# 2019



# Accountability Plan

# University of

# North Florida

BOT Approved

*04-24-19*

## 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 a single document more closely aligned with the Board of Governors’ 2025 System Strategic Plan.*

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

*Once an Accountability Plan is approved by each institution’s respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*

# TABLE OF CONTENTS

1. **STRATEGY**
   1. Mission Statement, p. 2
   2. Statement of Strategy, p. 3
   3. Strengths, Opportunities & Challenges, p. 4
   4. Key Initiatives & Investments, p. 5
   5. Graduation Rate Improvement Plan, p.6
   6. Key Achievements for Last Year, p. 7
2. **PERFORMANCE BASED FUNDING METRICS,** p. 7-8
3. **PREEMINENT RESEARCH UNIVERSITY METRICS,** p. 9-11
4. **KEY PERFORMANCE INDICATORS**
   1. Teaching & Learning, p. 12-14
   2. Scholarship, Research and Innovation, p. 14-15
   3. Institution Specific Goals, p. 16
5. **ENROLLMENT PLANNING**, p. 17-18
6. **ACADEMIC PROGRAM COORDINATION, p. 19**
7. **DEFINITIONS**, p.20

# MISSION STATEMENT

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.

**STATEMENT OF STRATEGY**

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The strategic approach at the University of North Florida is one of ambition and excellence. “Uniquely UNF” represents a commitment to leadership and innovation in areas where others might hesitate or retreat. Faculty, staff and administrators are dedicated to excellence in teaching, research, and service through increased collaboration, advancement, and inclusion.

The University of North Florida demonstrates a singular focus on student success through a comprehensive set of student services, faculty achievement and academic enrichment. We emphasize individual attention with high impact educational practices to attract students across the state and beyond. UNF’s commitment to our graduates is that they be fully prepared to engage in a successful career or attend their choice of graduate school.

Northeast Florida is a dynamic, growing market offering many opportunities for students particularly in logistics, health care, military, insurance, and coastal businesses. UNF, as Jacksonville’s only public university, accepts responsibility to partner and achieve even greater distinction for the city through the investment of resources which will establish the University as a progressive center for the generation of innovative ideas and practices.

**STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)***

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

**Strengths**:

* Internships and High Impact Experiences: 87% of grads participated in at least one high-impact practice.
* Small Classes and Individualized Attention: With a student to faculty ratio of 19 to 1 and an average class size of 30 students, UNF professors work with students individually to ensure success. 91% of all undergraduate courses have less than 50 students. Over 73% of UNF fulltime instructional faculty are either tenured or on a tenure track line resulting in more terminally degreed and research-active faculty in undergraduate classrooms.
* Academic and Student Affairs: The two divisions combined in 2018, resulting in increased collaboration, student engagement, and financial savings.
* Community Engagement: UNF holds the Community Engagement Classification from The Carnegie Foundation for the Advancement of teaching. UNF’s Community Action Plan involved 240 UNF stakeholders in documenting the impact the institution has on the region and beyond.
* UNF’s Writing Center: *Writing Around the Curriculum* is the University’s Quality Enhancement Plan partially because of the strong infrastructure already in place in the Writing Center.
* Geography: Proximity to vibrant and diverse business community, particularly in strategic areas, and to the beach.
  + UNF makes a substantial impact on Northeast Florida and beyond with its strong healthcare, transportation and logistics, and coastal programs, with hundreds of associated firms in our backyard.
  + Environmentally Beautiful Campus: UNF’s nearly 1,200-acre campus, close to the Atlantic Ocean, includes a nature preserve and LEED-certified green buildings, demonstrating our commitment to the environment. UNF also owns 1,050 acres on the Intracoastal Waterway used for research.
* Academically Gifted Students: High school students entering UNF in the fall of 2018 had an average GPA of 4.32 — our most academically gifted class to date, and second only to the University of Florida within the SUS.
* Employment after Graduation: UNF leads the SUS in the percentage of its graduates who are employed in our state, with a nearly 5% higher rate than the next-best school.
* Student Success: UNF has dramatically increased its graduation rate over the last four years due to targeted attention.
* Partnership for Healthier America (PHA): The University received an award at the National PHA Conference for completing all required elements to promote health for students.
* Rise Above Resilience Program: Provides students with the knowledge and skills to overcome difficult challenges and experiences.

