2019
Accountability Plan

UNIVERSITY OF NORTH FLORIDA

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.

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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 student support excellence

- Create a success team for each student that involves professionals in academics, career services, financial aid, and student-assisted support
- Implement targeted mentoring programs for first-time full-time students
- Improve software systems for student-centered scheduling, early warning, and progress toward degree
- Use onboarding processes and predictive modeling to identify students most likely to need additional support services
- Provide improved preventative and treatment options for student health
- Further integrate student affairs into academic affairs
- Advance career success through internships
- Streamline progress toward degree through improved curriculum design
- Enhance financial support for students to further decrease cost to degree
- Maintain low default rate (1.4%) compared with 10.8% nationally

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; expecting 12%+ further growth in grad rate in the coming 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

1. 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	69.1	69.3	.	.	.	.
APPROVED GOALS	.	.	67.5	69.7	70	71	72	73	.
PROPOSED GOALS	.	.	.	.	.	*71*	*72*	*73*	*74*

2. 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*

3. 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.

4. 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.

5. 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.

PERFORMANCE BASED FUNDING METRICS   (CONTINUED)

6. 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*

7. 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*

8. 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

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	2,155	.	.	.	.
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 for all students. 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 for all students. 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.

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
BACHELOR'S PROGRAMS						
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						
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	Jan/Mar
MS in Business Analytics	52.1301	STEM	FSU, UF offers similar	TBD	TBD	Mar/June
MBA 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.

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
BACHELOR'S PROGRAMS						
BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T	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,	DL & face-to-face	TBD	TBD

			FGCU, FIU, FSU, UCF, UF, USF, UWF			
BS in Learning Design & Technology	13.0501	STEM	None	DL & face-to-face	TBD	TBD
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
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	Yes	TBD	TBD
MS in Materials Science & Engineering	40.1001	STEM	FSU	TBD	TBD	TBD
MA in Arts Management	50.0704	---	None	TBD	TBD	TBD
DOCTORAL PROGRAMS						
DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
EdD in Curriculum & 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