



**THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES**

Mini Retreat Planning Session

June 17, 2021

**UWF Conference Center
Building 22
11000 University Parkway
Pensacola, FL 32514**

This public meeting will be held in the UWF Conference Center and virtually via Zoom Webinar at

<https://uwf.zoom.us/j/86214737273?pwd=dFlxNjNCZC9RVkQ1Y3ZDKzN4dmYzQT09>

Passcode: 262328

2011-2021 UWF Campus Master Plan Synopsis

Source: <https://uwf.edu/finance-and-administration/departments/facilities-management/resources/campus-master-plan/>

Item	Recommendation	Details	Status
1	Priority 1: University Park District Development	Build academic, housing, support, and/or recreational programs/spaces (new student union, Remove central section of Campus Drive	Only 1 building was constructed and a practice field. Funding and feasibility constraints prohibited additional action.
2	Priority 2: Develop Canopy District	Unifying pedestrian linkage for north and south cores of campus; demolish the southsides near the Commons.	Funding and feasibility constraints prohibited additional action.
3	Priority 3: Develop UWF Way	Multi-modal bicycle and pedestrian path to link far north area of campus with south and far east	Funding and feasibility constraints prohibited additional action.
4	Re-route Campus Drive	Create an outer loop road along the western edge of campus; no vehicle traffic from the center of campus to the perimeter.	Funding and feasibility constraints prohibited additional action.
5	Create Argo Alley	Until the outer loop road is constructed, create Argo Alley to permit vehicle traffic.	Funding and feasibility constraints prohibited additional action.
6	Expand downtown campus	Develop down to the Port of Pensacola and the proposed Maritime Park.	Pensacola downtown leadership determined the Maritime Park, as proposed in 2011, was not as feasible and moved into another direction.
7	Emerald Coast Campus	Develop a research agenda with the Regional Electrical Engineering Facility (REEF) Center at Eglin AF Base, a downtown presence at FWB, and a joint presence with NWF State College in Destin, FL.	Future sites of operation were not realized. The focus has been to expand academic programs and services at the FWB Center.
8	Develop the West Campus	Public/private enterprises	Funding and feasibility constraints prohibited additional action.
9	Develop East Campus: Create Enterprise Zone	One building with 3 restaurants, one elevated digital sign, a hotel/conference center (150 beds w 300 parking spaces)	Argonaut Village was constructed

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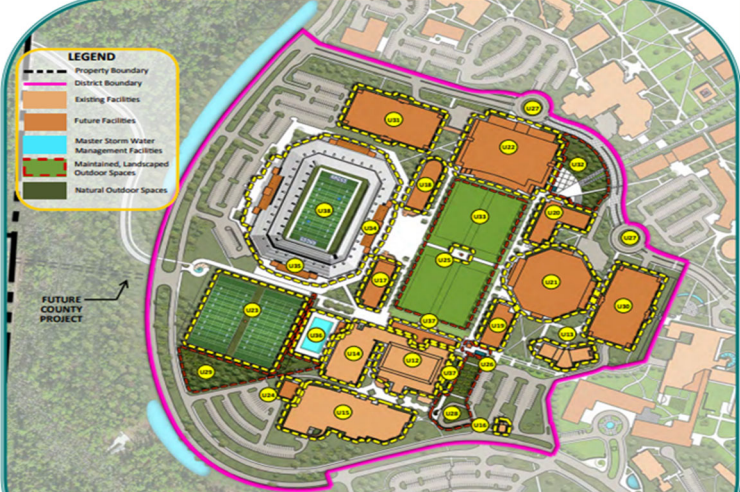
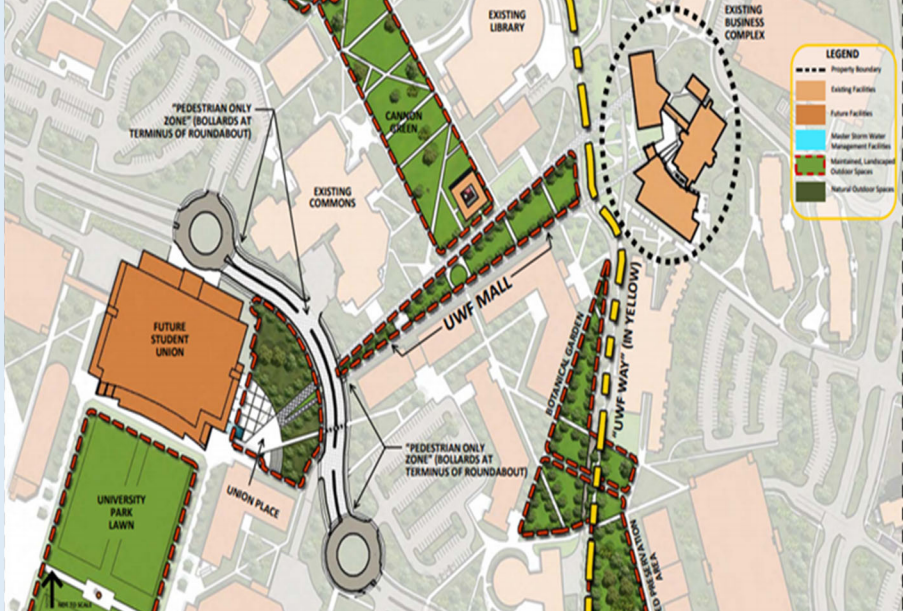
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10	Develop East Campus: Riverside District	Build a Greek Village (800 beds), two-story townhomes, 1.5 stories detached zero-lot-line housing, and 664 parking spaces).	Funding and feasibility constraints prohibited additional action.

