# 2018

# Accountability Plan

# University of

# North Florida

# BOT APPROVED 5/10/18

## STATE UNIVERSITY SYSTEM *of* FLORIDA

## Board of Governors

## INTRODUCTION

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

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

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

**2018 ACCOUNTABILITY PLAN**

**University of North Florida**

BOT Approved 5/10/2018

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## MISSION STATEMENT (What is your purpose?)

The University of North Florida’s academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a beautiful campus that provides an inspiring setting for our diverse community. Together, we enhance the economic and cultural development of our growing metropolitan region.

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

The University of North Florida will be an institution of choice, nationally recognized for high- caliber students, faculty, and staff. We will be known for engaging students with experiential learning grounded in critical thinking, effective communication, and analytical skills. We will expand our reach and relevance through innovative programs and research that drive the economy, build upon our extensive partnerships, and position our students for lifelong success. Students will develop the global perspectives and cultural understanding needed to address future challenges.

## 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.

With a focus on student success, the University of North Florida has at its core a student centered commitment emphasizing individual attention, high impact educational practices and engagement in transformational learning opportunities. A full 87% of UNF seniors participate in at least one high impact practice by the time they graduate. These include internships, study abroad, faculty-mentored research, and publishing and presenting research findings. Initially, a local commuter campus, the UNF of today with its high academic entrance standards, is fast becoming an institution of choice for students from across the state and beyond who want personalized relationships with their faculty.

We have a strong commitment to our graduates and are certain that they are fully prepared to engage in a successful career or to attend their choice of graduate school. This results in a UNF graduate who is a critical thinker, effective communicator, and a socially engaged citizen in his or her community. Our institutional metrics on employment rates and mean salaries bear this out.

Originally chartered as a regional university, the university remains committed to enhancing the intellectual, cultural, and civic capital needed for the development of Northeast Florida and beyond. In exercising this dedication, UNF retains ongoing commitments to local businesses and agencies, conducting research relevant to the local community while also generating solutions- transferable well beyond our regional borders.

Our graduates represent a microcosm of the world’s college-educated workforce. UNF mirrors and even exceeds the marketplace in terms of our former and current military students, proportion of ethnic/racial minority students (31%), number of UNF students with disabilities, high-talent LGBT population, and a graduation rate for minorities that is the same as the rate for our majority students.

UNF’s greatest strength is in preparing students to be successful in securing the most significant jobs in Florida. Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state. Additionally, 22 percent of UNF graduates earn degrees in the majors directly matched to the top 10 job needs, which is five percentage points higher than the State University System (SUS) average.

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

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

**Strengths**:

Consistently ranked nationally for quality and value, the University of North Florida encourages the cultural and intellectual growth of students, while preparing them to make a difference in their communities. Faculty and staff work hand-in-hand with students to provide unique experiences that not only prepare students for the real world, but also encourage civic involvement and responsibility. UNF holds certain qualities and characteristics as fundamental. These are our hallmarks of an education at UNF.

**Academically Gifted Students -** High school students entering UNF in the fall of 2017 had an average GPA of 4.27 — our most academically gifted class to date.

**Small Classes and Individualized Attention -** With a student to faculty ratio of 18 to 1 and an average class size of 34 students, UNF professors get to know their students and work with them individually to ensure success. 90% of all undergraduate courses have less than 50 students. Over 73% of UNF full- time instructional faculty are either tenured or on a tenure track line resulting in more terminally degreed and research-activity faculty in undergraduate classrooms. With 16,500 students, it’s just the right size to offer a great campus experience.

**Internships and high-impact experiences -** Approximately 87 percent of UNF seniors polled take part in internships and other real-world experiences in their fields before they graduate. 18% of graduating seniors participated in a faculty led research project outside of the traditional classroom setting.

**Particular STEM degree programs and programs defined as areas of strategic emphasis:** UNF makes a notable impact on the Northeast Florida region with its strong healthcare, transportation and logistics, and coastal biology programs. Expansion of such programs like nursing, mental health, and environmental sustainability to meet the demands of community providers has great potential but at a cost. The challenge of allocating existing or new resources to expand programs which must meet accreditation and staffing demands cannot be addressed by compromising program quality. With appropriate allocation of resources through strategic planning, workforce demands in healthcare, computing, engineering, and coastal science can be addressed.

**Employment after Graduation -** Historically, UNF is one of the leaders in the SUS in the percentage of its graduates who are employed in our state.

**Transformational Learning Opportunities -** From undergraduate research projects to community initiatives, UNF students are offered life-changing experiences outside the classroom.

**Environmentally Beautiful Campus -** UNF's nearly 1,400-acre campus includes a nature preserve and 10 LEED-certified green buildings, demonstrating our commitment to the environment. UNF also owns 1,050 acres on the Intracoastal Waterway used for research.

**Global Perspective -** UNF students study abroad at more than twice the national average (14% of UNF graduating seniors have experienced one or more study abroad experiences). UNF has one of the nation’s top 10 rates of participation in short-term study abroad experiences. In addition, students from more than 70 countries call UNF home, enriching cultural diversity on campus.

**Community Engagement -** UNF received the Community Engagement Classification from The Carnegie Foundation for the Advancement of teaching, a prestigious recognition of UNF's strong commitment to the community and efforts to make students good citizens. Nearly 12,000 students participated in over 650 community engagement activities. These activities involved over 270 faculty and yielded an economic value on Northeast Florida of $8.9 million dollars.