**Opportunities and Challenges:**

Student Success:

* Despite growth in 4-year grad rates, first-year retention remains a challenge, but signals opportunity for substantial further lift in grad rates. We anticipate that the partnerships of Student and Academic Affairs will have a positive impact, as well as many other initiatives.
* New top leadership, at both the President and Provost level, provides a dynamic perspective and innovative ideas to leapfrog the University to the next level.
* Opportunities exist to further support student well-being, especially in areas of stress, anxiety, and depression.
* New initiatives to address difficult gateway courses are needed to increase student success at lower levels.
* Community need and student demand for programs do not align with areas able to grow without resources.
* Significant opportunities exist to grow the UNF Entrepreneurial Center and downtown presence.

**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.*

**Student success:** Enhance faculty excellence

* Increase faculty in areas of strategic emphasis
* Increase faculty preparation to teach in online learning modalities
* Offer professional development focused on teaching first-time full-time students
* Reward faculty for implementing research-based and analytics-based pedagogy promoting positive student outcomes

**Student Success:** Increase enrollment strategically

* Further advance predictive modeling to identify and admit students with significant probability of success
* Recruit additional students who are economically disadvantaged and first generation, but have significant probability of success
* Recruit additional students seeking degrees in areas of strategic emphasis
* Promote UNF+ Pathways to streamline paths for undergraduate students to enroll in graduate programs

Graduation Rate Improvement Plan

This narrative subcomponent 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. **Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.**

Due in part to the initiatives below, UNF’s four-year graduation rate increased to 38.5%, an 11% higher rate than last year, and is expected to grow similarly in the coming year.

* + Increased supplemental instruction visits by 52% vs. last year; students visiting SI at least once per week improved an average of two letter grades
  + Supported 44% more students with peer-assisted student support programming
  + Served 221% more students in skill-based workshop programming
  + Number of full-time FTICs (FTFTs) with need-based aid taking 15+ hours in first Fall increased by 22%; now more need-based than non-need-based FTFTs take 15+ hours
  + Percentage of all degree-seeking resident undergrads attempting 15+ hours in Fall has increased by an SUS-leading 81% vs. three years ago
  + Required mid-term grade reporting by all faculty as of Spring 2019; 54% more degree- seeking undergrads received one or more midterm grade in Fall 2018 vs. last year
  + Mandated second-year advising for all students as of Fall 2018
  + Implemented new registration plan in April 2019: prioritizes students on track to graduate
  + Launching Begin. College Survey of Student Engagement to all incoming FTICs in Sum ‘19
  + Launched UNF+ pathways program to incentivize & facilitate graduation in 3 years and immediate transition into grad school, to include reduced grad tuition for our own grads
  + Created new “Community Alliance for Student Success” to launch in Summer 2019; facilitates recruitment, retention & graduation of black students by involving local black government & industry leaders & UNF senior students as mentors to teams of freshmen
  + Created & launched new Student 360 software portal as centralized student data access point for advisors, integrating retention risk scores from our own predictive modeling
  + Reduced student fees by $0.15/hour & reallocated $.09/hour to mental health counseling
  + Launched “Stay Strong” initiative: awards $600 book scholarship in student’s second Fall
  + Created “OER Initiative”: encourages adoption of open resources in courses by providing faculty training and support; early participation has already saved students $83,800
  + Re-designing “Personal Health and Wellness” course as enhanced First Year Seminar, to provide students with tools to be successful academically, financially, nutritionally, interpersonally, mentally, and physically
  + Launched new early alert system that refers students to Career Services to assist in major/career selection and parallel planning for limited access majors
  + Assigning a career counselor for all incoming FTICs in Fall 2019
  + Aggressively working to reduce all degree programs to 120 hours, including in engineering

Key Achievements for Last Year (2017 –2018)

**STUDENT ACHIEVEMENTS**

1. UNF graduates are employed in Florida at the highest rate of any SUS institution
2. 2 UNF students awarded International Computing Honor Society scholarships
3. Honor student (Amanda Wind) awarded a Fulbright Scholarship to Thailand