Factors:

- Enrollment (headcount) was predicted to reach 15,000 by the 2015/16 academic year and 4% every year thereafter (accordingly, 2022 enrollment was projected to be 29,579). This did **NOT** materialize. Current enrollment is 12,549 (Spring 2021 headcount).
- Funding for PECO is diminishing.
- PECO-UICRR (utilities/ infrastructure/ capital renewal/ roofs) funding has not been received during nine of the past 10 years.
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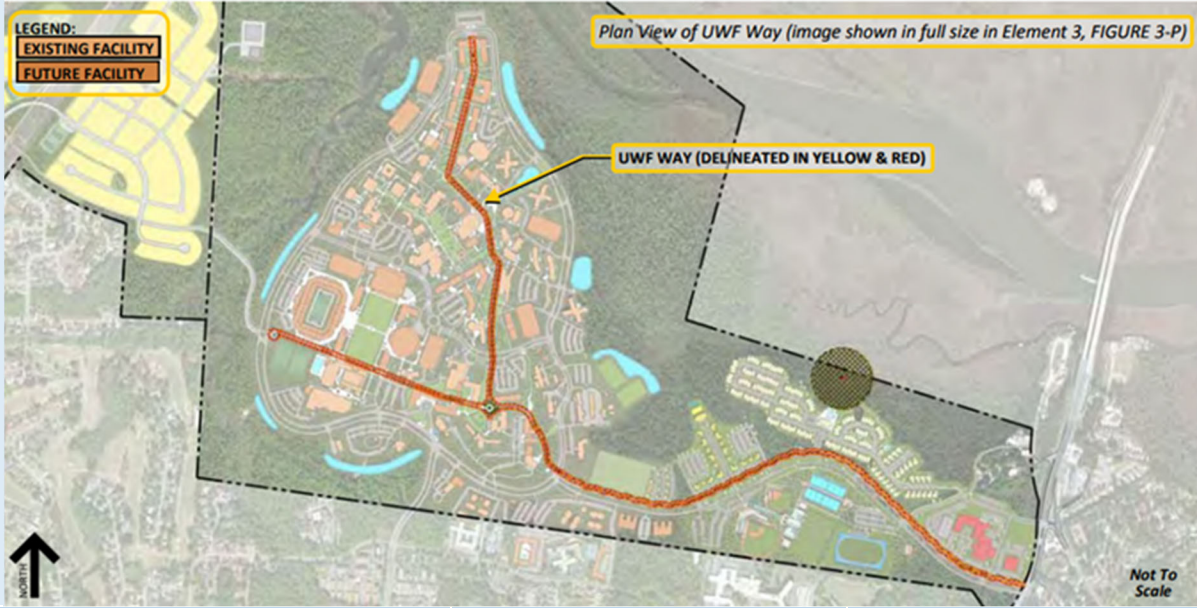
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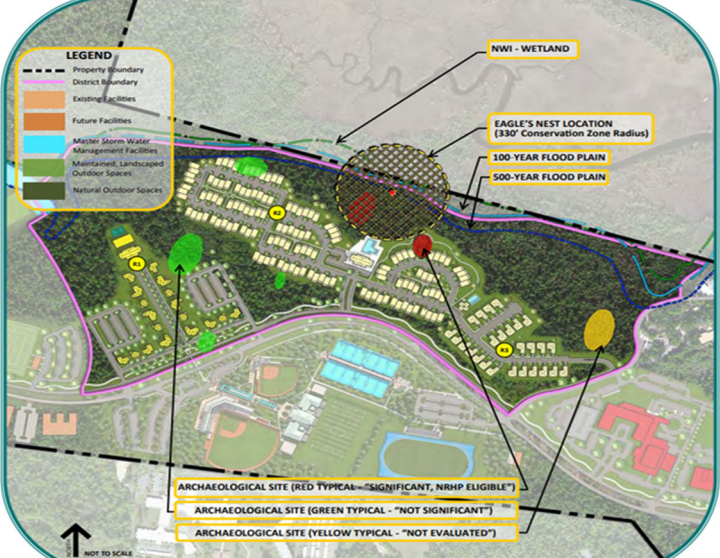
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UNIVERSITY *of* WEST FLORIDA

Strategic Plan

2017-2022



*Approved by the UWF Board
of Trustees June 29, 2017*

The University of West Florida's strategic plan for 2017-2022 builds upon the solid foundation of teaching, research, and service established since we opened our doors in 1967. The plan is built on five strategic directions and highlights priorities for transformation and growth.

