



**THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES
Presidential Scorecard Discussion**

August 19, 2015 @ 9:00 a.m.

**UWF, Building 10 Downstairs Conference Room
11000 University Parkway, Pensacola, FL 32514**

- 1. Call to Order and Chair's Remarks** **Lewis Bear, Jr.**
- 2. Presidential Scorecard Discussion**
- 3. Adjournment**

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	Directional Arrows	MOST RECENT DATA		1-Year		5-Year	
						Date	Amount	FROM:	Amount	FROM:	Amount
Strategic Direction #1 Enhanced Student Access, Progression, and Learning and Development											
Positive trends in student learning and development	1	<p>TARGETS: Complete academic restructuring, including enhancement of high-impact practices and advising via University College. Complete the revamp of General Education. Implement attendance and progress-to-degree policies, and launch a curriculum process revision team.</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • General Studies Courses Attendance Policy for FTIC Students (AC-33.01-12/14) • Undergraduate Student Progress to Degree Policy (AC-34.01-12/14) • College of Science, Engineering, and Health launched inaugural annual Summer Undergraduate Research Program • Implementation of multiple high impact practices and high impact learning experiences related to UWF's Quality Enhancement Plan, Communication for Professional Success • Implemented Ellucian DegreeWorks for student advising; Ellucian Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to help students graduate on time • Florida Virtual Campus was transitioned to the Complete Florida Plus Program hosted by UWF's Innovation Institute – 110 employees and \$22.8M budget 									
Ensure appropriate access, recruitment, and affordability	2	Applications Received from First-Time, Degree-Seeking, Undergraduate Students	▲		▼	Fall 2014	10,039	Fall 2013	12,347	Fall 2009	4,513
	3	Acceptance Rate for First-Time, Degree-Seeking, Undergraduate Students	Monitor		↔	Fall 2014	41.7% (4,183)	Fall 2013	48.1% (5,937)	Fall 2009	69.9% (3,154)
	4	Yield Rate for First-Time, Degree-Seeking, Undergraduate Students	▲		▲	Fall 2014	33.9% (1,421)	Fall 2013	22.5% (1,333)	Fall 2009	38.9% (1,227)
	5	Average SAT Score (for 3 subtests) for Newly Enrolled FTICs	▲		▼	Fall 2014	1531	Fall 2013	1563	Fall 2009	1591
	6	Average ACT Score for Newly Enrolled FTICs	▲		▲	Fall 2014	23.4	Fall 2013	23.3	Fall 2009	23.2
	7	Average High School GPA at the Time of Admission for Newly Enrolled FTICs	▲		▲	Fall 2014	3.58	Fall 2013	3.51	Fall 2009	3.5
	8	Total Fall Headcount Enrollment (Undergraduate, Graduate, Non-Degree-Seeking)	▲		▼	Fall 2014	12,596	Fall 2013	12,607	Fall 2009	11,191
	9	Percent of Total Fall Headcount Enrollment From Out of State (Origin)	↔		↔	Fall 2014	11.9%	Fall 2013	15.1%	Fall 2009	13.3%
	10	Total Annual State-Fundable Full-Time Equivalent (FTE) Enrollment as Percent of Fall Headcount	▲		▲	2014-2015	60.7% (6,840/12,596)	2013-2014	55.9% (7,046/12,607)	2009-2010	59.2% (6,624/11,191)
	11	Student Diversity: Percent of Students Who Are Women	Monitor		↔	Fall 2014	58.9%	Fall 2013	58.4%	Fall 2009	60.5%
	12	Student Diversity: Percent of Students Who Are Minorities	Monitor		↔	Fall 2014	29.2%	Fall 2013	29.4%	Fall 2009	23.7%
	13	Percent of Enrolled Undergraduates Who Are 25 or Older (BOG PBF #10)	↔		▲	2014-2015	33.3%	2013-2014	32.0%	2009-2010	32.26%

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	Directional Arrows	MOST RECENT DATA		1-Year		5-Year	
						Date	Amount	FROM:	Amount	FROM:	Amount
Strategic Direction #1 Enhanced Student Access, Progression, and Learning and Development (Continued)											
Positive trends in recruitment and retention of diverse student body, faculty, and staff.	14	First-Year, Fall-to-Fall Retention Rate for Full-Time FTICs Entering in the Fall (or Summer-to-Fall) with GPA ≥ 2.0 (BOG PBF #5)	▲	Jan-2016	Pending	Fall 2014 - Fall 2015 ^p	Pending	Fall 2013 - Fall 2014	64.7% ↑	Fall 2009 - Fall 2010	65.9%
	15	Annual Percent Change (1-yr Δ) in the Average Cost per Bachelor's Degree (Instructional Cost to the University) (BOG PBF #3)	▼	Jan-2016	Pending	2014-2015 ^p	Pending	2013-2014	6.1% ↑	2009-2010	-4.3%
	16a	Annual Percent Change (1-yr Δ) in Cost of Attendance for Full-Time Undergraduate Florida Residents Living on Campus	▼	Jul-2015	▼	2014-2015	2%	2013-2014	7%	2009-2010	8.8%
	16b	Annual Percent Change (1-yr Δ) in Cost of Attendance for Full-time Undergraduate Florida Residents Living at Home	▼	Jul-2015	▼	2014-2015	1%	2013-2014	5%	2009-2010	8.1%
Positive trends in student completion	17	Four-Year Graduation Rate for FTICs (Full-Time and Part-Time) Entering in the Fall (or Summer-to-Fall)	▲	Feb-2016	Pending	Fall 2011 - Spring 2015 ^p	Pending	Fall 2010 - Spring 2014	25.1% ↑	Fall 2006 - Spring 2010	22.2%
	18	Six-Year Graduation Rate for FTICs (Full-Time and Part-Time) Entering in the Fall (or Summer-to-Fall) (BOG PBF #4)	▲	Feb-2016	Pending	Fall 2009 - Spring 2015 ^p	Pending	Fall 2008 - Spring 2014	50.6% ↑	Fall 2004 - Spring 2010	45.8%
	19	Percent of Bachelor's Degrees Awarded Without Excess Hours (BOG PBF#9)	▲	Jan-2016	Pending	2014-2015 ^p	Pending	2013-2014	67% ↑	2009-2010	NA
	20	Distance Learning Undergraduate FTE Enrollment as Percent of Total Undergraduate FTE (does not include hybrid courses)	▲	Jul-2015	▼	2014-2015	26.5%	2013-2014	29.2%	2009-2010	25.9%
	21	Distance Learning Graduate Student FTE Enrollment as Percent of Total Graduate FTE (does not include hybrid courses)	▲	Jul-2015	▼	2014-2015	55.9%	2013-2014	57.0%	2009-2010	54.1%
	22	University Access Rate: Percent of Fall Undergraduates with a Pell Grant (BOG PBF #7)	↔		▲	Fall 2014	41.7%	2013-2014	40.5%	2009-2010	30.0%