**FACULTY ACHIEVEMENTS**

1. Engineering professor (Bill Dally) funded by a prestigious Major Research Instrumentation grant awarded from the National Science Foundation (NSF)
2. Faculty Achievements: CAMS faculty member (Dawn Saracino) selected into prestigious Parkinson’s Foundation Physical Therapy Faculty program (one of only 12 selected annually)
3. Faculty Achievements: Chemistry professor (Dr. Stuart Chalk) awarded a $600,000 NSF grant to test and improve SciData

**PROGRAM ACHIEVEMENTS**

1. Awarded one of the "Best Colleges for Nutrition Degree Programs 2018-19" by schools.com
2. Best College Reviews ranked the University of North Florida’s RN to BSN program 14th in the nation
3. Department of Nutrition and Dietetics opened Center for Nutrition and Food Security

**INSTITUTIONAL ACHIEVEMENTS**

1. Wall Street Journal/Times Higher Ed – ranked among nation’s top universities
2. Ranked among top 40 universities and colleges for Best Online Bachelor’s programs
3. Florida Campus Compact award “Engaged Campus of the Year”

## PERFORMANCE BASED FUNDING METRICS

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

|  | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 66.1 | 66.5 | 68.7 | 69.3\* | 69.9 | . | . | . | . |
| APPROVED GOALS | . | . | 67.5 | 69.7 | 70 | 71 | 72 | 73 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *71* | *72* | *73* | *74* |

*Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.*

### Median Wages of Bachelor’s Graduates Employed Full-time

|  | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 34,700 | 36,100 | 37,000 | 38,000 | 38,600 | . | . | . | . |
| APPROVED GOALS | . | . | 37,500 | 38,100 | 39,000 | 39,500 | 40,000 | . | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *39,500* | *40,000* | *40,700* | *41,000* |

### Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 17,060 | 17,290 | 17,360 | 16,540\* | 12,970 | . | . | . | . |
| APPROVED GOALS | . | . | . | 17,174 | 17,500 | 17,400 | 17,300 | . | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *12,000* | *11,400* | *10,830* | *10,280* |

*Note\*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.*

### FTIC Four-Year Graduation Rate

|  | **2010-14** | **2011-15** | **2012-16** | **2013-17** | **2014-18** | **2015-19** | **2016-20** | **2017-21** | **2018-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 26.2 | 30.2 | 32.9 | 34.7\* | 38.5 | . | . | . | . |
| APPROVED GOALS | . | . | 30.5 | 34 | 35 | 36 | 37 | 38 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *43* | *46* | *48* | *50* |

*Note\*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.*

### Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 77.8 | 74.6 | 75.4 | 78.2\* | 78.6 | . | . | . | . |
| APPROVED GOALS | . | . | 77 | 76 | 78 | 79 | 80 | 81 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *80* | *81* | *82* | *83* |

*Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.*

*Metrics are defined in appendix. For more information about the PBF model visit:* [*http://www.flbog.edu/about/budget/performance\_funding.php.*](http://www.flbog.edu/about/budget/performance_funding.php)

**PERFORMANCE BASED FUNDING METRICS** (CONTINUED)

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 44.8 | 44.7 | 48.7 | 51.7 | 54.3 | . | . | . | . |
| APPROVED GOALS | . | . | 48 | 53 | 53 | 54 | 55 | 56 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *57* | *58* | *59* | *60* |

### University Access Rate [Percent of Undergraduates with a Pell grant]

|  | **FALL 2013** | **FALL 2014** | **FALL 2015** | **FALL 2016** | **FALL 2017** | **FALL 2018** | **FALL 2019** | **FALL 2020** | **FALL 2021** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 33.5 | 32.6 | 32.1 | 30.2 | 30.7 | . | . | . | . |
| APPROVED GOALS | . | . | 33 | 33 | 30 | 31 | 32 | 33 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *31* | *32* | *33* | *34* |

### Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 50.2 | 50.0 | 48.9 | 53.6 | 52.7 | . | . | . | . |
| APPROVED GOALS | . | . | 51 | 52 | 54 | 55 | 56 | 57 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *55* | *57* | *58* | *60* |

### 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 71.1 | 71.9 | 71.7 | 80.3\* | 83.1 | . | . | . | . |
| APPROVED GOALS | . | . | 73 | 73 | 81 | 81 | 82 | 82 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *81* | *82* | *82* | *83* |

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

### 10. BOT Choice: Percent of Undergraduate FTE in Online Courses

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 11 | 14 | 16 | 19 | 21 | . | . | . | . |
| APPROVED GOALS | . | . | 15 | 17 | 20 | 21 | 22 | 23 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *24* | *25* | *26* | *27* |

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

## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)

**Public University National Ranking** [Number of Top50 Rankings based on BOG’s official list of publications]

|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 0 | 0 | 0 | 0 | 0 | . | . | . | . |
| APPROVED GOALS | . | . | 0 | 0 | 0 | 0 | 0 | . | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *0* | *0* | *0* | *0* | *0* |

**Freshmen in Top 10% of High School Class**

|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 13 | 19 | 14 | 15 | 16 | . | . | . | . |
| APPROVED GOALS | . | . | 19.5 | 18 | 16 | 17 | 18 | 19 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *17* | *18* | *19* | *20* |

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

| **CALENDAR YEAR** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019**  **GOAL** | **2020**  **GOAL** | **2021**  **GOAL** | **2022**  **GOAL** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nursing | **85** | **94** | **94** | **94** | **95** | **95** | **95** | **95** | **95** |
| *US Average* | *85* | *87* | *88* | *90* | *92* | *.* | *.* | *.* | *.* |
| **MULTI-YEAR** | **2012-14** | **2013-15** | **2014-16** | **2015-17** | **2016-18** | **2017-19**  **GOAL** | **2018-20**  **GOAL** | **2019-21**  **GOAL** | **2020-22**  **GOAL** |
| Physical Therapy | **97** | **96** | **96** | **96** | **94** | **97** | **97** | **97** | **97** |
| *US Average* | *90* | *91* | *92* | *92* | *93* | *.* | *.* | *.* | *.* |

Exam Scores Relative to Benchmarks

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Above or Tied | 2 | 2 | 2 | 2 | 2 | . | . | . | . |
| Total | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

**Time to Degree for FTICs in 120hr programs**

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 4.9 | 4.8 | 4.8 | 4.8 | 4.5 | . | . | . | . |
| APPROVED GOALS | . | . | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.4 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *4.5* | *4.4* | *4.4* | *4.3* |

**KEY PERFORMANCE INDICATORS** (*CONTINUED*)

### Teaching & Learning Metrics

**Six-Year FTIC Graduation Rates** [full-time students only]

|  | **2008-14** | **2009-15** | **2010-16** | **2011-17** | **2012-18** | **2013-19** | **2014-20** | **2015-21** | **2016-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 55 | 54 | 53 | 56 | 58 | . | . | . | . |
| APPROVED GOALS | . | . | 55 | 56 | 57 | 58 | 59 | 60 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | . | 58 | 59 | *60* | *61* |

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 3,177 | 3,207 | 3,255 | 3,206 | 3,231 | . | . | . | . |
| APPROVED GOALS | . | . | 3,300 | 3,280 | 3,250 | 3,280 | 3,310 | 3,330 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *3,360* | *3,440* | *3,510* | *3,570* |

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 590 | 598 | 622 | 619 | 691 | . | . | . | . |
| APPROVED GOALS | . | . | 600 | 640 | 625 | 630 | 635 | 640 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *790* | *795* | *800* | *805* |

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 18 | 19 | 18 | 19 | 20 | . | . | . | . |
| APPROVED GOALS | . | . | 19.5 | 20 | 20 | 20 | 21 | 21 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *20* | *21* | *21* | *22* |

**KEY PERFORMANCE INDICATORS** (*CONTINUED*)

### Teaching & Learning Metrics

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

|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 23 | 24 | 22 | 21 | 19 | . | . | . | . |
| APPROVED GOALS | . | . | 23 | 23 | 22 | 22 | 22 | 22 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *22* | *22* | *22* | *22* |

**Percent of Undergraduate FTE in Online Courses**

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 11 | 14 | 16 | 19 | 21 | . | . | . | . |
| APPROVED GOALS | . | . | 15 | 16 | 20 | 21 | 22 | 23 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *24* | *25* | *26* | *27* |