Mission

Our mission at UWF is to

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

The President's Vision for UWF

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

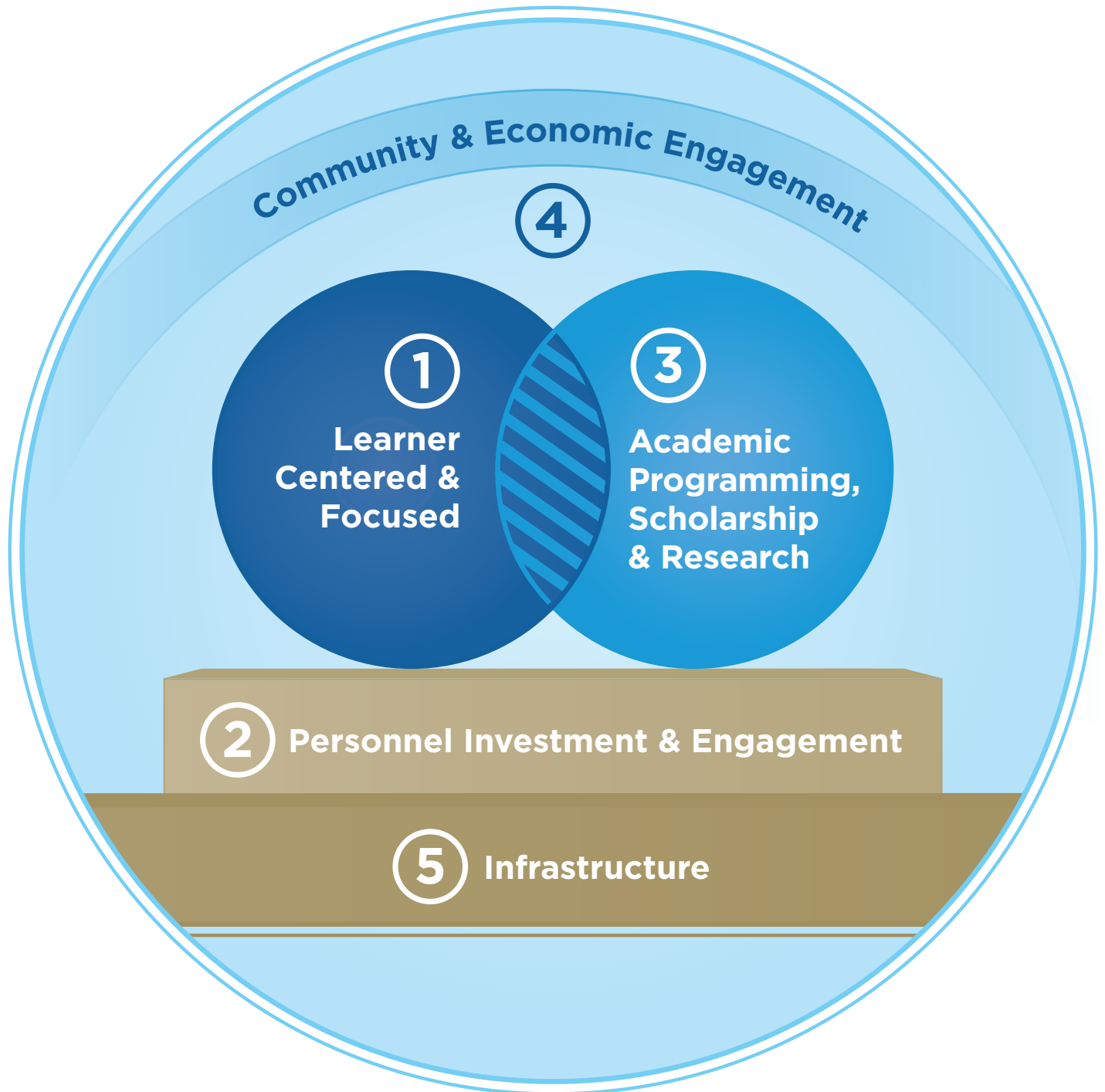
Values

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

UWF Operates with **Integrity** in all Matters: Doing the Right Thing for the Right Reason.

Caring	Maintaining a safe, dynamic learning and working environment that fosters the development of individual potential.
Collaboration	Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
Creativity	Providing opportunities to imagine, innovate, inspire, and express different approaches and solutions to existing and anticipated needs and challenges.
Entrepreneurship	Encouraging a culture that identifies opportunities to initiate change.
Inclusiveness	Welcoming, respecting, and celebrating the differences and the similarities among people and ideas.
Innovation	Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.

Strategic Directions



Strategic Directions

Strategic Direction 1: Learner Centered and Focused

- 1.1 Provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals.
- 1.2 Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity, and success while earning degrees.

Strategic Direction 2: Personnel Investment and Engagement

- 2.1 Attract, retain, and develop high-quality diverse faculty and staff.
- 2.2 Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, community partnerships, and the university.
- 2.3 Embrace a culture of shared responsibility.

Strategic Direction 3: Academic Programming, Scholarship, and Research

- 3.1 Build programs of distinction that enhance UWF's reputation for educational excellence.
- 3.2 Develop and retain a culture that supports research and creativity.
- 3.3 Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs.
- 3.4 Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation, and other scholarly works.

Strategic Direction 4: Community and Economic Engagement

- 4.1 Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural, and economic center.
- 4.2 Enhance the region's education, economy, culture, health, and well-being through endeavors beyond campus borders.
- 4.3 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.

Strategic Direction 5: Infrastructure

- 5.1 Promote UWF's properties as desirable destinations for educational, cultural, professional, and personal activities.
- 5.2 Invest in and steward UWF's natural, technical, intellectual, and physical infrastructure.



UNIVERSITY *of*
WEST FLORIDA

Strategic Enrollment and Student Success Plan

2018-2022

THE CORE OF THE UNIVERSITY OF WEST FLORIDA'S MISSION IS A COMMITMENT TO ENSURING STUDENT SUCCESS.

As outlined in the 2017-2022 UWF Strategic Plan, the University has concentrated its efforts on supporting student success, building programs of distinction, providing access to talented students and creating knowledge clusters to impact the region in a positive manner. The 2018-2022 Strategic Enrollment and Student Success Plan is intertwined with the overall strategic plan, which builds upon the solid foundation of teaching, research, and service.