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	Directional Arrows	MOST RECENT DATA		1-Year		5-Year	
						Date	Amount	FROM:	Amount	FROM:	Amount
Strategic Direction #2 Distinctive Teaching, Scholarship, Research and Professional											
Ensure appropriate array of quality program offerings	23	<p>TARGETS: Maintain existing discipline accreditations with emphasis on programs with professional accreditations, and pursue new accreditation, as appropriate. Continue implementation of the Academic Master Plan to move select academic and research programs to greater levels of distinction. Prepare for launch of Mechanical Engineering.</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> Continued the necessary organizational changes in Academic Affairs to implement the Academic Master Plan. Implemented the Improvement Plan as presented to the Board of Governors focusing on: Six-year graduation rates for FTIC, Academic Progress Rate, and Baccalaureate Degrees Awarded without Excess hours. Reinstatement of \$3.8M performance funding hold back from FL Board of Governors Received an additional \$2M in UWF operational support and maintained the previous year's \$2M for a total of \$4M Improved metrics by 16 points this year for a total of 37, and received \$5.7M in performance based funding \$5M increase in recurring budget for Office of Economic Development and Engagement \$250K increase in recurring budget for Military and Veterans Resource Center \$1M additional recurring budget for a new Physician's Assistant Program Maintenance of all UWF base budget programs including: Mechanical Engineering, Physician's Assistant, Complete Florida, and statewide Career and Education Planning Tool. UWF Center for Environmental Diagnostics and Bioremediation was awarded a grant totaling \$231,000 by the Gulf of Mexico Research Initiative UWF launched its first Massively Open Online Course (MOOC) offering a 6-week, free online course entitled, Introduction to Geographic Information Systems 									
		Positive trends in professional readiness of graduates	24	Median Wages for Baccalaureate Graduates Employed in Florida One Year after Graduation (BOG PBF #2)	▲	Feb-2016	Pending	2013-2014 ^P Graduates	Pending	2012-2013 Graduates	\$32,900 ↑
Maintain niche of small class sizes	25	UWF Undergraduate Class Size: Percent with Fewer Than 50 Students	↔		▲	Fall 2014	92.1%	Fall 2013	90.3%	Fall 2009	91.7%
Improve degrees awarded in areas of strategic emphasis.	26	Baccalaureate Degrees Awarded in Programs of Strategic Emphasis (BOG PBF #6)	▲	Jul-2015	▲	2014-2015	51.1%	2013-2014	50.0%	2009-2010	44%
	27	Graduate Degrees Awarded in Programs of Strategic Emphasis (BOG PBF #8)	▲	Jul-2015	▼	2014-2015	38.8%	2013-2014	46.6%	2009-2010	50%
Recruit and retain high-quality faculty	28	Percent of Faculty Who Are Women	Monitor		↔	Fall 2014	45.0%	Fall 2013	45.1%	Fall 2009	57% (this is % of faculty & staff)
	29	Percent of Faculty Who Are Minorities	Monitor		↔	Fall 2014	16.8%	Fall 2013	14.9%	Fall 2009	19% (this is % of faculty & staff)
	30	Average Nine-Month Equated Salary for Full-Time Instructional Faculty	▲		▲	2014-2015	\$67,464	2013-2014	\$66,258	2009-2010	\$62,816
	31	Percent of Undergraduate Credit Hours Taught by Full-Time Faculty	↔	Jan-2016	Pending	2014-2015 ^P	Pending	2013-2014	63.2% ↑	2009-2010	62%