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 29 | 30 | 33 | 36 | 35 | . | . | . | . |
| APPROVED GOALS | . | . | 31 | 34 | 37 | 38 | 39 | 40 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *38* | *39* | *40* | *41* |

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

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 34 | 35 | 34 | 38 | 37 | . | . | . | . |
| APPROVED GOALS | . | . | 36 | 37 | 39 | 40 | 41 | 42 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *40* | *41* | *42* | *43* |

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 0 | 0 | 0 | 0 | 0 | . | . | . | . |
| APPROVED GOALS | . | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | . | 0 | 0 | *0* | *0* |

#### Faculty Awards

|  | **Fall 2012** | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 1 | 0 | 0 | 1 | 3 | . | . | . | . |
| APPROVED GOALS | . | . | . | 1 | 1 | 1 | 1 | 2 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *1* | *1* | *2* | *2* |

**KEY PERFORMANCE INDICATORS** (*CONTINUED*)

### Scholarship, Research and Innovation Metrics

**Total Research Expenditures ($M)**

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 3.7 | 3.7 | 5.1 | 6.5 | 10.0 | . | . | . | . |
| APPROVED GOALS | . | . | . | 9.7 | 8.3 | 9 | 9.3 | 9.6 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *10.5* | *11* | *11.5* | *12* |

**Percentage of Research Expenditures Funded from External Sources**

|  | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 44 | 50 | 41 | 30 | 40 | . | . | . | . |
| APPROVED GOALS | . | . | . | 69 | 40 | 45 | 50 | 50 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *45* | *50* | *50* | *50* |

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

|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 0 | 0 | 2 | 1 | 0 | . | . | . | . |
| APPROVED GOALS | . | . | . | 3 | 3 | 3 | 4 | 5 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* | *.* | *2* | *3* | *4* | *4* |

**Number of Licenses/Options Executed Annually**

|  | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 0 | 0 | 1 | 1 | 1 | 1 | . | . | . |
| APPROVED GOALS | . | . | . | 1 | 1 | 1 | 2 | 2 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* |  | *1* | *2* | *2* | *2* |

**Number of Start-up Companies Created**

|  | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | 0 | 0 | 1 | 1 | 0 | 0 | 1 | . | . |
| APPROVED GOALS | . | . | . | 1 | 0 | 1 | 1 | 2 | . |
| *PROPOSED GOALS* | *.* | *.* | *.* | *.* |  | *1* | *1* | *2* | *2* |

**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 Bachelor’s Graduates Engaged in Internships**

| **2013-14**  **ACTUAL** | **2014-15 ACTUAL** | **2015-16 ACTUAL** | **2016-17 ACTUAL** | **2017-18 ACTUAL** | **2018-19 GOAL** | **2019-20 GOAL** | **2020-21 GOAL** | **2021-22 GOAL** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45.9% | 46.4% | 47.1% | 50.1% | 50.2% | *52%* | *53%* | *54%* | *55%* |

## ENROLLMENT PLANNING

**Fall Headcount Enrollment by Student Level** *(for all degree‐seeking students at all campuses)*

|  | 2014 | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNDERGRADUATE | |  |  |  |  |  |  | . | . | . |
| ACTUAL | | 13,904 | 13,590 | 13,597 | 13,987 | 14,256 | . | . | . | . |
| APPROVED GOALS | | . | . | . | 13,630 | 14,265 | 14,400 | 14,545 | 14,690 | . |
| *PROPOSED GOALS* | | *.* | *.* | *.* | *.* | *.* | *14,540* | *14,700* | *14,840* | *14,930* |
| GRADUATE | |  |  |  |  |  |  |  |  |  |
| ACTUAL | | 1,754 | 1,778 | 1,857 | 1,967 | 2,165 | . | . | . | . |
| APPROVED GOALS | | . | . | . | 1,934 | 2,005 | 2,050 | 2,095 | 2,140 | . |
| *PROPOSED GOALS* | | *.* | *.* | *.* | *.* | *.* | *2,230* | *2,270* | *2,300* | *2,320* |

**Fall Headcount Enrollment by Student Type** *(for all degree‐seeking students at all campuses)*

|  | 2014  Actual | 2015  Actual | 2016 Actual | 2017 Actual | 2018 Actual | *2019 Plan* | *2020 Plan* | *2021 Plan* | *2022 Plan* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNDERGRADUATE |  |  |  |  |  |  |  |  |  |
| FTIC | 6,700 | 6,328 | 6,511 | 7,023 | 7,541 | *7,690* | *7,780* | *7,850* | *7,900* |
| FCS AA Transfers | 4,104 | 3,958 | 3,671 | 3,490 | 3,160 | *3,220* | *3,260* | *3,290* | *3,310* |
| Other AA Transfers | 357 | 361 | 348 | 343 | 347 | *355* | *360* | *360* | *360* |
| Post‐Baccalaureates | 0 | 527 | 505 | 496 | 495 | *505* | *510* | *515* | *520* |
| Other Undergraduates | 2,743 | 2,416 | 2,562 | 2,635 | 2,713 | *2,770* | *2,790* | *2,825* | *2,840* |
| Subtotal | 13,904 | 13,590 | 13,597 | 13,987 | 14,256 | *14,540* | *14,700* | *14,840* | *14,930* |
| GRADUATE |  |  |  |  |  |  |  |  |  |
| Master’s | 1,499 | 1,427 | 1,404 | 1,440 | 1,593 | *1,650* | *1,680* | *1,700* | *1,710* |
| Research Doctoral | 105 | 100 | 94 | 89 | 89 | *90* | *90* | *100* | *100* |
| Professional Doctoral | 150 | 251 | 359 | 438 | 473 | *490* | *500* | *500* | *510* |
| Subtotal | **1,754** | **1,778** | **1,857** | **1,967** | **2,155** | *2,230* | *2,270* | *2,300* | *2,320* |
| TOTAL | 15,658 | 15,368 | 15,454 | 15,954 | 16,411 | *16,770* | *16,970* | *17,140* | *17,250* |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include ‘Unclassified’ students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

### Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

|  | 2014 | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACTUAL | | 12 | 13 | 18 | 21 | 22 | . | . | . | . |
| APPROVED GOALS | | . | . | . | . | . | . | . | . | . |
| *PROPOSED GOALS* | | *.* | *.* | *.* | *.* | *.* | *24* | *26* | *28* | *30* |

**ENROLLMENT PLANNING** *continued*

### Actual & Planned FTE Enrollment by Residency & Student Level

|  | 2013‐14  ACTUAL | 2014‐15  ACTUAL | 2015‐16  ACTUAL | 2016‐17  ACTUAL | 2017‐18  ACTUAL | 2018‐19  PLAN | 2019‐20  PLAN | 2020‐21  PLAN | 2021‐22  PLAN | 2022‐23  PLAN |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RESIDENT |  |  |  |  |  |  |  |  |  |  |
| LOWER | 4,572 | 4,639 | 4,371 | 4,649 | 4,935 | 5,150 | 5,250 | 5,315 | 5,370 | 5,395 |
| UPPER | 7,555 | 7,296 | 7,228 | 7,200 | 7,420 | 7,530 | 7,680 | 7,775 | 7,850 | 7,890 |
| GRAD I | 994 | 1,004 | 945 | 908 | 941 | 1,070 | 1,110 | 1,130 | 1,140 | 1,150 |
| GRAD II | 169 | 200 | 262 | 364 | 402 | 410 | 420 | 430 | 440 | 445 |
| TOTAL | 13,289 | 13,139 | 12,805 | 13,121 | 13,697 | 14,160 | 14,460 | 14,650 | 14,800 | 14,880 |
| NON‐RESIDENT |  |  |  |  |  |  |  |  |  |  |
| LOWER | 151 | 191 | 195 | 208 | 223 | 260 | 265 | 270 | 270 | 275 |
| UPPER | 184 | 176 | 199 | 246 | 262 | 320 | 325 | 330 | 335 | 335 |
| GRAD I | 103 | 132 | 149 | 140 | 135 | 140 | 145 | 145 | 150 | 150 |
| GRAD II | 13 | 28 | 51 | 56 | 66 | 80 | 85 | 85 | 85 | 90 |
| TOTAL | 452 | 528 | 594 | 650 | 686 | 800 | 820 | 830 | 840 | 850 |
| TOTAL |  |  |  |  |  |  |  |  |  |  |
| LOWER | 4,723 | 4,830 | 4,566 | 4,856 | 5,158 | 5,410 | 5,515 | 5,585 | 5,640 | 5,670 |
| UPPER | 7,739 | 7,472 | 7,427 | 7,447 | 7,682 | 7,850 | 8,005 | 8,105 | 8,185 | 8,225 |
| GRAD I | 1,097 | 1,136 | 1,094 | 1,048 | 1,075 | 1,210 | 1,255 | 1,275 | 1,290 | 1,300 |
| GRAD II | 182 | 228 | 313 | 420 | 468 | 490 | 505 | 515 | 525 | 535 |
| TOTAL | 13,741 | 13,666 | 13,399 | 13,771 | 14,383 | 14,960 | 15,280 | 15,480 | 15,640 | 15,730 |

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree- seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

**Percent of FTE Enrollment by Method of Instruction** *(all degree‐seeking students at all campuses)*

|  | 2013‐14  ACTUAL | 2014‐15  ACTUAL | 2015‐16  ACTUAL | 2016‐17  ACTUAL | 2017‐18  ACTUAL | 2018‐19  PLAN | 2019‐20  PLAN | 2020‐21  PLAN | 2021‐22  PLAN | 2022‐23  PLAN |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNDERGRADUATE |  |  |  |  |  |  |  |  |  |  |
| Distance (80‐100%) | 11% | 14% | 16% | 19% | 21% | 24% | 25% | 26% | 27% | 28% |
| Hybrid (50‐79%) | 1% | 2% | 2% | 2% | 2% | 2% | 2% | 2% | 2% | 2% |
| Classroom (0‐50%) | 87% | 84% | 82% | 79% | 77% | 74% | 73% | 72% | 71% | 70% |
| GRADUATE |  |  |  |  |  |  |  |  |  |  |
| Distance (80‐100%) | 15% | 18% | 21% | 24% | 28% | 32% | 33% | 34% | 35% | 36% |
| Hybrid (50‐79%) | 4% | 5% | 7% | 7% | 6% | 6% | 6% | 6% | 6% | 6% |
| Classroom (0‐50%) | 82% | 77% | 72% | 69% | 66% | 62% | 61% | 60% | 59% | 58% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree- seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2019-20

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 2018 Accountability Plan list for programs under consideration for 2019-21.

### BACHELOR’S PROGRAMS

| PROGRAM TITLES | CIP CODE  6‐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 |
| --- | --- | --- | --- | --- | --- | --- |
| BFA Graphic Design & Digital Media | 50.0409 | GAP Analysis | FAMU, UF,  USF SP | No | 80 HC  80 FTE | Jan/Mar |
| BS in Biomedical Sciences | 26.0102 | STEM | USF, UWF,  UCF, FIU,  FSU, FAU | No | TBD | Mar/June |

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

| PROGRAM TITLES | CIP CODE  6‐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 Construction  Management | 15.1001 | STEM | FIU, UF | No | TBD | Jan/Mar |
| MS in Educational Technology, Training & Development | 13.0501 | Education | FAU, FSU, UCF, UWF | Yes | TBD | Mar/June |
| MS in Business Analytics | 52.1301 | STEM | FSU, UF  Offers similar | TBD | TBD | Mar/June |
| MS in Global MBA | 52.1101 | Global | ---- | TBD | TBD | Mar/June |

### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

### BACHELOR’S PROGRAMS

| PROGRAM TITLES | CIP CODE  6‐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 Port  Engineering | 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 |
| BBA in Business Intelligence | 52.1201 | STEM | Similar majors: FAU, FGCU, FIU, FSU, UCF, UF, USF, UWF | DL & face to face | TBD | TBD |
| BS in Learning Design & Technology | 13.0501 | STEM | None | DL & face to face | TBD | TBD |

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

| PROGRAM TITLES | CIP CODE  6‐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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 Materials Sci & Engin | 40.1001 | STEM | FSU | TBD | TBD | TBD |
| MA in Arts Management | 50.0704 | ----- | None | TBD | TBD | TBD |

### DOCTORAL PROGRAMS

| PROGRAM TITLES | CIP CODE  6‐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 |