

# 2018 Accountability Plan

STATE UNIVERSITY

## 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

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## MISSION STATEMENT (What is your purpose?)

Our mission at UWF is to:

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

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

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

## STATEMENT OF STRATEGY (How will you get there?)

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

### Strategic Directions

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



## KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

### 1. Student Success

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

### 2. Programs of Distinction

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

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

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

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



# Key Achievements for 2016-17

## STUDENT ACHIEVEMENTS

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

## FACULTY ACHIEVEMENTS

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

## PROGRAM ACHIEVEMENTS

1. In 2016, UWF Department of Accounting students ra



## PERFORMANCE BASED FUNDING METRICS

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### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	57.7	61.0	67.6	63.8				









## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### Total Research Expenditures (\$M)

	2012-13	2013-14	2014-15	2015-16	2016-2017-18	2018-19	2019-20	2020-21
ACTUAL	19	20	31	41	40	.	.	.
APPROVED GOALS	.	.	.	.	39	40	42	45
PROPOSED GOALS	.	.	.	.	.	37	38	38

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

	2012-13	2013-14	2014-15	2015-16	2016-2017-18	2018-19	2019-20	2020-21
ACTUAL	76	69	43	30	30	.	.	.
APPROVED GOALS	.	.	.	.	38	40	41	42
PROPOSED GOALS	.	.	.	.	.	30	31	32

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

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

#### Number of Licenses/Op tionLS



## ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 W> E	FALL 2019 W> E	FALL 2020 W> E	FALL 2021 W> E
<b>UNDERGRADUATE</b>									
FTIQRegularAdmit)	4,430	4,356	4,272	4,106	3,971	3,971	3,971	3,971	3,971
FTIQProfileAdmit)	501	526	594	583	475	475	475	475	475
FCSAATransfers	2,274	2,046	1,951	1,879	1,805	1,805	1,805	1,805	1,805
OtherAATransfers	300	297	262	312	332	332	332	332	332
PostBaccalaureates	0	234	379	411	359	359	359	359	359
OtherUndergraduates	2,249	2,232	2,329	2,349	2,605	2,605	2,605	2,605	2,605
<b>Subtotal</b>	<b>9,754</b>	<b>9,691</b>	<b>9,787</b>	<b>9,640</b>	<b>9,547</b>	<b>9,547</b>	<b>9,547</b>	<b>9,547</b>	<b>9,547</b>
<b>GRADUATE</b>									
Master's	1,843	2,020	2,026	2,289	2,437	2,437	2,437	2,437	2,437
ResearchDoctoral	147	158	251	318	344	344	344	344	344



ENROLLMENT PLANNING (CONTINUED)





This appendix subcomponent of the 2018 Accountability Plan is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

**1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.**

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

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

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

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

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

## 2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.

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

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

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

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

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

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

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

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

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