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	Directional Arrows	MOST RECENT DATA		1-Year		5-Year	
						Date	Amount	FROM:	Amount	FROM:	Amount
Increase grant funding and faculty scholarship	32	UWF Research Contracts and Grants: Dollar Amount of Awards Received	▲	Aug-2015	Pending	2014-2015 ^P	Pending	2013-2014	\$23.9M ↑	2009-2010	\$16.7M
	33	UWF Total Expenditures from Sponsored Research and Contracts and Grants	▲	Aug-2015	Pending	2014-2015 ^P	Pending	2013-2014	\$18.9M ↑	2009-2010	\$16.1M
Strategic Direction #3 Valued Partnerships: Community											
Contribute to the economy and quality of life in NWFL	34	Percent of Baccalaureate Graduates Employed Full-Time in Florida or Continuing their Education One Year After Graduation (BOG PBF #1)	▲	Feb-2016	Pending	2013-2014 ^P Graduates	Pending	2012-2013 Graduates	66.6% ↑	2008-2009 Graduates	NA
Expand partnerships	35	<p>TARGETS: Expand partnerships: Launch Complete Florida Plus, including the transition of the Florida Virtual Campus to UWF. Continue to strengthen partnerships with Florida colleges, K-12, government, military, industry, and community organizations. Continue to enhance and institutionalize community engagement initiatives and activities throughout the University.</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • Carnegie Community Engagement Classification (also satisfies component of State University System 2012-2025 Strategic Plan); first-time achievement; UWF was the only public institution in Florida to receive the classification in 2014-2015 • Named a "Best for Vets" college by Military Times • Ranked No. 35 out of the Top 100 Four-Year Colleges in the "Best for Vets: Colleges 2015" list by Military Times • UWF Historic Trust grand opening on October 2, 2014 of Voices of Pensacola presented by Gulf Power Company • Partnered with National Park Service at the Gulf Islands National Seashore to establish the Gulf Islands Research and Education Center • Received a \$350,000 Florida Defense Support Task Force grant to provide educational programs to the military on installations across Florida through the newly created Complete Florida Military • Re-opened Arcadia Mills in Santa Rosa County • The Alumni Grant Program awarded over \$7,500 to support 96 students' attendances at 19 different conferences; these conferences allowed the students to present their research, connect with industry professionals, and have out-of-the-classroom learning experiences • Identified, coordinated, and implemented a comprehensive slate of more than 55 donor relations and community focused engagements and events with nearly 1,000 attendees and recipients • Moved annual fundraising operations (small gift fundraising) into Alumni Relations to better target alumni donors and increase the alumni giving participation rate (key performance indicator) • Launched the consultant-led Comprehensive Interpretive Master Planning process for the organization in order to create a long-term developmental plan for the visitor experience and physical assets of the UWF Historic Trust • The University of West Florida and Historical Research Associates, Inc. signed a licensing agreement for Next Exit History; Next Exit History is a GPS-based mobile app developed by UWF faculty researchers that provides information about more than 55,000 historical sites across the country • Named one of nearly 100 colleges and universities in the nation as a Lead Institution by NASPA (Student Affairs Administrators in Higher Education) 									

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	MOST RECENT DATA		1-Year		5-Year		
					Directional Arrows	Date	Amount	FROM:	Amount	FROM:	Amount
Strategic Direction #4 Sustainable Institutional Excellence											
Recruit and retain high-quality faculty	37	Average Staff Salary (*New Definition) (Matches Cohort used in Staff Diversity& Gender)	▲		▲	2014-2015	\$49,199	2013-2014	\$48,584	2009-2010	NA
	38	Percent of Staff Who Are Women (*New Definition)	Monitor		↔	Fall 2014	62.3%	Fall 2013	61.6%	Fall 2009	NA
	39	Percent of Staff Who Are Minorities (*New Definition)	Monitor		↔	Fall 2014	20.0%	Fall 2013	18.9%	Fall 2009	NA
Increase fundraising and ensure financial stability of the institution	40	Total Annual Giving	▲	Oct-2015	Pending	2014-2015 ^P	Pending	2013-2014	\$4.2M ↑	2009-2010	\$3.0M
	41	Percent of Revenue from State Appropriations, Excluding Tuition and Fees	Monitor	Oct-2015	Pending	2014-2015	Pending	2013-2014	38.4% ↑	2009-2010	41%
	42	Composite Financial Index	▲	Jan-2016	Pending	2014-2015 ^P (FY2015)	Pending	2013-2014	2.9 ↑	2009-2010	2.97
	43	Endowment	▲	Oct-2015	Pending	2014-2015 ^P	Pending	2013-2014	\$61.8M ↑	2009-2010	\$50.4M
	44	Percent of Alumni Who Are Donors	▲	Oct-2015	Pending	2014-2015 ^P	Pending	2013-2014	3.9% ↓	2009-2010	3.9%
Improve systems and efficiencies of operations	45	<p>TARGETS: Banner implementation complete. Continue implementing efficiencies in operations, target is \$500,000 in savings and/or cost avoidance in 2014/15.</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • Banner implementation project completed • Course Inventory Management (CIM) system implemented; CIM facilitates program- and course-related curriculum change requests • Operational efficiencies: Online Career Development Guide, T2 Ticketing System, Installed Light Emitting Diode (LED) to Replace Existing Fluorescent, Installed Light Emitting Diode (LED) to Replace Metal Halide, Boiler No. 2 Replacement, Chilled Water System Upgrade, App on Campus, Argo Tracker, Automation of Academic Interest Questionnaire, Contactless Door Access-Completion of Pilot and Begin Expansion, Expansion of online services, Expansion of on-the-go services to students, Follett Discover for Faculty and Students, Implemented Qualtrics as a survey tool for use by all employees and students, Implemented waitlists and schedule planners, iPad Kiosk Technology, Military web application and reports, Online Career Development Guide, Online Student Assessment of Instruction, Tableau "tracker reports", Temporary Pass Tracking, Text2Solve App 									
Ensure reaffirmation of accreditation from SACSCOC in 2015	46	<p>TARGETS: Complete Compliance Certification Report; host onsite team in Spring 2015. Begin implementation of UWF's Quality Enhancement Plan (QEP).</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • Completed and submitted SACSCOC Compliance Certification Report and Focused Report and facilitated off-site and on-site reaffirmation of accreditation reviews • UWF's Quality Enhancement Plan (Communication for Professional Success) approved for implementation by SACSCOC on-site reaffirmation of accreditation review committee 									
Implementation of Campus Master Plan	47	<p>TARGETS: BEI Initiatives: Complete East Campus Complex; consider feasibility of hotel/conference center; break ground on phase 1 of University Park; begin designs for phase 1 of Greek Housing; continue plans for West Campus Development. Make progress on deferred maintenance.</p> <p>ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • Football and University Park Phase 1A (includes competition field, site work, and infrastructure as well as temporary facilities for football operations) • Starbucks Coffee was the first tenant of East Campus/Argonaut Village, which opened on June 16, 2015 • Selected X-Clean Cleaning to provide on campus laundry and dry cleaning services • Re-appropriated \$11M in funds by the Legislature for a new science laboratory annex which was previously scheduled for renovation of building 58 (Chemistry and Biology) • Completed design of campus Greek Housing • Progress on Deferred Maintenance: Replaced boilers with five new natural gas 5.0 million BTUH fire tube boilers at a total cost of \$2.702 million. 									