Enrollment Management is at the heart of a spirited community of learners as it is centered on students at all phases of the enrollment process, through graduation and alumni development. To fulfill this vision, UWF must continue to enhance and improve recruitment, retention and student success to support the long-term health of UWF. This plan is focused on purposeful, targeted enrollment management and builds on UWF's strategic directions through five enrollment priorities.

Over the next four years, UWF will increase overall headcount by 12 percent to 14,643. This includes an 11 percent increase at the undergraduate level and a 12 percent increase at the graduate level. As the state's leader in distance learning, UWF will continue to focus on growing online enrollment, providing online opportunities for residential students, ensuring high quality, accessible programs and improving support resources for adult and online learners. Distance learning courses are projected to increase by 34 percent. Our enrollment priorities are centered around continuing to enroll high performing FTIC students, nearly doubling the transfer student population, increasing the number of graduate students enrolled in programs of strategic emphasis, and increasing overall retention and persistence rates.

In a deliberate effort to increase the four-year and six-year graduation rates and reach the Florida State University System's goals, our goals significantly increase the completion rates of FTIC cohorts. The first-to-second year persistence rate will increase from 77 to 85 percent, and the second-to-third year persistence rate from 54 to 70 percent. By 2025, UWF will reach the Florida State University System's academic progress rate, four-year graduation and six-year graduation rate goals. Driven by national best practices in recruitment, retention and student success, the execution of this plan will be instrumental toward achieving UWF's strategic directions.



STRATEGIC ENROLLMENT AND STUDENT SUCCESS PLAN

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Enrollment Trends

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. Since 2014, fall enrollment has increased by 3.3 percent, spring enrollment by 5.6 percent, and summer enrollment by 18 percent. Though undergraduate enrollment has fluctuated, graduate enrollment has increased by 40 percent. Overall retention has increased by 7 percent, the Academic Progress Rate by 9 percent, and the four-year graduation rate by 3 percent.

UWF has also made great strides to redefine the "new UWF student." In Fall 2017, UWF deployed a revised recruitment plan grounded on retention and graduation data. The implementation of an academic tier model coupled with competitive scholarship awarding resulted in the University's most academically accomplished class, record transfer enrollment, and the first class of National Merit Finalists.

For freshman, UWF's top competitors remained consistent and include the University of Central Florida, Florida State University, University of South Florida, and the University of Florida. The transfer student population's top competitors are Pensacola State College, Gulf Coast State College and Northwest Florida State College. Over the next five years, UWF will remain focused on gradually increasing the freshman class and significantly growing transfer enrollment.

TRADITIONAL FIRST-TIME-IN-COLLEGE STUDENTS

Over the past five years, there has been an increase in students enrolling with accelerated credit. From Fall 2015 to Fall 2017, the percentage of the freshman class enrolling with accelerated credit increased from 43 to 63 percent. As UWF continues to enroll higher performing students, these percentages are expected to grow, therefore creating a need to develop enrollment processes tailored towards maximizing accelerated credit.

Developing low cost strategies that increase enrollment from non-traditional markets, including out-of-state and international, will also be important in shaping the class. UWF's Intensive English Program, or IEP, enrolls on average 75-125 students each year. Developing creative ways to recruit this population will provide a significant impact in increasing international student enrollment with minimal cost. In addition to the international market, UWF seeks to identify key out-of-state markets and special populations.

TRANSFER STUDENTS

UWF enrolls twice as many new transfer students as new freshmen. Since 2015, upper level transfer enrollment increased by 12 percent, with a 10 percent increase in transfer students enrolling with over 120 hours. Between Fall 2017 and Spring 2018, UWF transfer students also changed entry semesters over 950 times. To support purposeful growth, flexible enrollment processes will be developed.

TRANSFER STUDENTS CONTINUED

Developing innovative ways to gauge prospective transfer students' interest will be at the forefront of increasing enrollment. In order to increase traditional transfer student enrollment, it is important to fully understand the transfer student experience and examine factors that directly impact prospective transfer students. Trends such as enrollment by program, campus and credit hours, as well as course articulation and entry term processes, financial aid leveraging and 2+2 agreements will be considered as UWF strengthens the transfer student outreach and enrollment processes.

EMERALD COAST—FORT WALTON BEACH

UWF Emerald Coast has long been a great resource for Okaloosa County and surrounding counties, offering nine undergraduate programs. Over the past year, UWF Emerald Coast has worked to increase visibility.

UWF Emerald Coast also serves adult learners. Over 85 percent of students at UWF on the Emerald Coast are 23 or older, and 70 percent are over the age of 26. Programs that align with local workforce demands, class schedules and resources specifically supporting the needs of working adults need to be developed. Although UWF on the Emerald Coast has grown, more support and collaboration from undergraduate admissions is needed.

COMMITMENT TO ACCESS

The shift in high achieving students (both transfer and freshman), altered the enrollment makeup of students. Over the next four years, UWF will strengthen the University access rate and increase the percent of undergraduate students eligible for the Pell Grant from 38 to 42 percent by 2020. UWF will develop strategies targeted towards recruiting Pell eligible students, including scholarship opportunities and partnerships with community organizations.

ADULT AND ONLINE LEARNERS

UWF has the second highest percentage of online students in the State University System. Online headcount has more than doubled since 2008, from 1,527 to 3,671 in 2017. UWF has invested in ensuring high quality, accessible programs that meet student personal and professional goals. Seven undergraduate programs and 19 graduate programs form the UWF distance learning inventory. In addition to fully online programs, a good portion of general education courses are offered online. Online programs offer adult students the opportunity to take advantage of flexibility and convenience. In Fall 2017, 45 percent of undergraduate and 82 percent of graduate students 25 and above were classified as online only students. Adult learners and online students face different challenges and require support that are not typically needed by the traditional students. These challenges include not being able to visit campus during typical business hours, being unfamiliar with University structure and not knowing where to go for help, and complex non-academic roles and responsibilities conflicting with academic expectations and requirements.

GRADUATE ENROLLMENT

Over the past four years, graduate enrollment has increased by 40 percent, from 1,990 to 2,781. Master's students are priority, making up 87 percent of UWF's graduate student population. UWF has developed several strategic initiatives that have supported graduate level growth. Graduate express admission applications have increased by 43 percent. The Express Admission program was supplemented with a "first six-hour scholarship" to incentivize students to pursue a graduate degree. UWF also offered special admission incentives to UWF bachelor's graduates not yet finding employment in their field or who are between jobs and may be interested in a graduate program.

Between 2013 and 2017, Masters level enrollment increased by 32 percent and doctoral level enrollment by 134 percent. Graduate applications have increased by 42 percent and inquiries by 4.3 percent. On average, 77 percent of graduate students are Florida residents and 23 percent are out-of-state students. The average yield rate of over 70 percent varies by program.



UWF Emerald Coast Location



ACADEMIC PARTNERSHIPS ENROLLMENT

In 2012 UWF partnered with Academic Partnerships to increase enrollment of online degree programs. Academic Partnerships, a higher education service provider, worked exclusively with UWF to convert several traditional degree programs to online delivery and to recruit and retain qualified students. UWF offers degree programs through Academic Partnerships: one undergraduate program and 10 graduate level programs. The 10 graduate level programs offered through Academic Partnerships have grown exponentially. AP programs currently represent 32 percent of overall graduate enrollment and slightly less than 30 percent of new graduate student enrollment. Much of the graduate level enrollment growth has occurred through AP programs. Graduate enrollment activity is traditionally monitored at the macro level, where overall growth is evaluated.

GRADUATE STUDENT COMPETITION ANALYSIS

An updated competition analysis was conducted of lost admits from Fall 2014 to Fall 2016. All non-enrolling admits were sent to the National Student Clearinghouse and 576 student records were matched. Though each institution enrolls a small share, the top three competitors are the University of Central Florida (6 percent), the University of South Florida (5 percent) and Florida State University (3.6 percent). Nearly 22 percent of admitted but non-enrolling graduate students enroll at UWF at a later term.

GRADUATE STUDENT DIVERSITY

Consistent with the overall student population, graduate students are diverse, with minority students representing 28 percent of the graduate student population. From 2013 to 2017, minority graduate enrollment increased by 5 percent. International students still represent a small share of graduate enrollment. In the past four years, UWF has enrolled 142 international students.



INSTITUTIONALIZING STUDENT SUCCESS

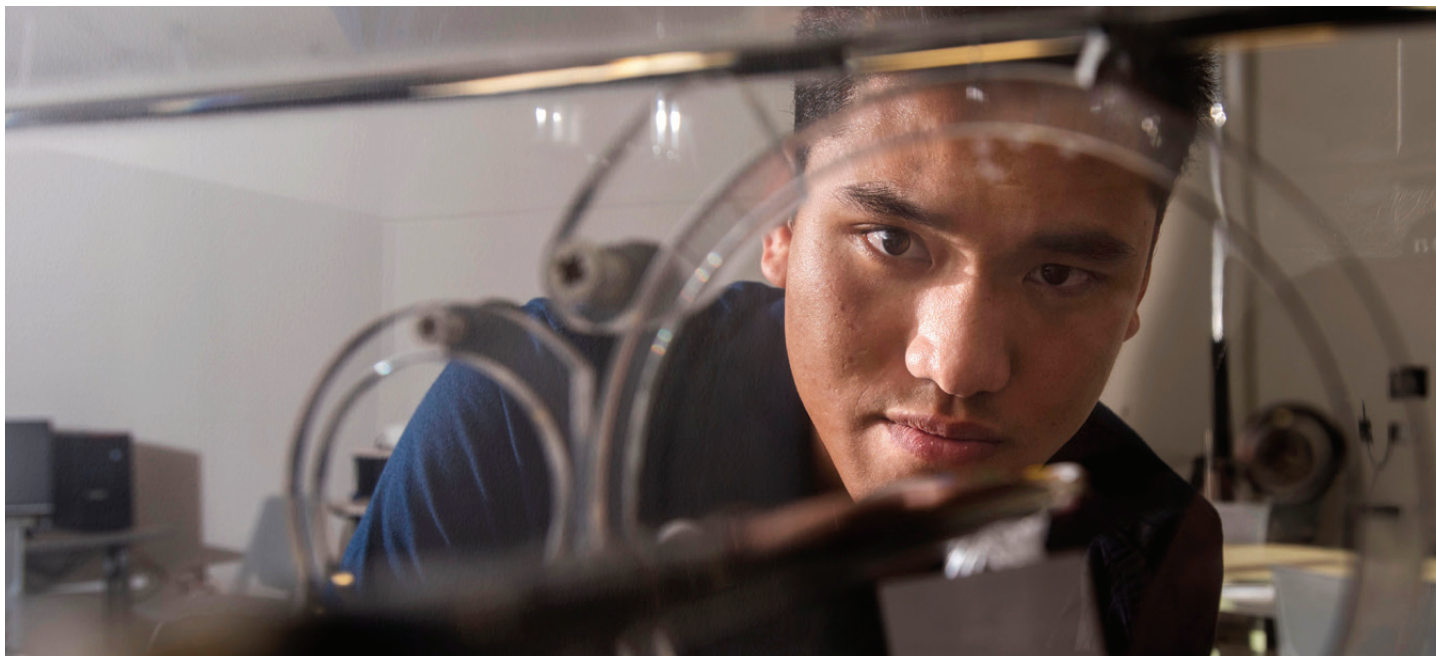
The University has made progress in institutionalizing student success. The Division of Academic Engagement was created specifically to align student support resources, including first year advising, tutoring, student accessibility resources, career development, and equity and diversity. Strategies have been implemented to redefine and recruit the new UWF student, and programs have been created to strengthen involvement of first-year students. Courses, programs and services have been implemented to enhance learning and the academic experience, through high impact practices and faculty-student engagement.

A variety of retention programs, services and resources have been developed, and UWF remains focused on providing students with programs and resources that prepare them for successful transition into the workplace. Key workgroups bring together individuals from across campus to collaborate on student success programs and initiatives. They include the War Room, Advising Council, Retention Team, and the President's Council on Diversity and Inclusion. These groups leverage institutional effectiveness of processes to ensure targeted improvement across the campus.

RETENTION AND PERSISTENCE

Most decisions to stop or step out occur earlier in the student's degree plan, and many students that drop out do so without seeking the resources to assist with academic issues. UWF's "murky middle," or middle performing students with an academic GPA of 2.00-2.99 may struggle with engagement. During the Fall 2017 semester, UWF expanded the early warning process to include four checkpoints. The expanded process has been very successful with identifying at-risk students and getting them in contact with support resources across campus.

The *Undergraduate Student Progress to Degree Policy* was established to assist full-time students in maintaining satisfactory academic progress and in completing a degree program quickly and efficiently. The initiatives in the policy were designed to assist students in minimizing costs by avoiding Excess Credit Hour surcharges and maximizing opportunities to maintain federal student aid. Over the last two years, over 3,518 major changes were processed. Though students in excess hours represented the smallest



RETENTION AND PERSISTENCE CONTINUED

share, 15 percent of students with over 90 credit hours requested a major change. During the past academic year, UWF processed 3,098 withdrawals, with approximately 19 percent full University withdrawals. FTIC students represented 7 percent of all withdrawals, with most as Administrative Withdrawals.

UWF has struggled to attract new freshmen and retain rising sophomores on campus. From 2013 to 2017, about 40 percent of freshmen remained on campus for their sophomore year. A large number of UWF's students are local and enroll from the surrounding three county areas. UWF Housing and Residence Life has developed several living-learning and themed communities, but programming has been inconsistent and success has varied.

The 2017 and 2018 Involved Student Survey results suggest that students' outcomes achievement and intent to return to UWF are positively correlated with co-curricular involvement. In addition, data related to "high flyers," those students who leave UWF despite having enjoyed academic success, paired with research findings related to students social integration and campus engagement raise questions about the role that co-curricular engagement, or its absence, may play in student retention and persistence.

GRADUATION

Research shows that students taking 15 credits per semester typically have higher grade point averages than comparably prepared students taking 12 credits per semester. However, academic advisors may be reluctant to advise students to take 15 credits a semester because they are concerned that grade point averages will suffer. UWF has worked to change the culture to encourage more students to attempt 15 credits per semester. Thirty percent of the Fall 2017 cohort attempted 30 credits, and 57 percent of the cohort attempted nearly 30 hours. This is a substantial shift from prior years where 24 credits per year was the norm. These trends highlight a potential opportunity for UWF to develop and enhance the "30 to Finish" campaign.

TRANSFER STUDENT SUCCESS

The 2014 report shows that non-returning students, newly enrolled students that left after their first semester, were more likely to be a first time transfer student (92 percent) versus an FTIC student. UWF's current process allows transfer students with 30 credit hours or more to access optional orientation materials online at a minimal cost. In Summer and Fall 2016, 35 percent of admitted transfer students accessed either the online orientation session or in person, compared to 30 percent during the Summer and Fall 2017. Based on the optional orientation, there are a significant number of new transfer students that enroll at UWF without all of the information they may need to be successful and fully engaging with UWF.

Enrollment Projections

	2018	2019	2020	2021
Fall	13,072	13,445	14,028	14,643
Spring	12,816	13,072	13,464	13,908
Summer	8,423	8,591	8,806	9,070

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
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UNDERGRADUATE

New FTIC	1,149	1,153	1,160	1,177
New Transfer	1,321	1,491	1,729	1,974
Continuing Undergraduate	7,054	7,099	7,200	7,480
Total Undergraduate	9,524	9,743	10,089	10,631

GRADUATE

New Graduate	591	610	633	648
Continuing Undergraduate	2,249	2,365	2,501	2,548
Total Graduate	2,840	2,975	3,134	3,196

NON-DEGREE SEEKING

Total Non-Degree Seeking	708	727	805	816
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Total Headcount	13,072	13,445	14,028	14,643
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Enrollment Priorities and Strategies

“Strategic Enrollment Management (SEM) is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where ‘optimum’ is defined within the context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution’s function and culture.”

—Michael Dolence, 1993

Strategic Enrollment Management remains a core function of UWF. Since the inception of the first Strategic Enrollment Plan, UWF has made considerable adjustments to ensure enrollment management remains an integrated, student-centered systems approach, intertwined throughout the University. To strengthen retention and progress to degree initiatives, UWF created the Division of Academic Engagement and Division of Enrollment and Student Affairs. To support success, our planning process remains ongoing. Working groups, with representation from key areas, facilitate focused discussion on enrollment related topics. Departments develop data-informed multi-year plans. This framework continues to help UWF gain more control over its enrollment future through improvements and enhancement, new educational programs and services. Though planning does not ensure results, it does facilitate disciplined appraisal, goal setting and strategies that can minimize failure. This plan is focused on purposeful, targeted, enrollment management and builds on the strategic directions through five enrollment priorities: traditional and transfer student enrollment; adult, online learners; graduate student enrollment; institutionalize student success; and retention, progression and graduation.



ENROLLMENT PRIORITY 1

Traditional and Transfer Student Enrollment

The traditional and transfer student enrollment priority is centered around continuing to enroll higher achieving FTIC students, nearly doubling the transfer student population, positioning UWF on the Emerald Coast as an adult, non-traditional, student-centered campus, and increasing the University access rate. To support this enrollment priority, UWF will develop an enrollment process tailored toward maximizing accelerated credit. To increase transfer enrollment, UWF will develop a process where transfer students have the ability to select multiple entrance semesters, streamline the equivalency process and investigate technology that automates current processes.

UWF is also committed to creating a seamless transition for transfer students. The new approach will provide all prospective transfer students with a degree plan and unofficial evaluation prior to applying. In order to remain competitive, UWF will strengthen scholarship packaging and implement a coaching model to assist transfers through the enrollment process. In addition, UWF will develop an aggressive plan to increase the number of articulation agreements within Florida, Alabama and Georgia, review and revise current articulation agreements to include a reverse transfer process and strengthen current partnerships. The new agreements will include pathways for special populations, such as honors and international students. Marketing and recruitment efforts for UWF Emerald Coast will be strengthened to position it as a non-traditional, student-centered campus. Finally, to strengthen the University access rate, UWF will develop strategies targeted toward recruiting Pell Eligible students, including scholarship opportunities and partnerships with community organizations.

Enrollment Strategies

- Strategy 1:** Strengthen and expand recruitment strategies geared toward high achieving freshman and transfer students.
- Strategy 2:** Cultivate and grow non-traditional markets.
- Strategy 3:** Evaluate, enhance and streamline the transfer enrollment process.
- Strategy 4:** Increase partnership agreements with two-year and state colleges, and strengthen the current relationships with top feeder institutions.
- Strategy 5:** Position UWF on the Emerald Coast as an adult, non-traditional, student-centered campus.
- Strategy 6:** Increase the access rate by developing strategies that remove financial barriers for students eligible for the Pell Grant.



ENROLLMENT PRIORITY 2

Adult, Online Learners

As the state's leader in distance learning, UWF will continue to identify opportunities to define and understand the UWF adult and online learner experience. To build future interventions, student and faculty needs and perceptions of distance learning will be researched. UWF's Orientation to Online Learning will be reimagined to include an inventory that assesses technology skills and readiness. Satisfaction and priorities of online learners will be assessed and feedback will be used to improve programs and services.

Over the next four years, UWF will continue to refine online offerings and build pathways for prospective students. Through the Complete Florida partnership, UWF's Complete Florida inventory may expand to include additional academic programs. To accelerate time to completion, UWF will expand and streamline processes to capture non-traditional credit and previously earned credits. Academic and student support resources for adult and online learners will be expanded to include virtual tutoring, online therapy and mental health screenings, and virtual career development services.

Enrollment Strategies

- Strategy 1:** Continue to define and understand the UWF adult and online learner experience.
- Strategy 2:** Enhance the adult and online learner pipeline strategies.
- Strategy 3:** Improve support resources for adult and online learners.

ENROLLMENT PRIORITY 3

Graduate Student Enrollment

In order to meet the revised graduate enrollment goals and increase the number of graduate students enrolled in a program of strategic emphasis, the enrollment funnel by program needs to be closely monitored each semester. A large share of the new graduate level enrollment growth will be focused around accounting, curriculum and instruction, public health, environmental science, computer and information science, biological science and mathematics.

The graduate enrollment process is both centralized and decentralized. Graduate program recruitment involves multiple units, including the Graduate School and the academic programs or departments. The Graduate School will play a stronger role in developing centralized support for recruitment while maintaining a decentralized process. The program directors serve as the content experts, however, the administrative unit, the Graduate School, should serve a stronger role in evaluating data, inquiry pool development, database management and tracking, and providing ongoing recommendations to the content experts. In order to ensure that enrollment is adequately tracked, the Graduate School will develop strategies to monitor enrollment trends of AP and non-AP programs. As the enrollment management experts, the Graduate School should provide ongoing best practices to program directors on recruitment and marketing strategies, admission policies and enrollment incentives.

Enrollment Strategies

- Strategy 1:** Increase enrollment and degree completion in programs of strategic emphasis.
- Strategy 2:** Place a stronger emphasis on Master level recruitment.
- Strategy 3:** Improve Graduate School operations, processes, and procedures that impact student enrollment.
- Strategy 4:** Develop a comprehensive outreach and marketing plan that compliments department level recruitment.
- Strategy 5:** Increase number of undergraduate UWF students to continue on to graduate school at UWF by 0.5 percent each year over the next five years.
- Strategy 6:** Increase diversity and the mix of graduate students over the next four years.

ENROLLMENT PRIORITY 4

Institutionalize Student Success

To enhance the unified message that student success is a driving force for proactive strategies, there will be a stronger, campuswide focus on communicating UWF's institutional commitment to foster a culture of student success. Learning and career readiness will be positioned as primary tools to success and will be promoted to all incoming FTIC students. Strategies to engage middle performing students will be developed, high impact practices will be incorporated in student's SEP plans and institutionalized engagement plans will be established for middle performing students.

All units will create an accountability system that articulates measurable goals, timelines and designation of responsibility to support retention and improve student success. UWF will continue to enhance first-year and second-year programs and develop strategies to engage general education faculty. High impact practices will be formalized and standards will be developed to measure impact on student learning and varying levels of student engagement. Strategies to prevent transfer stop-outs will be revised.

Tutoring and academic support services will be enhanced to ensure alignment across campus. Strategies include the formation of a campuswide Tutoring and Academic Support Council, expanded virtual tutoring and a campuswide training program for all tutors. The College Liaison program will be enhanced, career development plans will be formalized, and UWF will provide more robust virtual career development programs and services.

Enrollment Strategies

- Strategy 1:** Campuswide communication of UWF's institutional commitment to foster a culture of student success and provide student-centered service.
- Strategy 2:** Develop strategies to engage middle performing students.
- Strategy 3:** Require all units create accountability system that articulates measurable goals, timelines and designation of responsibility to support retention and improve student success.
- Strategy 4:** Continue to enhance first-year and second-year programs.
- Strategy 5:** Formalize high impact practice standards and engage general education faculty.
- Strategy 6:** Develop strategies to prevent transfer stop-outs.
- Strategy 7:** Incorporate high impact curriculum in student degree plans.
- Strategy 8:** Enhance Tutoring and Academic Support to ensure alignment across campus.
- Strategy 9:** Enhance programs and resources that prepare students for successful transition into the workplaces.

ENROLLMENT PRIORITY 5

Retention, Progression and Graduation

To support continued progress and improve retention and graduation rates, UWF will focus on improving academic support resources, strengthening student engagement, redesigning the residential student experience and developing a proactive financial aid program. Early warning will be modified to include the summer semester and FTIC sophomores, and UWF will evaluate the Administrative Withdrawal policy. The *Undergraduate Progress to Degree Policy* will be evaluated and updated to include expectations for timely graduation, a minimum credit hour each year, UWF's ability to automatically award a degree and a required timeframe to declare a major.

In order to increase the number of first and second-year residents, UWF will develop a plan to enhance the residential student experience by focusing on improving facilities, the living-learning and themed communities and providing financial incentives. UWF will develop a Co-Curricular Early Alert process. The Co-Curricular Early Alert system will utilize data from a variety of co-curricular points of engagement to create an engagement profile for each student and identify at-risk students. To increase student engagement in high-impact practices and maximize student employment, UWF will create a co-curricular reflection program targeted toward student employees and student leaders.

In an effort to positively impact UWF's four-year graduation rate, a "30 to Finish" campaign will be developed and programs designed to assist students seeking to graduate in three years or less. Enhancing and requiring new student orientation for transfer students is critical to improve transfer students' success. Finally, to enable full-time FTIC students with financial need an opportunity to take at least 15 credit hours in the fall and spring, UWF is allocating \$1 million toward decreasing the percent of unmet needs. This plan includes an amended financial aid packaging philosophy, proactive completion grants, 30-credit guarantee program, summer funding and a refined strategy to reinforce the importance of maintaining Satisfactory Academic Progress.

Enrollment Strategies

- Strategy 1:** Improve academic support resources.
- Strategy 2:** Strengthen student engagement.
- Strategy 3:** Redesign the Housing and Residential Life experience to increase persistence and student success.
- Strategy 4:** Develop a proactive financial aid program that supports timely graduation.

Key Performance Indicators (KPIs)

The UWF Board of Trustees and University leaders have reviewed select trend data at UWF and at the identified peer and aspirant universities, identified benchmarks, and established targets for future performance on Key Performance Indicators, or KPIs. UWF continues to monitor its performance on the KPIs against the performance of peer and aspirant universities.

- Applications Received, Acceptance and Yield Rates, from First-Time, Degree-Seeking, Undergraduate Students
- SAT Scores for Newly Enrolled FTICs at UWF—25th Percentile and 75th Percentile for Combined Critical Reading and Mathematics Tests Only
- ACT Scores for Newly Enrolled FTICs—25th Percentile and 75th Percentile Composite ACT Score
- Average High School GPAs at the Time of Admission for Newly Enrolled FTICs
- Total Fall Headcount Enrollment—All Levels (Undergraduate, Graduate, Unclassified)
- Total Annual Full-Time Equivalent (FTE) Enrollment—All Levels (Undergraduate, Graduate, Unclassified)
- Freshmen in Top 10% of High School Class
- Student Diversity—All Levels
- First-Year Fall-to-Fall Retention Rates for Full-Time FTICs Entering in the Fall
- Academic Progress Rate—Second Year Retention Rate with At Least a 2.0 GPA.
- Four-Year and Six-Year Graduation Rates for Full-Time FTICs Entering in the Fall (or Summer, Continuing into Fall)
- Total Degrees Awarded—All Levels
- Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)
- Time to Degree for FTICs in 120 hr programs
- Percentage of Adult (Aged 25+) Undergraduates Enrolled
- Percent of Bachelor's Degrees Awarded to African-American and Hispanic Students
- Percent of Undergraduate FTE in Online Courses
- Percent of Bachelor's and Graduate Degrees in STEM and Health
- Percent of Baccalaureate Graduates Completing 2+ "High Impact Practices"
- