecurity and engineering. Experiential learning is central to education. UWF excels at providing students with undergraduate research opportunities. UWF encourages undergraduates to explore research and high-impact learning opportunities. The Student Scholars Symposium and Faculty Research Showcase grew from 187 undergraduate presentations in 2015-16 to 470 in 2016-17. Participating students boast an average GPA of 3.40.

The University continues to enhance student opportunities in occupations and careers in areas that promote economic recovery, diversification and enhancement. To do this, we will build multidisciplinary innovative knowledge clusters focused on high-demand programs such as cybersecurity, engineering and supply chain logistics. These clusters combine the energy of a start-up in a collegiate environment with accelerated learning and real-world challenges. Our Innovation Network, Center for Cybersecurity, Center for Supply Chain Logistics Management and the Reubin O'D Askew Institute for Multidisciplinary Studies bring together research, K-12 outreach, key industry partnerships, high-impact projects and leading experts.

UWF works with community partners to transform our region and enhance the cultural landscape of Northwest Florida. The UWF Innovation Network helps accomplish that goal. We launched a Gulf of Mexico knowledge cluster focused on economics, marine ecology, marine archaeology and history, logistics and environmental impacts to coastal communities. The cornerstone of this cluster is an open, online course called Mother Mother Ocean 101 and a weekly radio spot on WUWF-FM entitled Gulf Stories Moments. Through the UWF Historic Trust, we engage students and faculty in preserving and sharing the rich history of our area.

Northwest Florida routinely falls below state and national averages for income levels and attainment of college degrees. UWF dedicates resources to provide students with the tools and knowledge they need to be successful without incurring significant debt. UWF was the first Florida public university to make print textbooks for all of its undergraduate courses available in the library. This program reduces the cost to our students while giving them access to course materials. We also work closely with students to find appropriate scholarships, grants and work-study programs to fund their coursework.

Our proposed new Ph.D. program in Intelligent Systems & Robotics, in collaboration with the Institute for Human and Machine Cognition, will be the first of its kind in the state of Florida and will prepare graduates for careers in emerging STEM fields with high demand.

UWF works with local leaders to provide the education and training needed to diversify our region while attracting jobs to new and existing businesses.



## 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. Student Success

With nearly 47 percent of UWF's undergraduates enrolled as FTIC students, we have prioritized programming to ensure their success. We developed enhanced pathways to success, predictive analytics and improved advising to ensure on-time graduation. First Year Advising helps students plan their course work so that they finish in four years. Our Dive Deep First-Year Experience helps students adjust to university life socially and academically. A career development advisor helps undeclared students explore majors and career options. UWF's online dashboard shows a student's degree progress along with alerts when any changes get them off track. We are investing in student-centric technology such as the Student Success Collaborative Guide that helps students choose the right major and navigate financial aid requirements as well as course registration. The mobile app allows students to schedule appointments with advisors and track important dates and deadlines. We continue our commitment to ensuring that our students graduate with at least one high-impact learning experience. UWF has developed a healthy campus initiative with a public health framework to reduce risk and promote student mental health. We are adding mental health counselors, early intervention and prevention procedures, and resiliency building programs. We will embed therapists in residential and academic settings. This programming will emphasize the importance of good mental health practices with our students.

### 2. Programs of Distinction

UWF is identifying programs of distinction for which the University can be known, such as cybersecurity, supply chain management and additive manufacturing. Community businesses and leaders provide us with strong encouragement to continue expanding these offerings. For example, the National Security Agency and the Department of Homeland Security designated UWF as a National Center of Academic Excellence in Cyber Defense Education and as the National Center of Academic Excellence Regional Resource Center for the Southeast. We expanded our course offerings and added certifications to meet the need for qualified cybersecurity experts.

The Center for Supply Chain Management and Logistics Management works with regional partners to fill critical jobs. Our region's deep-water ports, rail and interstate access combined with high entry-level pay scales helps fuel growth and economic strength. Our supply chain logistics management graduates benefit from nearly 100 percent job placement in their field.

Additive manufacturing and our Sea3D Laboratory bring together several disciplines including mechanical engineering, design, information technology and artificial intelligence. We are seeing strong interest from regional industry leaders.

In addition, the discovery by UWF archaeologists of the site of the first multi-year European settlement in the U.S. combined with three shipwrecks from the Spanish fleet linked to Tristán de Luna have put UWF on the map nationally and internationally. UWF's bachelor's program in maritime studies is one of six in the U.S. The UWF Historic Trust keeps history alive for residents and visitors with 29 properties located in the downtown Pensacola Historic District and the Arcadia Mills site in Milton, Fla. Together, these sites attract nearly 146,000 visitors each year.



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

### 3. Access

UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. UWF believes in helping students remove financial barriers. The primary purpose of our financial aid program is to provide support to students, help them maintain satisfactory academic progress and complete their degree on time and on budget.

More than 70 percent of all UWF students receive financial assistance. We work with donors to fund new scholarships such as a \$3 million need-based scholarships endowment and a \$1 million gift that funds \$2,000 merit-based scholarships for 40 UWF sophomores each year. We work with regional partners to expand corporate work-studies and internships. An additional \$1 million will be allocated to cover the cost of tuition and fees for FTIC, Pell-eligible students.

UWF has a strong commitment to online learning and offers robust online access for our students. We offer a number of online courses, seven fully online undergraduate degrees and 18 fully online graduate degrees with more than 30 specializations. We have seen an annual increase of 12 percent for our online-only enrollments. More than one-third of our students are fully online during the fall and spring semesters, and that number increases to 59 percent for summer classes. We have a long history of reducing the barriers for place-bound students by providing high-quality online degrees ranging from nursing to information technology.

In addition, UWF operates the Complete Florida program that provides access to 2.1 million Floridians who have taken some college-level courses but did not earn a degree. Currently, this program serves more than 5,200 students through coaching and various support services in conjunction with 14 public and private colleges and universities.

UWF Global Online launched as a major initiative designed to take online learning to scale. Through global partnerships and innovative delivery methods, UWF will accelerate learning by offering a number of free online courses including Mother Mother Ocean 101 and 102 as well as Cross-Cultural Competence. We will launch an Information/Cybersecurity program in Fall 2018 with international partners from the Israeli International Institute for Counter-Terrorism. We will add micro master's degrees in high-demand areas such as health, marketing, innovation and design, sustainability, and entrepreneurship in the near future.

UWF offers nine bachelor's degree programs at our Emerald Coast location in Fort Walton Beach: accounting, general business, management, computer and electrical engineering, criminal justice, global hospitality and tourism management and an interdisciplinary social science degree with a specialization in children and society. We added a degree in mechanical engineering in Fall 2016 that has grown by 77 percent.

We continue to strengthen our 2+2 partnerships with state colleges to provide seamless access for transfer students. While we have much to celebrate, we can still improve, and we are committed to ensuring our students graduate on time and with as little debt as possible.



## Key Achievements for 2016-17

### STUDENT ACHIEVEMENTS

1. American Chemical Society Scholars invited UWF Chemistry students De'Zhanae McCall-Butler, Constance Smylie and Aaron Mena to join the National American Chemical Society Scholars Program.
2. College of Business students Benjamin Fitzner, Lisa Götttert and Katja Hehne won the 2016 Best Student Case Award at the Southeast Case Research Association Conference.
3. UWF Cyber Club placed first in the Cyber Defense Challenge at the Florida Center for Cybersecurity competition.

### FACULTY ACHIEVEMENTS

1. UWF professors Drs. John Pecore and Jaromy Kuhl earned a \$1.3 million National Science Foundation grant to support students who wish to become STEM teachers in high-needs schools. The Robert Noyce Scholars will receive funding for tuition and post-graduation development.
2. UWF Department of Art professor, Thomas Asmuth, participated in the National Week of Making by participating in the Nation of Makers roundtable discussion held at the White House.
3. The Oxford University Press published UWF professor Dr. Athena du Pré's book, "Real-Life Scenarios: A Case Study Perspective on Health Communication." du Pré paired 25 UWF students with 29 scholars who co-wrote the case studies.

### PROGRAM ACHIEVEMENTS

1. In 2016, UWF Department of Accounting students ranked third in the nation on the Certified Public Accountant Examination. UWF accounting students excelled with a passage rate of 87.1 percent compared to the nationwide passage rate of 54.4 percent.
2. UWF nursing students earned a 98.81 percent pass rate on the 2017 NCLEX exam. This exceeds the 90.05 percent national pass rate for BSN students and the 87.16 percent pass rate in Florida.
3. UWF archaeologists discovered a 3rd shipwreck from the 16<sup>th</sup> century Tristán de Luna y Arellano Spanish fleet. The US Division of Historical Resources awarded UWF professors Drs. John Bratten, Gregory Cook, and John Worth a \$293,133 grant titled Exploring Luna's 1559 Fleet.

### RESEARCH ACHIEVEMENTS

1. Sharing the work of UWF with the community, the UWF Innovation Institute launched Mother Mother Ocean, a series of free online courses bringing focus to UWF research in the Gulf of Mexico.
2. UWF's Center for Environmental Diagnostics & Bioremediation faculty is part of a team researching how artificial reefs are rebuilding natural habitats and improving commercial fisheries in the Gulf mitigating damage caused by the 2010 Deepwater Horizon oil spill.
3. UWF's Department of Chemistry received a \$650,000 grant from the National Science Foundation that provides scholarships, research opportunities and professional development for STEM students with demonstrated financial needs.

### INSTITUTIONAL ACHIEVEMENTS

1. UWF named its College of Health the Usha Kundu, MD College of Health after Dr. Usha Kundu and her husband Mahadeb Kundu donated more than \$5 million to the University.
2. UWF Counseling and Psychological Services earned accreditation from the International Association of Counseling Services.
3. The UWF Geosciences Scholars program received a \$292,000 National Science Foundation grant to study the effect of a multidisciplinary research cohort on student success and the pursuit of graduate studies.





## 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	.	57.7	61.0	67.6	63.8				
APPROVED GOALS	.	.	.	66	70.5	70.5	71	71.5	.
PROPOSED GOALS	.	.	.	.	.	67	69	71	72

### 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	.	32,900	35,400	36,700	36,000	.	.	.	.
APPROVED GOALS	.	.	.	34,000	38,168	38,931	39,709	40,504	.
PROPOSED GOALS	.	.	.	.	.	37,500	38,500	39,500	40,500

### 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	.	15,120	15,460	16,440	15,310	.	.	.	.
APPROVED GOALS	.	.	.	.	15,523	15,058	14,606	14,168	.
PROPOSED GOALS	.	.	.	.	.	14,900	14,500	13,900	13,500

### 4. FTIC Four-Year Graduation Rate (Full-time students only)

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	27.2	26.9	21.5	22.0	25.2	.	.	.	.
APPROVED GOALS	.	.	.	20	26	29	31	33	.
PROPOSED GOALS	.	.	.	.	.	30	33	36	40

### 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	61.0	64.6	64.8	70.1	73.5	.	.	.	.
APPROVED GOALS	.	.	.	67	73.6	76	80	81.5	.
PROPOSED GOALS	.	.	.	.	.	78	82	83	85

Note: 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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	45.0	50.1	51.1	49.5	52.0	.	.	.	.
APPROVED GOALS	.	.	.	51	51.6	53.9	56.1	58.3	.
PROPOSED GOALS	.	.	.	.	.	53.5	54.5	55	55

### 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	39.9	40.5	41.6	41.3	39.2	.	.	.	.
APPROVED GOALS	.	.	.	41	41.0	41.0	41.5	42.0	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	42

### 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	43.4	46.6	38.8	44.0	51.1	.	.	.	.
APPROVED GOALS	.	.	.	43.8	45.5	46.9	48.5	50.2	.
PROPOSED GOALS	.	.	.	.	.	52.5	53.5	54.0	55.0

Note\*: BOG staff revised the 2012-13 value on 6/13/18 to fix a typo after the BOT approved the plan on 6/5/18.

### 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	65.2	72.8	75.8	80.5	80.2	.	.	.	.
APPROVED GOALS	.	.	.	80	80.0	80.2	80.2	80.5	.
PROPOSED GOALS	.	.	.	.	.	80.2	80.2	80.5	81.0

### 10. BOT Choice: Adult (25+) Undergraduates Enrolled

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	30.7	32.0	30.9	31.7	32.3	33.4	.	.	.
APPROVED GOALS	.	.	.	32	32.6	32	33	33	33
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

Note\*: There is a time lag for this data due to the fact that the Accountability Plan is produced later in the year than the previous Accountability Report. The Board of Governors will consider changing the time year referenced to the latest available data for this metric at a future meeting.

Note: 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]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
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	12	17	14	12	15	.	.	.	.
APPROVED GOALS	.	.	.	14	13	14	15	16	.
PROPOSED GOALS	.	.	.	.	.	15	15	16	16

### Professional Licensure & Certification Exams: Percent Pass Rates (for first time examinees)

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	88	82	94	86	99	95	95	95	95
US Average	85	85	87	88	90	.	.	.	.

### Exam Scores Relative to Benchmarks

Above or Tied	1	0	1	0	1	1	1	1	1
Total	1	1	1	1	1	1	1	1	1

### Time to Degree for FTICs in 120hr programs (in Calendar Years)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	4.6	4.7	4.5	4.6	4.5	.	.	.	.
APPROVED GOALS	.	.	.	4.6	4.6	4.5	4.4	4.3	.
PROPOSED GOALS	.	.	.	.	.	4.5	4.4	4.3	4.3

### Six-Year FTIC Graduation Rates [Full- & Part-time students only]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	42	51	47	48	42	.	.	.	.
APPROVED GOALS	.	.	.	51	43.4	45.6	47.3	50.0	.
PROPOSED GOALS	.	.	.	.	.	44	47	50	53



## KEY PERFORMANCE INDICATORS *(CONTINUED)*

### Teaching & Learning Metrics

#### 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	2,053	1,969	1,924	2,144	2,202	.	.	.	.
APPROVED GOALS	.	.	.	2,000	2,305	2,409	2,493	2,593	.
PROPOSED GOALS	.	.	.	.	.	2,250	2,410	2,480	2,560

#### 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	625	674	793	814	829	.	.	.	.
APPROVED GOALS	.	.	.	790	892	941	1,012	1,062	.
PROPOSED GOALS	.	.	.	.	.	950	1,050	1,100	1,150

#### Percent of 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	15	17	18	18	20	.	.	.	.
APPROVED GOALS	.	.	.	19	20	21	22	23	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	23

#### 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	32	31	32	32	33	.	.	.	.
APPROVED GOALS	.	.	.	32	32	32	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33

#### 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	29	30	29	30	33	.	.	.	.
APPROVED GOALS	.	.	.	30	33	34	35	36	.
PROPOSED GOALS	.	.	.	.	.	34	35	36	36



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### 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	31	36	38	40	41	.	.	.	.
APPROVED GOALS	.	.	.	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	43

#### 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	19	20	21	19	22	.	.	.	.
APPROVED GOALS	.	.	.	21	23	24	24	25	.
PROPOSED GOALS	.	.	.	.	.	24	24	25	25

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

#### Faculty Awards

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



## 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	19	20	31	41	40	.	.	.	.
APPROVED GOALS	.	.	.	.	39	40	42	45	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

#### 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	76	69	43	30	30	.	.	.	.
APPROVED GOALS	.	.	.	.	38	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	32

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

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	0	0	1	1	0	.	.	.	.
APPROVED GOALS	.	.	.	.	1	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

#### 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	0	0	2	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

#### 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	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0



**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 Baccalaureate Graduates Completing 2+ “High Impact Practices”**

High Impact Practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities are calculated as the proportion of baccalaureate graduates who completed two or more of the following activities at the University of West Florida: (1) Learning Community, (2) Research with faculty, (3) Internship or field experience, (4) Study abroad, (5) Culminating senior experience, (6) Service-Learning, (7) Communication for Professional Success or (8) First-Year Experience.

2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 GOALS	2018-19 GOALS	2019-20 GOALS	2020-21 GOALS
.	.	.	19%	29%	33%	37%	41%	45%



## ENROLLMENT PLANNING

### Actual & Planned 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
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	4,430	4,356	4,272	4,106	3,971	3,984	4,025	4,097	4,155
FTIC (Profile Admit)	501	526	594	583	475	476	448	405	411
FCS AA Transfers	2,274	2,046	1,951	1,879	1,805	1,822	1,936	2,238	2,606
Other AA Transfers	300	297	262	312	332	334	356	411	479
Post-Baccalaureates	0	234	379	411	359	353	361	357	362
Other Undergraduates	2,249	2,232	2,329	2,349	2,605	2,555	2,617	2,581	2,618
<b>Subtotal</b>	<b>9,754</b>	<b>9,691</b>	<b>9,787</b>	<b>9,640</b>	<b>9,547</b>	<b>9,524</b>	<b>9,743</b>	<b>10,089</b>	<b>10,631</b>
<b>GRADUATE</b>									
Master's	1,843	2,020	2,026	2,289	2,437	2,495	2,615	2,774	2,831
Research Doctoral	147	158	251	318	344	345	360	360	365
Professional Doctoral	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>1,990</b>	<b>2,178</b>	<b>2,277</b>	<b>2,607</b>	<b>2,781</b>	<b>2,840</b>	<b>2,975</b>	<b>3,134</b>	<b>3,196</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	36	35	50	54	55	56	57	63	64
Other <sup>1</sup>	827	723	694	678	650	652	670	742	752
<b>Subtotal</b>	<b>863</b>	<b>758</b>	<b>744</b>	<b>732</b>	<b>705</b>	<b>708</b>	<b>727</b>	<b>805</b>	<b>816</b>
<b>TOTAL</b>	<b>12,607</b>	<b>12,627</b>	<b>12,808</b>	<b>12,979</b>	<b>13,033</b>	<b>13,072</b>	<b>13,445</b>	<b>14,028</b>	<b>14,643</b>

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





## ENROLLMENT PLANNING (CONTINUED)

### Actual & Planned 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
<b>RESIDENT</b>										
LOWER	3,474	3,230	3,024	2,985	2,830	2,706	2,693	2,749	2,847	2,950
UPPER	4,580	4,061	4,491	4,587	4,731	4,807	4,637	4,735	4,903	5,080
GRAD I	961	1,061	1,127	1,108	1,266	1,332	1,368	1,397	1,446	1,498
GRAD II	89	74	71	102	131	143	152	155	162	166
<b>TOTAL</b>	<b>9,105</b>	<b>8,966</b>	<b>8,712</b>	<b>8,781</b>	<b>8,959</b>	<b>8,988</b>	<b>8,850</b>	<b>9,036</b>	<b>9,358</b>	<b>9,694</b>
<b>NON-RESIDENT</b>										
LOWER	334	334	413	399	405	417	472	518	575	637
UPPER	421	422	589	557	530	576	607	648	699	751
GRAD I	360	400	412	392	406	406	489	536	595	659
GRAD II	20	15	24	45	65	60	117	148	184	226
<b>TOTAL</b>	<b>1,135</b>	<b>1,171</b>	<b>1,437</b>	<b>1,394</b>	<b>1,406</b>	<b>1,459</b>	<b>1,685</b>	<b>1,850</b>	<b>2,053</b>	<b>2,273</b>
<b>TOTAL</b>										
LOWER	3,808	3,564	3,436	3,384	3,235	3,123	3,165	3,267	3,422	3,587
UPPER	5,002	5,024	5,080	5,144	5,262	5,383	5,244	5,383	5,602	5,831
GRAD I	1,321	1,461	1,539	1,501	1,672	1,738	1,857	1,933	2,041	2,157
GRAD II	110	89	95	147	196	203	269	303	346	392
<b>TOTAL</b>	<b>10,240</b>	<b>10,137</b>	<b>10,150</b>	<b>10,176</b>	<b>10,365</b>	<b>10,448</b>	<b>10,535</b>	<b>10,886</b>	<b>11,411</b>	<b>11,967</b>

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.

### Actual & Planned 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
<b>UNDERGRADUATE</b>										
Distance (80-100%)	2,582	2,545	2,434	2,559	2,795	2,987	3,196	3,374	3,520	3,674
Hybrid (50-79%)	1,095	1,308	250	276	236	257	230	211	193	174
Classroom (0-50%)	5,134	4,736	5,833	5,694	5,466	5,262	4,983	5,065	5,311	5,570
<b>Subtotal</b>	<b>8,811</b>	<b>8,589</b>	<b>8,517</b>	<b>8,529</b>	<b>8,497</b>	<b>8,506</b>	<b>8,409</b>	<b>8,650</b>	<b>9,024</b>	<b>9,418</b>
<b>GRADUATE</b>										
Distance (80-100%)	905	1,059	1,136	1,242	1,509	1,551	1,701	1,812	1,946	2,091
Hybrid (50-79%)	119	98	50	29	31	26	28	27	27	26
Classroom (0-50%)	405	391	447	376	328	365	397	397	414	432
<b>Subtotal</b>	<b>1,429</b>	<b>1,548</b>	<b>1,633</b>	<b>1,647</b>	<b>1,868</b>	<b>1,942</b>	<b>2,126</b>	<b>2,236</b>	<b>2,387</b>	<b>2,549</b>

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
<b>BACHELOR'S PROGRAMS</b>						
Cybersecurity	11.1003	STEM	None	No	230	Spring 2018
Computer Science	11.0701	STEM	None	No	170	Spring 2018

### 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
<b>BACHELOR'S PROGRAMS</b>						
Construction Management	15.1001	STEM	FAMU, FIU, UF, UNF	No	125	Fall 2018
Human Resources Management	52.1001	GAP	FIU	No	100	Fall 2019
Information Security Management	52.1299	STEM	None	No	100	Spring 2019
Civil Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	40	Spring 2019
Materials Science	40.1001	STEM	None	No	50	Spring 2019
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Athletic Training	51.0913	HEALTH	FIU, UCF, UNF, USF	No	40	Fall 2018
Engineering	14.0101	STEM	FGCU, FP	No	50	Fall 2018
Instructional Design & Technology	13.0501	STEM	FSU	Yes	75	Spring 2019
Data Science	11.0802	STEM	None	Yes	125	Spring 2019
Human Resources Management	52.1001	GAP	FIU	No	40	Fall 2019
Environmental Health	51.2202	HEALTH	UF	No	75	Spring 2019
Public Administration	44.0401	None	FAU, FGCU, FIU, FSU, UCF, UNF, USF	Yes	125	Spring 2019


**DOCTORAL PROGRAMS**

Intelligent Systems & Robotics	11.0102	STEM	None	No	35	Summer 2018
Instructional Design & Technology	13.0501	STEM	FSU	Yes	160	Spring 2019
Public Health	51.2201	Health	FIU, UF, FAMU, USF	Yes	25	Fall 2020
Nursing Practice	51.3818	Health	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	No	30	Fall 2020



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.**

Since 2012, UWF has invested in long-term strategies that not only increased the institution’s performance in the Board of Governors’ performance-based funding model but also enhanced the overall quality of the education and experience provided. We added full-time faculty members and hired additional professional academic advisors. We created the Office of Strategic Graduation Initiatives and invested \$2 million toward student scholarships, grants and student success programs. We identified gateway courses and developed new policies to support progress to obtaining a degree. Assessed at new student orientation, all new FTIC students indicated that they understand the importance and cost savings of graduating in four years.

The University is keenly aware of the importance of continuous progress. UWF’s comprehensive plan to improve the four-year graduation rate includes established goals that significantly increase the completion rates of FTIC cohorts through 2020. The plan includes strategies focused on continuing to build a pipeline of high-achieving students, improving support resources, enhancing financial resources aimed at increasing retention and graduation, and strengthening and reinforcing a culture of shared accountability.

Over the next academic year, the *Undergraduate Progress to Degree* policy will be updated to include expanded expectations for timely graduation including a minimum credit hour each year, ability to automatically award a degree, enrollment load limitations during the summer semester for students with an academic risk, and a required timeframe to declare a major. The policy update will consider expanding early warning to second-year students and special populations. To expedite the time to degree, UWF will examine the feasibility of a winter intersession program. To continue maximizing accelerated credit, UWF will investigate the feasibility of forming three-year bachelor’s degree programs. We will strengthen alert notifications targeted to students enrolled in fewer than 15 credit hours per semester. A co-curricular warning will be developed as a complement to the academic early warning.

During Fall 2017, UWF piloted two new Completion Grant programs. Both programs will be fully implemented Fall 2018, and UWF will continue to increase the number of renewable awards to support retention and graduation efforts. We will allocate \$1 million in institutional need-based aid towards the cost of tuition and fees for Pell eligible FTIC students.

Through a healthy campus initiative, UWF will build a public health framework focused on reducing risk and promoting mental health for all students. It is our vision to be a mental health friendly campus. By hiring additional mental health counselors, increasing early intervention, prevention, and resiliency building programs and embedding therapists in both the residential and academic environments, we will reinforce the importance of mental health.



## 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.

UWF is committed to providing high-quality, relevant, and affordable learning experiences. More than 70 percent of all UWF students received financial assistance. UWF has increased financial resources and allocated an additional \$2 million toward student scholarships, grants and student success initiatives. To enable full-time FTIC students with financial need an opportunity to take at least 15 credit hours in the fall and spring, \$1 million of institutional need-based aid will be allocated to cover the cost of tuition and fees. Our comprehensive financial aid plan includes an amended financial aid packing philosophy, proactive completion grants, 30-credit guarantee program, summer funding and a refined strategy to reinforce the importance of maintaining Satisfactory Academic Progress.

**Financial Aid Packing Philosophy.** UWF is dedicated to providing students access to educational opportunities regardless of their financial situation. UWF believes in helping students remove financial barriers. The primary purpose of our financial aid program is to provide support to students, help them maintain satisfactory academic process and enable them to complete their degree on time and on budget. Our first priority is to assist students with financial need.

To encourage enrollment in 15 credit hours per semester, daily alert notifications will target students enrolled in fewer than 15 credits hours before an academic semester. FTIC students eligible for institutional need-based aid and who take 15 credits in both the fall and spring semesters will be awarded \$2,000 annually. Awards will be adjusted for students enrolled in 12-14 credit hours per semester. All full-time FTIC student will be budgeted for 36 credits each year; comprised of 15 hours for both fall and spring semesters and 6 hours for summer semester. Students above the Pell threshold, but who still have significant unmet need and register for 12 credit hours, will be provided with a UWF grant to cover the cost of tuition and fees for the additional three credit hour course. All full-time FTIC undergraduate students eligible for work-study and complete 30 credits each year will receive priority selection for work-study positions.

**Completion Grant Programs.** UWF piloted two new Completion Grant programs, the *Senior Countdown* and the *Graduation Grant*. Both programs will be fully deployed Fall 2018. The *Senior Countdown* program, targeted to rising seniors, provides eligible students an opportunity to commit to graduating within the academic year. Upon enrolling in the program, students receive first priority registration and a \$1,000 *Graduation Grant* for their final semester. The *Graduation Grant* program awards grant funds to eligible seniors with an outstanding balance, during the final semester.

**Thirty Credit Guarantee.** Pell-eligible, full-time FTIC undergraduate students who enroll in Fall 2019 will receive a UWF grant to cover the cost of tuition and fees for 30 credits hours per year or 15 credit hours in the fall and spring, up to eight semesters. \$1 million of institutional need-based aid will be directed to cover the cost of the guarantee.

**Satisfactory Academic Progress (SAP).** In Fall 2018, UWF will launch a personalized Satisfactory Academic Progress (SAP) tracker. Located in the student portal, the SAP tracker will calculate the student's status and help the student monitor and maintain satisfactory academic process. The SAP appeal process will continue to require an advisor-approved academic plan and include a final meeting with a financial aid counselor.



**Summer Funding.** UWF will continue to commit \$400,000 of institutional funds annually towards summer funding. Students with need and who have completed at least 26 credit hours between the fall and spring will receive priority consideration.

**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:**  **Date:** 6/5/2018  
(Chair, University of West Florida Board of Trustees)