Presidential Scorecard 2014-2015 - Updated 08-10-2015

Presidential Goal	#	Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends 2014-2015	Date Final Data Available (Month/Year)	Directional Arrows	MOST RECENT DATA		1-Year		5-Year	
						Date	Amount	FROM:	Amount	FROM:	Amount

Note: When possible, State University System definitions have been used, which may not match definitions from the Integrated Postsecondary Education Data System (IPEDS).

Moving in direction of UBOT-approved target
Moving in opposite direction of UBOT-approved target

DEFINITIONS BY GOAL NUMBER

2014-2015 PRESIDENTIAL SCORECARD

2 Applications Received from First-Time, Degree-Seeking, Undergraduate Students (IPEDS with corrections for UWF)

First-time undergraduate student (IPEDS): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This metric includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). NOTE: Data before 2012 may not match what was reported to IPEDS.

3 Acceptance Rates for First-Time, Degree-Seeking, Undergraduate Students (IPEDS with corrections for UWF)

First-time undergraduate student (IPEDS): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This metric includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). NOTE: Data before 2012 may not match what was reported to IPEDS.

4 Yield Rates for First-Time, Degree-Seeking, Undergraduate Students (IPEDS with corrections for UWF)

First-time undergraduate student (IPEDS): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This metric includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Yield rate indicates percentage of accepted students who were successfully enrolled in the fall. NOTE: Data before 2012 may not match what was reported to IPEDS.

5 Average SAT Score (for 3 subtests)

An average SAT score 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').

6 Average ACT Score for Newly Enrolled FTICs (UWF Data Files)

An average ACT score for fall semester incoming freshmen, as reported in the admissions data that universities submit to the Board of Governors. These data include registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

7 Average High School GPA

The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0. UWF currently (2014) uses the weighted GPA on a Florida high school transcript.

8 Total Fall Headcount Enrollment--All Levels (Undergraduate, Graduate, Non-Degree-Seeking) (SUS Definition)**9 Percent of Total Fall Headcount Enrollment (All Levels - Degree-Seeking and Non-Degree-Seeking) from Out of State (Origin)**

Out of State Origin defined as any student enrolled in the Fall term who is not from Florida

10 Total State-Fundable Annual FTE Enrollment (All Levels) as a Percent of Fall Headcount Enrollment (SUS)

Annual; Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Fall headcount is the number of students enrolled in the Fall semester.

11 Student Diversity--All Levels: Percentage of Students Who Are Women (IPEDS)

Fall term

12 Student Diversity--All Levels: Percentage of Students Who Are Minorities (IPEDS)

Fall term; Excludes non-resident alien students and students with unreported race/ethnicity from total.

13 Percent of Enrolled Undergraduates Who Were 25 or Older (NOTE: Numbers used for percentages reported here include unclassified students at the undergraduate level only.)

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 the fall enrollment. This metric includes all degree-seeking undergraduates, as well as students taking undergraduate courses who are not degree-seeking (i.e., are unclassified) and who have not earned the baccalaureate or higher. Source: State University Database System (SUDS).

14 Academic Progress Rate: First-Year, Fall-to-Fall Retention Rates for Full-Time FTICS Entering in the Fall (or Summer, Continuing into Fall) with GPA greater than or equal to 2.0

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).

15 Average Cost per Bachelor's Degree (Instructional Cost to the University)

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

17 FTIC Graduation Rates in 4 years or fewer --Full- and Part-time

As reported in the 2012-13 Accountability report (table 4D), 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 or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

18 FTIC Graduation Rates in 6 years or fewer --Full- and Part-time

As reported in the 2012-13 Accountability report (table 4D), 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 or is still enrolled in the same institution by the sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

19 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 for transfer students in Florida, 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).

- 20 Distance Learning Undergraduate FTE Enrollment (SUS) as Percentage of Total Undergraduate FTE (does not include hybrid courses)**
- Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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.).
- 21 Distance Learning Graduate Student FTE Enrollment (SUS) as Percentage of Total Graduate FTE (does not include hybrid courses)**
- Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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.).
- 22 University Access Rate (Percent of Fall Undergraduates with a Pell Grant)**
- 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).
- 24 Median Wages of Bachelor's Graduates Employed Full-time in Florida 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. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
- 25 UWF Undergraduate Class Size (CDS) with Fewer Than 50 Students**
- From Common Dataset. Fall ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instruction faculty (full-time plus 1/3 part-time). In the ratio calculations, excluded are both faculty and students in stand-alone.
- 26 Percent Bachelor's Degrees Awarded Within Programs of Strategic Emphasis--1st & 2nd majors based on list approved by FLBOG in 11/2013**
- 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). Data changed to match new list of PSEs. Will not be comparable to earlier reports.

27 Percent Graduate Degrees Awarded Within Programs of Strategic Emphasis based on list approved by FLBOG in 11/2013

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). Data changed to match new list of PSEs. Will not be comparable to earlier reports.

28 Percentage of Faculty who are Women

Tableau Datasource: Employee. Faculty defined as Instructional &R research in Primary Activity Description filter.

29 Percentage of Faculty Who Are Minorities

Excludes non-resident aliens and personnel with unreported race/ethnicity from the total.

30 Average Nine-Month Equated Salaries for Full-Time Instructional Faculty (IPEDS)

Instructional faculty are those employees of an institution whose primary occupation includes instruction (teaching) or instruction combined with research and/or public service. Most instructional faculty are on 9/10 month contracts; salaries of faculty with 11/12 month contracts are adjusted for use in this metric by multiplying salaries by a percentage to make them comparable to salaries earned by faculty on more typical contracts.

31 Percentage of Undergraduate Credit Hours Taught by Full-time Faculty

The total of undergraduate state fundable credit hours taught divided by the undergraduate credit hours taught by full-time faculty based on pay plans 01, 02, and 22.

32 UWF Research Contracts and Grants: Dollar Amount of Proposals Submitted and Awards Received (UWF, Sponsored Programs)

Instructional faculty are those employees of an institution whose primary occupation includes instruction (teaching) or instruction combined with research and/or public service. Most instructional faculty are on 9/10 month contracts; salaries of faculty

33 Total Expenditures from Sponsored Research and Contracts and Grants (Based on 2014 Definition Change KPI)**

This metric is as reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.

34 Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation (SUS)

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

37 Average Staff Salary (*New Definition-IR) (Matches Cohort used in Staff Diversity & Gender)

Staff excludes student workers and Instructional and Research faculty. Initial Cohort used is the cohort used for Staff diversity and Gender metrics from presidential scorecard (excludes Non-report); excludes PT. All staff in this definition are a 1.00 FTE.

38 Percentage of Staff Who are Women (*New Definition-IR)

Tableau: Employee Datasource. Those who are women out of staff. Staff excludes student workers and Instructional and Research faculty. Primary Position-P; Primary Activity Description- all except Instruction&Research; Eclass Code Description- all except student hourly & student salaried; employment category description- all except unreported; ethnicity- exclude null.

39 Percentage of Staff Who are Minorities (*New Definition-IR)

Tableau: Employee Datasource. Staff excludes student workers and Instructional and Research faculty. Primary Position-P; Primary Activity Description- all except Instruction&Research; Eclass Code Description- all except student hourly & student salaried; employment category description- all except unreported; ethnicity- exclude null. Formula excludes non-resident aliens and personnel with unreported race/ethnicity from the total.

40 Total Annual Giving

As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.

42 Composite Financial Index

The CFI is an analytic tool that uses a -4 to 10 point scale to paint a composite picture of the overall financial health of an institution at a point in time, with the level 3 indicative of reasonable financial health. The CFI is best used as a component of financial goals in the institution's strategic plan, and the institution is best served if the CFI is calculated over an established time period, for example, the past three years, and the next five. This gives a more accurate picture of overall financial health.

43 Endowment

Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

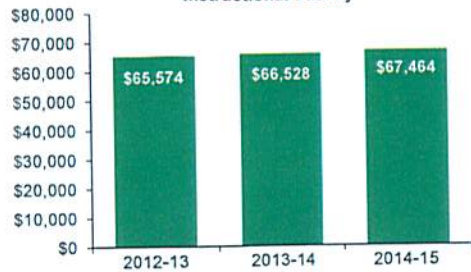
Definitions

44 Percent of Alumni Donors

As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

FACULTY SALARY

Avg. 9 - Month Equated Salary for Full-Time Instructional Faculty

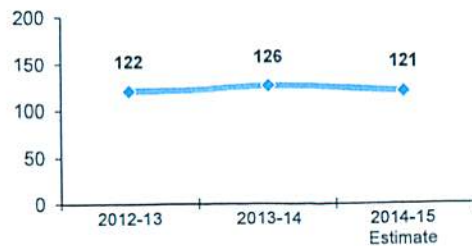


SPONSORED RESEARCH AND CONTRACTS & GRANTS

Total Expenditures

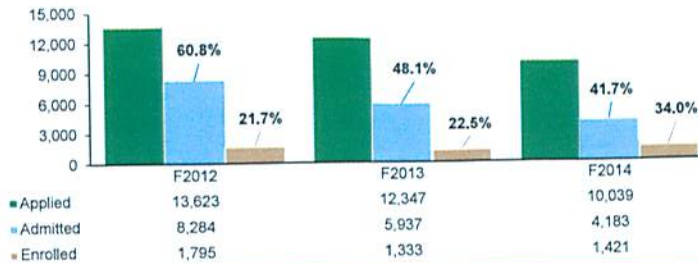


Number of Active Grants

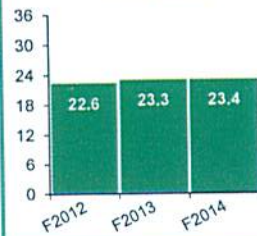


ACADEMIC QUALITY

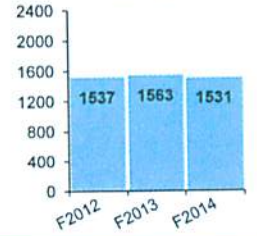
First-Time-in-College, Degree-Seeking, Undergraduate Students



Average ACT



Average SAT

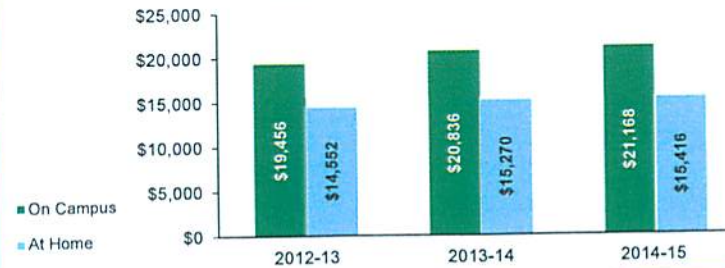


Average GPA (High School)

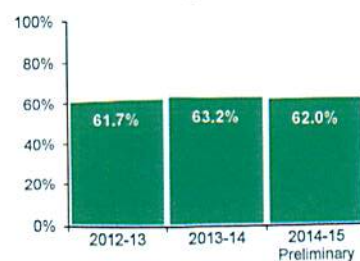


UNDERGRADUATE SUPPLEMENTARY INFORMATION

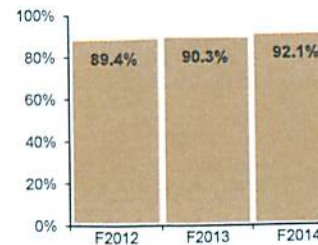
Cost of Attendance for Full-Time Undergraduate



State-Fundable Undergraduate Credit Hours Taught by FT Faculty

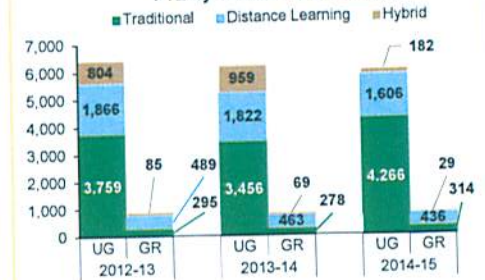


Undergraduate Class Size with less than 50 Students

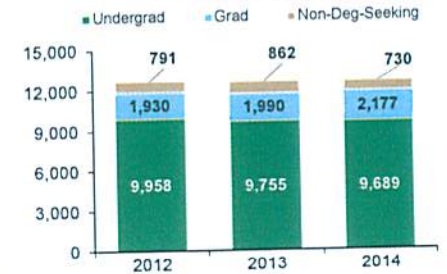


ENROLLMENT

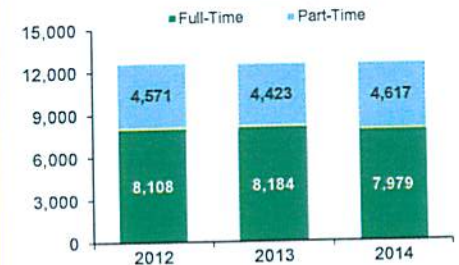
FTE by Method of Instruction



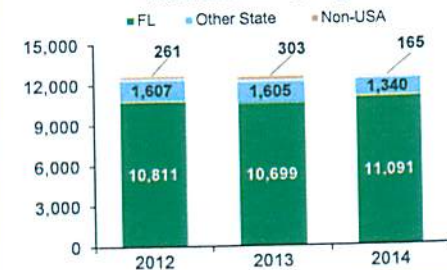
Fall Headcount by Level

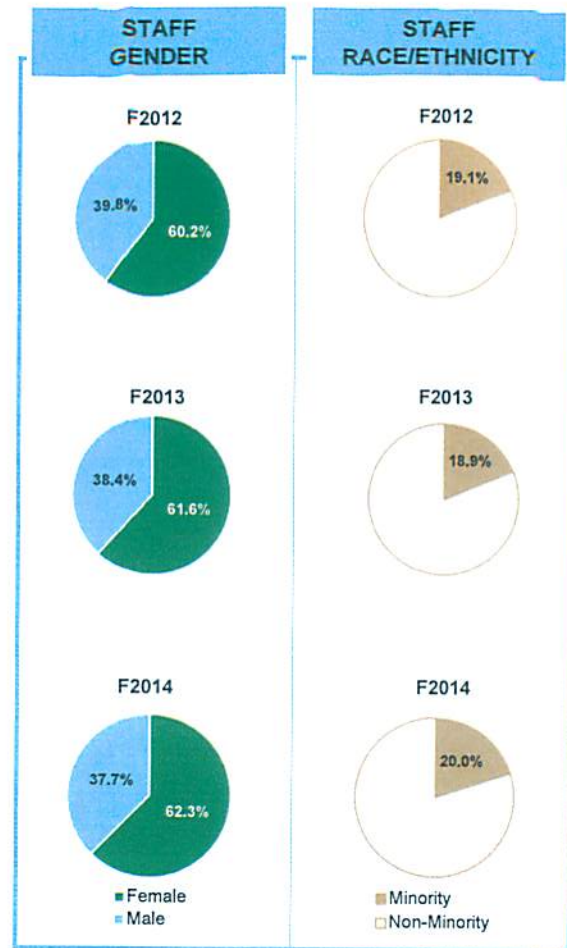
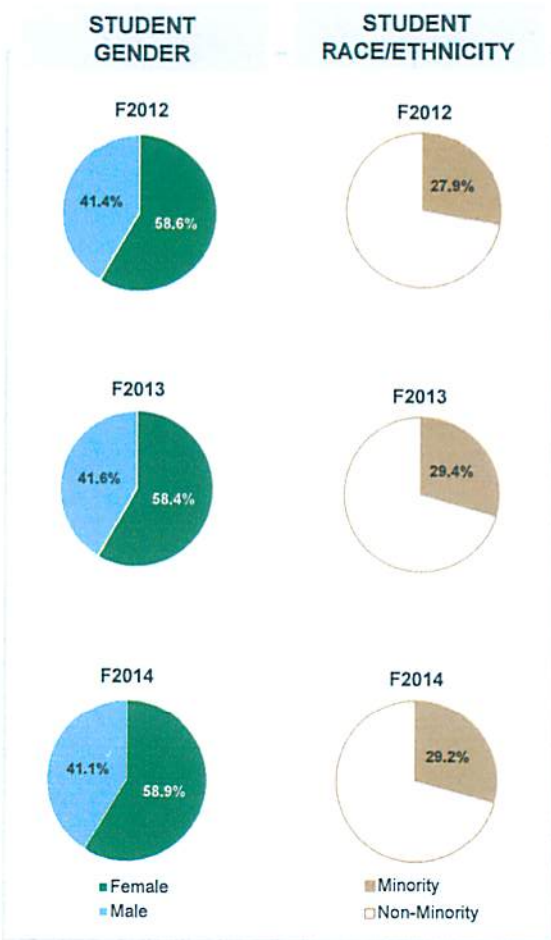


Fall Headcount by Load

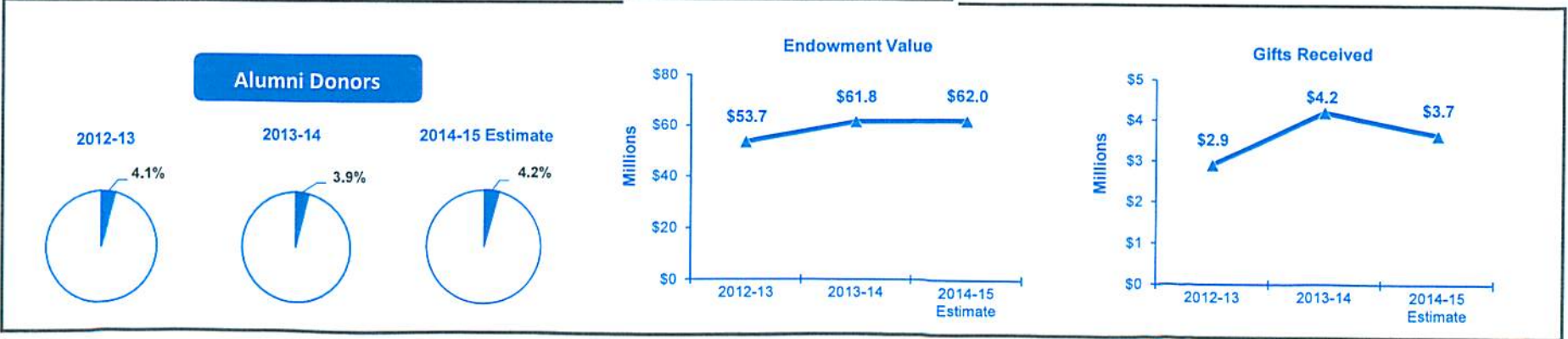


Fall Headcount by Origin





VOLUNTARY SUPPORT



Terms & Definitions	
IPEDS	The Integrated Postsecondary Education Data System (IPEDS) is the core postsecondary education data collection program for the National Center for Education Statistics (U.S. Department of Education). Data are collected from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid.
First-time undergraduate student (IPEDS)	First-time undergraduate student (IPEDS): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This metric includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). NOTE: Data before 2012 may not match what was reported to IPEDS.
Fall headcount (IPEDS)	The number of students enrolled in the fall at a postsecondary institution. Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. Includes both degree-seeking and non-degree-seeking.
Fall headcount <i>(State University System of Florida Data System, SUDS)</i>	
Total annual FTE (IPEDS)	The number of FTE students is calculated based on the credit hours reported by the institution on the IPEDS 12-month enrollment survey component and the institution's calendar system. For schools on a semester system, 30 undergraduate credit hours represents one 12-month FTE for an undergraduate student while 24 graduate credit hours represents one 12-month FTE for a graduate student. Includes both degree-seeking and non-degree-seeking.
Total annual FTE (SUDS)	In many reports and documents, including the annual state budget, the State University System uses a different methodology from that used by IPEDS to calculate FTE. In this method, undergraduate FTE is calculated by dividing total undergraduate credit hours by 40. Graduate FTE is graduate credit hours divided by 32.
Percentile	A score location below which a specified percentage of the population falls. To give an example: the 75 th percentile for newly enrolled first-time-in-college students at UWF on the composite ACT in 2012 was 25. This means that 75% of students in that cohort scored below 25.
Composite ACT	A composite ACT score is an average of a student's scores on the four sub-tests of the ACT (English, Mathematics, Reading, and Science) rounded to the nearest whole number.
Average ACT score <i>(for Newly Enrolled FTICs; UWF Data Files)</i>	An average ACT score for fall semester incoming freshmen, as reported in the admissions data that universities submit to the Board of Governors. These data include registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Average SAT score <i>(for 3 subtests)</i>	An average SAT score 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').
Average high school GPA	The high school grade point average is for students who are enrolled and upon which the student's application for admission was evaluated. A maximum of 5.0 is allowed for this element since it is possible to obtain this average with extra weights on a 4.0 scale. The GPA is based upon the high school subject area units required by the Admission Policy and are collected and recorded using the District GPA calculation. The subject areas of English, Math, Natural Science, Social Science, and Foreign Language are included. Note* District GPA started being reported Fall 2013 forward.
Distance learning undergraduate FTE enrollment (SUS) as percentage of total undergraduate FTE <i>(does not include hybrid courses)</i>	Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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.).
Distance learning graduate student FTE enrollment (SUS) as percentage of total graduate FTE <i>(does not include hybrid courses)</i>	Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. 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.).
Cost of attendance <i>(for full-time undergraduate Florida residents on campus or at home)</i>	Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms.
UWF undergraduate class size with fewer than 50 students	From Common Dataset. Fall ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instruction faculty (full-time plus 1/3 part-time). In the ratio calculations, excluded are both faculty and students in stand-alone.
Percentage of undergraduate credit hours taught by full-time faculty	The total of undergraduate state fundable credit hours taught divided by the undergraduate credit hours taught by full-time faculty based on pay plans 01, 02, and 22.
Preliminary	Preliminary data have been edited but are subject to further quality control procedures.

University of West Florida Board of Trustees - Key Performance Indicators

Percentage of student, faculty and staff who are minorities	Excludes non-resident aliens and personnel with unreported race/ethnicity from the total. Faculty defined as Instructional & Research in primary activity description filter in Tableau Data source Employee. Staff excludes student workers and Instructional and Research faculty.
Average 9-month equated salary for full-time instructional faculty	Instructional faculty are those employees of an institution whose primary occupation includes instruction (teaching) or instruction combined with research and/or public service. Most instructional faculty are on 9/10 month contracts; salaries of faculty with 11/12 month contracts are adjusted for use in this metric by multiplying salaries by a percentage to make them comparable to salaries earned by faculty on more typical contracts.
Council for aid to education's voluntary support of education survey	The Council for Aid to Education (CAE) is a national nonprofit organization established in 1952 to conduct policy research on higher education and to promote corporate support of education. CAE's annual Voluntary Support for Education (VSE) survey is the nation's sole resource on private giving to education. CAE has been collecting data on postsecondary institution fundraising since at least 1969.
Unaudited	Unaudited data are still undergoing verification procedures.
Total degrees awarded	Each year, institutions are required to report to IPEDS counts of the number of students who complete the requirements for certificates and degrees. At UWF, this would include Associate's, Bachelor's, Master's, and Doctor's degrees as well as Post-master's certificates. UWF's Specialist degree completers are reported to IPEDS in the category of Post-master's certificates. For the purpose of KPI metrics, Associate's degrees are not counted among total degrees awarded.
Total expenditures from sponsored research and contracts and grants	This metric is as reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.
Endowment	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Gifts received	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Percent of alumni donors	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.
Composite Financial Index (CFI)	The CFI is an analytic tool that uses a -4 to 10 point scale to paint a composite picture of the overall financial health of an institution at a point in time, with the level 3 indicative of reasonable financial health. The CFI is best used as a component of financial goals in the institution's strategic plan, and the institution is best served if the CFI is calculated over an established time period, for example, the past three years, and the next five. This gives a more accurate picture of overall financial health.
Calculations	
Total operating and non-operating revenues per full-time equivalent (FTE)	This metric was calculated by summing the annual operating and non-operating revenues for an institution and dividing that result by the total of annual undergraduate and graduate full-time equivalent students. Operating revenues are those generated through the provision of goods/services and include tuition/fees, operating grants/contracts, and sales/services of auxiliary enterprises. Non-operating revenues include federal and state appropriations, non-operating grants, gifts, and investment income.
Total expenses with deductions per reported full-time equivalent (FTE)	This metric was calculated by summing several categories of expenses for an institution and dividing that result by the total of annual undergraduate and graduate full-time equivalent students. Expenses may be thought of as the costs of goods and services to produce the educational services provided by the institution. Expenses include salaries and wages, employee fringe benefits, operation and maintenance of plant, and depreciation.
Revenue by source	Revenue data for each institution were obtained from the IPEDS Data Center; these revenue data were in several categories—tuition and fees; state appropriations; federal and state operating and non-operating grants and contracts; gifts; investment income; other non-operating revenues; sales and services of auxiliary enterprises; and other operating sources. Federal operating, federal non-operating, state operating, and state non-operating grants and contracts were summed to get a total government grants and contracts for each institution; likewise, gifts, investment income, other non-operating revenues, sales and services of auxiliary enterprises, and other operating sources were summed to obtain a total of other core revenues. For each institution, the four data points—tuition and fees, state appropriations, total government grants and contracts, and total other core revenues—were added for an overall total and percentages calculated for each type of revenue source by dividing the source amount by the overall amount. Peer and aspirant benchmarks were obtained by averaging the percentages within each group.
Explanations	
Missing data	Data reported by postsecondary institutions to IPEDS are made available on the IPEDS website (nces.ed.gov/ipeds). However, not all data are available for the most recent academic year. For most data elements, there is at least one year's lag time between institutional reporting and public availability. For some elements, the lag time is even greater. And some data are reported only every other year. Additionally, when institutions complete IPEDS data surveys, they are sometimes given the option of reporting the most recent years' data or data from the prior year. This results in the more recent data being available for some schools but not others. There is also the occasional case in which an institution, for whatever reason, did not report a data element.