**Opportunities and Challenges**:

**Student Success** - UNF is committed to its efforts to ensure increased retention and improving timely graduation rates for all students.

**Programmatic Growth -** Funding for growth in strategic areas necessitates an alignment between student and faculty interests, emerging markets, and local community business needs for specific skillsets in the workforce.

**Enrollment Growth** - The University must respond to the demand to increase its current enrollment with the stated mission to provide ideal student-faculty ratios, transformational learning opportunities, and individualized attention.

**Downtown development** - Until recently, UNF has restricted its expansion to largely within the core campus. With the lease of the Barnett Building in the downtown center, UNF is able to cultivate urban entrepreneurships and contribute on-site course offerings to the downtown community.

## 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. **Advance student success**

Academic quality and operational efficiency, not always complementary goals, are at the heart of initiatives UNF has already established or plans to implement over the next three years. Achieving student success requires that students graduate with the requisite knowledge and skills to realize their goals at a pace and cost that enhances successful completion rates and avoids excessive financial expense. Institutional initiatives and the required resources are strategically designed and deployed with the ultimate objective of **promoting improved retention of our students and expeditious time to graduation.**

**The following initiatives intend to increase first-to-second year retention rates:**

* Intensify “15 to Finish” campaign.
* Create and implement summer bridge (or “boot camp”) programs which target specific student groups specifically preparing first-time students for college.
* Promote greater identification with the institution through increased funding of freshman-specific Transformational Learning Opportunities. Participation in the opportunity would be tied to registration in the upcoming fall term.
* Enhance and expand First Year Seminar directed to first-time-in-college students.
* Expand skills-based workshop availability, including, but not limited to, an emphasis on time management, study skills, note taking, and exam preparation.
* Collaborate with Student Affairs to expand social and academic integration, and co-curricular programming, particularly in the residence halls.
* Identify and implement incentives for students to participate in programming, such as Supplemental Instruction, tutoring, and skills-based workshops.
* Mandate second year advising.
* Implement the Beginning College Survey of Student Engagement.

**The following initiatives promote 4 year graduation rates and decrease the number of students graduating with excess hours:**

* Increase faculty participation in student success strategies such as mid-term reporting and academic alerts.
* Re-evaluate course sequencing to facilitate student flow-thru, particularly in majors with low 4-year graduation rates.
* Expand peer-assisted student support programming in historically challenging programs of study.
* Incentivize timely graduation by expanding priority registration for those students on track.
* Review policies and procedures which hinder timely graduation.
* Observe the 9-hour summer rule with availability of summer Bright Futures funding.
* Review and correct if appropriate, programs with greater than 120 credit hours.
* Eliminate unnecessary prerequisites or required in-residence credits.
* Increase distance learning course availability.
* Connect career services programming with lower division students.
* Create additional faculty professional development programs focused on retention and graduation.
* Expand predictive modeling for student risk assessment and focus advising efforts on those at risk
* Leverage technology to help advisors and students track academic progress.
* Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.
* Expand financial support for undergraduate research
1. **Produce more graduates in STEM fields and areas of strategic emphasis**

As a comprehensive public institution, UNF serves a diverse student population in a large metropolitan area which has increased its demand for graduates in the traditional STEM fields as well as a number of additional fields defined by the state as areas of strategic emphasis. Through strategic planning, UNF has proposed the creation of new academic programs as well as the reallocation of resources in current programs to effectively meet the needs of students and community. UNF’s Vision Statement commits to relevance in our region which is demonstrated through expanding innovative programs, creating greater research opportunities, and maintain critical external partnerships such as the Mayo, Brooks Rehabilitation, and Johnson & Johnson.

**Increase bachelor’s degree production in areas of strategic emphasis and STEM:**

* + Launch BS in Behavioral Neuroscience degree, creating a new psychology curriculum that enhances connections with regional medical and technology organizations.
	+ BS in Communication was strengthened to better match workforce needs and enhance quantitative research skills of students. Degree is now identified by the Board of Governors as a labor force need.
	+ Augment BSN enrollments through additional distance learning offerings.
	+ Increase capacity of health and education programs by expanding geographic markets including Flagler/Palm Coast area.
	+ Offer preparation for computing educators through a collaboration between Education and Computing.
	+ Target growth in undergraduate Computing Science, Biology, Physics, and Chemistry programs.

**Increase graduate degree production in areas of strategic emphasis and STEM:**

* + Launch new MS degree programs that serve local workforce needs and focus on existing faculty excellence and infrastructural strengths including MS Logistics & Supply Chain Management, MS Materials Science & Engineering, and MS Data Analytics.
	+ Analyze new opportunities for RN-MSN students with an associate’s degree.
	+ Explore new doctoral degree prospects, in particular those that draw upon existing research strengths and local opportunities. Included in the master plan is a PhD in Biomedical Sciences in collaboration with Mayo Clinic, a Doctor of Health Administration that would serve the growing local healthcare industry.
1. **Expand infrastructure for research & development**
* Advance the Materials Science and Engineering Research Facility (MSERF), funded from a state legislative budget request. MSERF is a state-of-the-art microscopy facility that rivals any found in the Southeast. Efforts over the next three years include expanding MSERF’s instrumentation as a catalyst for R&D by researchers and industry partners. Additionally, as the university’s first multi-user “core” facility, MSERF will serve as a model for identifying and investing in future R&D infrastructure at UNF.
* Strengthen the relationship with Guana Tolomato Matanzas National Estuarine Research Reserve (GTM-NERR) to expand coastal science and engineering research and educational programming. An application is being finalized to sublease vacant land next to the current GTM-NERR facility for a potential future research and instructional laboratory.
* **Serve as an economic driver and engaged community partner**

As is evident from the previous sections, UNF is a major economic driver in Northeast Florida and in the state by providing highly prepared graduates to the workforce, and designing and delivering programs that address strategic needs. To enhance this impact, UNF has developed key initiatives designed to strengthen the connection between curriculum, faculty, students, and centers to regional industry and civic interests.

**The following initiatives intend to increase the percent of graduates employed and amount of wages earned:**

* Commitment to Student-Community Partnerships - Mutual economic value is generated when connections and relationships between the academic mission of teaching and learning in community settings are established. As a public university situated in a metropolitan region, community relationships strengthen institutional accountability through purposeful initiatives that address the needs and concerns of the region and state. UNF’s explicit commitment to the principles of community and civic engagement, involving community partners, faculty, and students, has yielded mutually beneficial relationships with social service, health care, educational, and neighborhood agencies and organizations. The wealth of the larger community is enhanced by this diffusion of intellectual capital.
* Downtown Presence - UNF has signed a lease to rent two floors in the downtown Barnett National Bank building to offer classes for up to 200 students. It is anticipated that classes, including continuing education offerings, will begin in January 2019. The space will also include an Entrepreneurial Center through the Coggin College of Business with the goal of developing and supporting new businesses.

UNF students will work as interns in this “learning lab” while entrepreneurs will be provided mentoring and advising support in developing new ideas. Additionally, UNF will continue to grow the relationship between the Museum of Contemporary Art downtown and the campus proper. UNF’s presence downtown further stimulates our commitment to meeting local, employer needs.

* Community Flagships and Centers - UNF Flagship programs and UNF centers are designed to establish community partnerships to serve the local population, make a state and national impact, and prepare students for high earning jobs. The University continues to provide financial support for six established flagship programs in Coastal Biology, Community Nursing, Transportation and Logistics, International Business, Music, and Nutrition and Dietetics. In addition, centers such as the Center for Urban Education and Policy and the Center for Community Initiatives collaborate with the local community to strengthen education, policy, and quality of life.

## Key Achievements for 2016-17

Limit to one page.

### STUDENT ACHIEVEMENTS

1. Furtuna Tewolde, a recent University of North Florida psychology graduate, is a recipient of the Frost Scholarship, a generous funding package that covers university and college fees and a grant for living expenses for select applicants enrolled in a one year Master of Science program at Oxford University in Oxford, England.
2. Matthew Morse, an undergraduate student majoring in chemistry at the University of North Florida, was selected to receive the prestigious National Institute of Standards and Technology’s (NIST) Summer Undergrad Research Fellowship, providing him the opportunity to work at the national Material Measurement Laboratory at NIST’s Gaithersburg campus in Washington D.C.
3. Kami Richmond won a Phi Kappa Phi graduate scholarship earning a Masters of Public Administration at Syracuse University.

### FACULTY ACHIEVEMENTS

1. Dr. Debbie Reed, instructor and professor in residence in the Department of Exceptional Deaf and Interpreter Education at the University of North Florida, has been named to the American Association of Colleges for Teacher Education (AACTE)’s new Clinical Practice Commission (CPC).
2. Dr. Joshua Gellers, assistant professor of political science at the University of North Florida, has been awarded a Fulbright Postdoctoral Scholar Award to conduct research on public participation in the environmental decision-making process through an affiliation with the Department of Geography at the University of Peradeniya in Sri Lanka.
3. Based on an analysis of Clarivate Analytics’s Web of Science citation database, UNF faculty published more than 210 quality journal articles in FY2017, a rate that significantly exceeds that of our peer institutions. More impressively, within the first year of publication, UNF faculty articles were on average cited at a rate almost double the averages for both peer and aspirant universities.

## PROGRAM ACHIEVEMENTS

1. The Coastal Biology Flagship Program at the University of North Florida was awarded a grant for more than $300,000 by the National Science Foundation (NSF) to continue the development of an intensive summer research internship for undergraduate students from all over the country to study coastal ecosystems.
2. The Coggin College of Business at the University of North Florida is one of the nation’s most outstanding business schools, according to The Princeton Review.
3. Coggin College of Business Accounting student was a top CPA exam performer and winner of the 2016 Elijah Watt Sells Award by the American Institute of CPAs.

## RESEARCH ACHIEVEMENTS

1. Ken Laali, a presidential professor of Chemistry received a patent and collaborated with Mayo Clinic faculty to test synthetic curcuminoid compounds that show promise for fighting several forms of cancer.
2. $1.4 million National Science Foundation grant to establish a Robert Noyce Fellowship program to support the training of STEM teachers via the Jacksonville Teacher Residency program
3. Research and development expenditures, as reported on the NSF Higher Education R&D survey, increased again in FY2017, to a total of $6.5 million. This represents a three-year increase of 76%, including a 22% growth in R&D expenditures at UNF from federal contracts and grants. UNF’s ranking on the HERD survey has jumped well over 30 places since FY2014.

## INSTITUTIONAL ACHIEVEMENTS

1. UNF receives 2017 Higher Education in Diversity Award
2. Best Regional University-US News and World Report
3. Best College Value – Kiplinger’s Personal Finance list

## 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 | . | 66.1 | 66.5 | 68.7 | 69.1 | . | . | . | . |
| APPROVED GOALS | . | . | . | 67.5 | 69.7 | 70.8 | 71.8 | 72.9 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *70* | *71* | *72* | *73* |

1. **Median Wages of Bachelor’s Graduates Employed Full-time**

|  | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | . | 34,700 | 36,100 | 37,000 | 38,000 | . | . | . | . |
| APPROVED GOALS | . | . | . | 37,500 | 38,110 | 39,253 | 40,431 | 41,644 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *39,000* | *39,500* | *40,000* | *40,500* |

1. **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 | . | 17,060 | 17,290 | 17,360 | 17,680 | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 17,174 | 17,088 | 17,002 | 16,917 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *17,500* | *17,400* | *17,300* | *17,200* |

1. **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 | 26.5 | 26.2 | 30.2 | 32.9 | 33.7 | . | . | . | . |
| APPROVED GOALS | . | . | . | 30.5 | 34 | 35 | 36 | 37 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *35* | *36* | *37* | *38* |

1. **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 | 76.1 | 77.8 | 74.6 | 75.4 | 77.5 | . | . | . | . |
| APPROVED GOALS | . | . | . | 77 | 76 | 77 | 78 | 79 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *78* | *79* | *80* | *81* |

## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

1. **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 | 44.6 | 44.8 | 44.7 | 48.7 | 51.7 | . | . | . | . |
| APPROVED GOALS | . | . | . | 48 | 53 | 54 | 55 | 56 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *53* | *54* | *55* | *56* |

1. **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 | 36.2 | 33.5 | 32.6 | 32.1 | 30.2 | . | . | . | . |
| APPROVED GOALS | . | . | . | 33 | 33 | 34 | 35 | 36 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *30* | *31* | *32* | *33* |

1. **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 | 51.2 | 50.2 | 50.0 | 48.9 | 53.6 | . | . | . | . |
| APPROVED GOALS | . | . | . | 51 | 52 | 53 | 54 | 55 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *54* | *55* | *56* | *57* |

1. **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 | 69.4 | 71.1 | 71.9 | 71.7 | 80.3\* | . | . | . | . |
| APPROVED GOALS | . | . | . | 73 | 73 | 74 | 75 | 76 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *81* | *81* | *82* | *82* |

Note\*: In 2016-17, UNF improved their data collection for this metric and are therefore not eligible for improvement points this year.

1. **BOT Choice: 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 | 8 | 11 | 14 | 16 | 19 | . | . | . | . |
| APPROVED GOALS | . | . | . | 15 | 17 | 18 | 19 | 20 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *20* | *21* | *22* | *23* |

## 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 | . | . | . | 0 | 0 | 0 | 0 | 0 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *0* | *0* | *0* | *0* |

**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 | 26 | 13 | 19 | 14 | 15 | . | . | . | . |
| APPROVED GOALS | . | . | . | 19.5 | 18 | 19 | 20 | 21 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *16* | *17* | *18* | *19* |

**Professional Licensure & Certification Exam First-time Pass Rates**

| **CALENDAR YEAR** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018****GOALS** | **2019****GOALS** | **2020****GOALS** | **2021****GOALS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nursing | 96 | 85 | 94 | 94 | 94 | *95* | *95* | *95* | *95* |
| *US Average* | *85* | *85* | *87* | *88* | *90* | *.* | *.* | *.* | *.* |

| **MULTI-YEAR** | **2011-13** | **2012-14** | **2013-15** | **2014-16** | **2015-17** | **2018****GOALS** | **2019****GOALS** | **2020****GOALS** | **2021****GOALS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical Therapy | 97 | 97 | 96 | 96 | 96 | *97* | *97* | *97* | *97* |
| *US Average* | *89* | *90* | *91* | *92* | *92* | *.* | *.* | *.* | *.* |

**Exam Scores Relative to Benchmarks**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Above or Tied | 2 | 2 | 2 | 2 | *2* | *2* | *2* | *2* | *2* |
| Total | 2 | 2 | 2 | 2 | *2* | *2* | *2* | *2* | *2* |

## KEY PERFORMANCE INDICATORS (*CONTINUED*)

### Teaching & Learning Metrics

**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 | 4.9 | 4.9 | 4.8 | 4.8 | 4.8 | . | . | . | . |
| APPROVED GOALS | . | . | . | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 4.7 | 4.6 | 4.5 | *4.4* |

**Six-Year FTIC Graduation Rates** [full-time and part-time]

|  | **2007-13** | **2008-14** | **2009-15** | **2010-16** | **2011-17** | **2012-18** | **2013-19** | **2014-20** | **2015-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 48.6 | 54.8 | 54.0 | 53.0 | 56.3 | . | . | . | . |
| APPROVED GOALS | . | . | . | 55 | 56 | 57 | 58 | 59 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 57 | 58 | 59 | *60* |

**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 | 3,221 | 3,177 | 3,207 | 3,255 | 3,206 | . | . | . | . |
| APPROVED GOALS | . | . | . | 3,300 | 3,280 | 3,305 | 3,330 | 3,355 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 3,250 | 3,280 | 3,310 | *3,330* |

**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 | 582 | 590 | 598 | 622 | 619 | . | . | . | . |
| APPROVED GOALS | . | . | . | 600 | 640 | 646 | 653 | 659 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 625 | 630 | 635 | *640* |

**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 | 17 | 18 | 19 | 18 | 19 | . | . | . | . |
| APPROVED GOALS | . | . | . | 19.5 | 20 | 21 | 21 | 22 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *20* | *20* | *21* | *21* |

## KEY PERFORMANCE INDICATORS (*CONTINUED*)

### Teaching & Learning Metrics

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

|  | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 25 | 23 | 24 | 22 | 21 | . | . | . | . |
| APPROVED GOALS | . | . | . | 23 | 23 | 23 | 23 | 23 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 22 | 22 | 22 | *22* |

**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 | 8 | 11 | 14 | 16 | 19 | . | . | . | . |
| APPROVED GOALS | . | . | . | 15 | 16 | 17 | 18 | 19 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 20 | 21 | 22 | *23* |

**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 | 26 | 29 | 30 | 33 | 36 | . | . | . | . |
| APPROVED GOALS | . | . | . | 31 | 34 | 35 | 36 | 37 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 37 | 38 | 39 | *40* |

**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 | 33 | 34 | 35 | 34 | 38 | . | . | . | . |
| APPROVED GOALS | . | . | . | 36 | 37 | 38 | 39 | 40 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 39 | 40 | 41 | *42* |

### 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 | 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 | 1 | 0 | 0 | 1 | 2 | . | . | . |
| APPROVED GOALS | . | . | . | . | 1 | 1 | 1 | 1 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *1* | *1* | *2* | *2* |

## 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 | 4.5 | 3.7 | 3.7 | 5.1 | 6.5 | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 9.7 | 10.6 | 11.7 | 12.9 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 8.3 | 9.0 | 9.3 | *9.6* |

**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 | 40 | 44 | 50 | 41 | 30 | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 69 | 74 | 82 | 90 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 40 | 45 | 50 | *50* |

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

|  | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 2 | 0 | 0 | 2 | 1 | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 3 | 3 | 4 | 5 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 3 | 3 | 4 | *5* |

**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 | 0 | 1 | 1 | 1 | . | . | . |
| APPROVED GOALS | . | . | . | . | 1 | 1 | 2 | 2 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 1 | 1 | 2 | *2* |

**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 | 1 | 1 | 0 | . | . | . |
| APPROVED GOALS | . | . | . | . | 1 | 1 | 1 | 1 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | 0 | 1 | 1 | *2* |

## 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.

This KPI is a revision of a similar but broader institution-specific KPI proposed in last year’s Work Plan. The revised metric, which was originally proposed as one of the three Board of Trustees’ Choice metrics UNF presented to the Board of Governors last October, focuses institutional attention specifically on internships that are part of a student’s degree program, and aligns with the federal focus on providing students with real world work experience prior to degree completion.

**1. Percent of Bachelor's Graduates Engaged in Internships**

| **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46.3% | 45.9%% | 46.4% | 47.1%% | 50.1% | *51%* | *52%* | *53%* | *54%* |

## ENROLLMENT PLANNING

### Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

|  | FALL2013ACTUAL | FALL2014ACTUAL | FALL2015ACTUAL | FALL2016ACTUAL | FALL2017ACTUAL | FALL2018*PLAN* | FALL2019*PLAN* | FALL2020*PLAN* | FALL2021*PLAN* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNDERGRADUATE |  |  |  |  |  |  |  |  |  |
| FTIC (Regular Admit) | 6,669 | 6,684 | 6,306 | 6,495 | 6,998 | *7,380* | *7,490* | *7,610* | *7,730* |
| FTIC (Profile Admit) | 22 | 16 | 22 | 16 | 25 | *25* | *25* | *25* | *25* |
| FCS AA Transfers | 4,349 | 4,104 | 3,958 | 3,671 | 3,490 | *3,350* | *3,360* | *3,370* | *3,380* |
| Other AA Transfers | 373 | 357 | 361 | 348 | 343 | *350* | *350* | *350* | *350* |
| Post-Baccalaureates | 0 | 0 | 527 | 505 | 496 | *490* | *495* | *500* | *505* |
| Other Undergraduates | 2,595 | 2,743 | 2,416 | 2,562 | 2,635 | *2,670* | *2,680* | *2,690* | *2,700* |
| Subtotal | 14,008 | 13,904 | 13,590 | 13,597 | 13,987 | *14,265* | *14,400* | *14,545* | *14,690* |
| GRADUATE |  |  |  |  |  |  |  |  |  |
| Master’s | 1,472 | 1,499 | 1,427 | 1,404 | 1,440 | *1,470* | *1,500* | *1,530* | *1,560* |
| Research Doctoral | 100 | 105 | 100 | 94 | 89 | *90* | *95* | *100* | *105* |
| Professional Doctoral | 114 | 150 | 251 | 359 | 438 | *445* | *455* | *465* | *475* |
| Subtotal | 1,686 | 1,754 | 1,778 | 1,857 | 1,967 | *2,005* | *2,050* | *2,095* | *2,140* |
| UNCLASSIFIED |  |  |  |  |  |  |  |  |  |
| H.S. Dual Enrolled | 8 | 39 | 27 | 37 | 34 | *40* | *40* | *40* | *40* |
| Other1 | 556 | 490 | 487 | 484 | 537 | *540* | *540* | *540* | *540* |
| Subtotal | 564 | 529 | 514 | 521 | 571 | *580* | *580* | *580* | *580* |
| TOTAL | 16,258 | 16,187 | 15,882 | 15,975 | 16,525 | *16,850* | *17,030* | *17,220* | *17,410* |

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

|  | 2012-13ACTUAL | 2013-14ACTUAL | 2014-15ACTUAL | 2015-16ACTUAL | 2016-17ACTUAL | 2017-18PLAN | 2018-19PLAN | 2019-20PLAN | 2020-21PLAN | 2021-22PLAN |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RESIDENT |  |  |  |  |  |  |  |  |  |  |
| LOWER | 4,717 | 4,572 | 4,639 | 4,371 | 4,649 | 4,922 | 5,020 | 5,120 | 5,220 | 5,320 |
| UPPER | 4,679 | 7,555 | 7,296 | 7,228 | 7,200 | 7,394 | 7,530 | 7,570 | 7,610 | 7,650 |
| GRAD I | 993 | 994 | 1,004 | 945 | 908 | 937 | 960 | 980 | 1,000 | 1,020 |
| GRAD II | 172 | 169 | 200 | 262 | 364 | 402 | 410 | 420 | 430 | 440 |
| TOTAL | **13,561** | **13,289** | **13,139** | **12,805** | **13,121** | 13,655 | 13,920 | 14,090 | 14,260 | 14,430 |
| NON-RESIDENT |  |  |  |  |  |  |  |  |  |  |
| LOWER | 130 | 151 | 191 | 195 | 208 | 236 | 240 | 245 | 250 | 255 |
| UPPER | 185 | 184 | 176 | 199 | 249 | 287 | 300 | 300 | 305 | 305 |
| GRAD I | 104 | 103 | 132 | 149 | 140 | 139 | 140 | 145 | 145 | 150 |
| GRAD II | 9 | 13 | 28 | 51 | 56 | 66 | 70 | 70 | 75 | 75 |
| TOTAL | **428** | **452** | **528** | **594** | **650** | 728 | 750 | 760 | 775 | 785 |
| TOTAL |  |  |  |  |  |  |  |  |  |  |
| LOWER | 4,484 | 4,723 | 4,830 | 4,566 | 4,856 | 5,158 | 5,260 | 5,365 | 5,470 | 55,75 |
| UPPER | 7,864 | 7,739 | 7,472 | 7,427 | 7,447 | 7,681 | 7,830 | 7,870 | 7,915 | 7,955 |
| GRAD I | 1,096 | 1,097 | 1,136 | 1,094 | 1,048 | 1,075 | 1,100 | 1,125 | 1,145 | 11,70 |
| GRAD II | 180 | 182 | 228 | 313 | 420 | 468 | 480 | 490 | 505 | 515 |
| TOTAL | **13,988** | **13,741** | **13,666** | **13,399** | **13,771** | 14,383 | 14,670 | 14,850 | 15,035 | 15,215 |
| 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)*

|  | 2012-13ACTUAL | 2013-14ACTUAL | 2014-15ACTUAL | 2015-16ACTUAL | 2016-17ACTUAL | 2017-18PLAN | 2018-19PLAN | 2019-20PLAN | 2020-21PLAN | 2021-22PLAN |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNDERGRADUATE |  |  |  |  |  |  |  |  |  |  |
| Distance (80-100%) | 1,054 | 1,389 | 1,722 | 1,941 | 2,320 | *2,736* | *2,950* | *3,070* | *3,190* | *3,320* |
| Hybrid (50-79%) | 175 | 185 | 214 | 260 | 291 | *225* | *230* | *235* | *240* | *245* |
| Classroom (0-50%) | 11,484 | 10,888 | 10,367 | 9,792 | 9,692 | *9,879* | *9,910* | *9,930* | *9,955* | *9,965* |
| Subtotal | 12,713 | 12,462 | 12,303 | 11,993 | 12,303 | *12,840* | *13,090* | *13,235* | *13,385* | *13,530* |
| GRADUATE |  |  |  |  |  |  |  |  |  |  |
| Distance (80-100%) | 163 | 186 | 252 | 296 | 345 | *438* | *470* | *500* | *530* | *550* |
| Hybrid (50-79%) | 88 | 49 | 65 | 103 | 109 | *90* | *90* | *90* | *95* | *95* |
| Classroom (0-50%) | 1,025 | 1,044 | 1,047 | 1,008 | 1,014 | *1,015* | *1,020* | *1,025* | *1,025* | *1,040* |
| Subtotal | 1,276 | 1,279 | 1,364 | 1,407 | 1,468 | *1,544* | *1,580* | *1,615* | *1,650* | *1,685* |

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.

### BACHELOR’S PROGRAMS

| PROGRAM TITLES | CIP CODE6‐digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT*in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
| --- | --- | --- | --- | --- | --- | --- |
| BA in Disabilities and Society | 05.0210 | \_\_\_\_ | None | DL & Face to face | TBD | Mar/June |
| BFA Graphic Design & Digital Media | 50.0409 | Gap Analysis | FAMU, UF,USF SP | No | TBD | Mar/June |
| BS in Information Technology | 11.0103 | STEM | FAMU, FIU, FSU, UCF, USF T, USF SM, UWF | TBD | TBD | Mar/June |
| BS in Information Systems | 11.0104 | STEM | None | TBD | TBD | Mar/June |
| BS in Information Science | 11.0401 | STEM | None | TBD | TBD | Mar/June |
| BS in Computer Science | 11.0701 | STEM | None | TBD | TBD | Mar/June |

### MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS

| PROGRAM TITLES | CIP CODE6‐digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT*in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
| --- | --- | --- | --- | --- | --- | --- |
| MS in Educational Technology, Training & Development | 13.0501 | Education | FAU, FSU, UCF, UWF | TBD | TBD | TBD |
| MS in Applied Behavior Analysis | 42.2814 | ------ | None | DL & Face to face | TBD | TBD |

### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2019-21

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

### BACHELOR’S PROGRAMS

| PROGRAM TITLES | CIP CODE6‐digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT*in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
| --- | --- | --- | --- | --- | --- | --- |
| BS in Coastal and PortEngineering | 14.0801 | STEM | FAMU, FAU,FGCU, FIU, UCF, UF, USFT | TBD | TBD | TBD |
| BS in Biomedical Engineering | 14.1901 | STEM | Under 14.0501: FGCU, FIU, UF | TBD | TBD | TBD |
| BA in Community Leadership | TBD | --- | None | No | TBD | TBD |
| BA in Business Analytics | 52.1301 | STEM | UF | TBD | TBD | TBD |

### MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS

| PROGRAM TITLES | CIP CODE6‐digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT*in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
| --- | --- | --- | --- | --- | --- | --- |
| MS in Sport Management | 31.0504 | \_\_\_\_ | FAMU, FSU, UCF, UF, USF T | TBD | TBD | TBD |
| MEd in Teaching English to Speakers of Other Language | 13.1401 | Education | FAU, UCF | TBD | TBD | TBD |
| MA in Deaf Education | 13.1001 | Education | None | Yes | TBD | TBD |
| MA in Early Childhood | 13.1210 | Education | None | TBD | TBD | TBD |
| MS in Business Analytics | 52.1301 | STEM | None | TBD | TBD | TBD |
| MS in Engineering Management | 14.3502 | STEM | FIU | TBD | TBD | TBD |
| MS in Materials Sci & Engin | 40.1001 | STEM | FSU | TBD | TBD | TBD |
| MHA Executive Masters | 51.0701 | Health | FAU, FIU, UCF | DL & Face to face | TBD | TBD |

### DOCTORAL PROGRAMS

| PROGRAM TITLES | CIP CODE6‐digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT*in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
| --- | --- | --- | --- | --- | --- | --- |
| DHA in Health Administration | 51.0701 | Health | UF | TBD | TBD | TBD |
| EdD in Curriculum and Instruction | 13.0301 | Education | FAU, FIU, FSU, UF, USF T, UWF | TBD | TBD | TBD |
| PhD in Biomedical Science | 26.0102 | STEM | FIU, FSU, UCF | TBD | TBD | TBD |

## State University System of  Florida Board of Governors LogoFOUR YEAR GRADUATION RATE

## 2018 IMPROVEMENT PLAN

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. [1 page max]**
	* Intensify "15 to Finish" advising campaign; portion of cohort attempting 15+ hours in initial Fall jumped 341% in 2016 & 2017 versus prior five years, but 44% of students in cohort still do not
	* Expand financial support for supplemental instruction (SI) and peer tutoring
	* Create & implement additional summer "boot camp" programs targeting difficult majors
	* Increase funding of freshman-specific Transformational Learning Opportunities, with participation tied to registration in second fall
	* Expand skill-based workshop availability, including but not limited to time management, study skills, note taking, and exam prep
	* Increase faculty participation in mid-term grade reporting and academic alerts
	* Evaluate course sequencing to facilitate student flow-through, particularly in majors with low 4-year rates
	* Expand peer-assisted student support programming in historically challenging courses/ programs
	* Expand priority registration for those students on track
	* Increase summer distance learning course availability
	* Identify and implement incentives for students to participate in SI, tutoring, and skills workshops
	* Expand social, academic, and co-curricular programming in residence halls
	* Mandate second year advising
	* Enhance and expand First Year Seminar directed to first-time-in-college students
	* Implement the Beginning College Survey of Student Engagement
	* Review and adjust policies and procedures that hinder timely graduation:
		+ Observe the 9-hour summer rule with availability of summer Bright Futures funding
		+ Review, and modify if appropriate, programs with greater than 120 credit hours
		+ Eliminate unnecessary prerequisites or in-residence credits
	* Create additional faculty professional development programs focused on retention / graduation
	* Expand development and implementation of predictive modeling for student risk assessment, and focus advising efforts on those students most at risk
	* Leverage enrollment services technology to help advisors and students track academic progress
	* Expand financial support for undergraduate research
	* Expand career services programming focused on lower division students.
	* Expand initiative to transition faculty when appropriate to using Open Educational Resources instead of costly textbooks.

## State University System of Florida Board of Governors LogoFOUR YEAR GRADUATION RATE

## 2018 IMPROVEMENT PLAN

1. **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. [1 page max**]

UNF will expand to all need-based FTIC degree-seeking students a financial aid leveraging strategy first piloted by its Enrollment Services unit in Fall 2016 to encourage FTICs in need to enroll in 15+ hours. This strategy allocates need-based institutional funds using the following award process:

* + Eligible students are FTIC degree-seeking students enrolled in 15+ hours, with unmet need, and for whom a gap exists after receiving federal, state, and other institutional assistance
	+ Need-based funds, targeted to those students least able to pay, are awarded with initial award package
	+ Eligible students with highest unmet need (excluding loans) are identified each term
	+ Institutional need-based grants are awarded from $750 to $4,000 per year (fall/ spring) with a typical award being $2,500-$4,000, depending on unmet need.

At UNF, the in-state tuition cost of three additional hours is approximately $640 per semester. Thus, a typical award more than covers the cost of the additional three hours of enrollment.

The ultimate impact of this program on 4-year rates is still to be seen, but initial results are encouraging. Fall 2016 saw a 310% increase over the previous year in the number of FTICs with need-based aid taking 15 or more hours, and the number grew even higher in Fall 2017. Data will be reviewed each year to assure this proactive approach is making a significant impact on 4- year rates.

FOUR YEAR GRADUATION RATE

2018 IMPROVEMENT PLAN

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

Certification:

*(Chair, University of Board of Trustees)*

Date: r

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**2018**

**Accountability Plan**

Glossary

*4/28/2018*

STATE UNIVERSITY SYSTEM *of* FLORIDA

# Board of Governors

## Performance Based Funding

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

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

1. Median Wages

of Bachelor’s Graduates Employed Full‐time

One Year After Graduation

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

1. Cost to the Student

Net Tuition & Fees

for Resident Undergraduates per 120 Credit Hours

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

1. Four Year FTIC Graduation Rate
2. Academic Progress Rate *2nd Year Retention with GPA Above 2.0*
3. University Access Rate *Percent of Undergraduates with a Pell‐grant*

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

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

Source: State University Database System (SUDS).

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell‐grant during the fall term. Unclassified students, who are not eligible for Pell‐grants, were excluded from this metric.

Source: State University Database System (SUDS).

1. Bachelor's Degrees within Programs of Strategic Emphasis

8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double‐majors are included).

Source: State University Database System (SUDS).

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double‐majors are included).

Source: State University Database System (SUDS).

8b. Freshmen in Top 10% of High School Class Applies only to: NCF

Percent of all degree‐seeking, first‐time, first‐year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida as reported to the Common Data Set.

### BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the “Excess Hour Surcharge” (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased‐in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non‐native credit hours that are not used toward the degree, non‐native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers’ Training Corps (ROTC) program). Source: State University Database System (SUDS).

### BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources

FAMU

10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU

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

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non‐state and non‐institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non‐Hispanic Black and Hispanic students. This metric does not include students classified as Non‐Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

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

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

10e. Number of Bachelor Degrees Awarded Annually UCF

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

Source: New College of Florida.

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

10f. Number of Licenses/Options Executed Annually UF

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

10g. Percent of Undergraduate FTE in Online Courses UNF

Number of Postdoctoral Appointees

USF

Percentage of Adult Undergraduates Enrolled UWF

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

Source: State University Database System (SUDS).

This metric is based on the number of post‐doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.

Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree‐seeking, or unclassified.

Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

An average weighted grade point average of 4.0 or higher and an average SAT score of

Average GPA and SAT Score

Public University National Ranking

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

A top‐50 ranking on at least two well‐known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full‐time, FTIC)

Freshman Retention Rate (Full‐time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

6‐year Graduation Rate (Full‐time, FTIC)

National Academy Memberships

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part‐time students, or who transfer into the institution.

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

Science & Engineering Research Expenditures ($M)

Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).

Non‐Medical

Science & Engineering Research Expenditures ($M)

Total S&E research expenditures in non‐medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.

National Ranking in S.T.E.M. Research Expenditures

The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.

Patents Awarded (3 calendar years)

Doctoral Degrees Awarded Annually

Number of Post‐Doctoral Appointees

Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year‐lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd‐>yyyymmdd AND APT/1)".

Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.

The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

Endowment Size ($M)

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

### Key Performance Indicators

### Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class

Professional/Licensure Exam First‐time Pass Rates

Average Time to Degree

for FTIC in 120hr programs

Six‐Year Graduation Rates

Bachelor’s and Graduate Degrees Awarded

Percent of all degree‐seeking, first‐time, first‐year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.

The average pass rates as a percentage of all first‐time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board’s 2025 System Strategic Plan calls for all institutions to be above or tied the exam’s respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non‐Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first‐time, single‐major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

The First‐time‐in‐college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full‐ time and part‐time students are used in the calculation. FTIC includes ‘early admits’ students who were admitted as a degree‐seeking student prior to high school graduation. Source: State University Database System (SUDS).

This is a count of first‐major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria. Source: State University Database System (SUDS).

Bachelor’s Degrees Awarded To African‐ American and Hispanic Students

Race/Ethnicity data is self‐reported by students. Non‐Hispanic Black and Hispanic do not include students classified as Non‐Resident Alien or students with a missing race code. Degree data is based on first‐major counts only – second majors are not included.

Percentage of Degrees is based on the number of baccalaureate degrees awarded to non‐Hispanic Black and Hispanic students divided by the total degrees awarded ‐ excluding those awarded to non‐resident aliens and unreported.

Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term

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

Percent of Undergraduate FTE Enrolled in Online Courses

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

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

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

Scholarship, Research & Innovation Metrics

National Academy Members

Faculty Awards

Total Research Expenditures ($M)

Percent of R&D Expenditures funded from External Sources

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

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

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

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non‐state and non‐institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

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

Licenses/options executed in the fiscal year for all technologies – as reported by

Licenses/Options Executed

Number of Start‐up Companies

universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

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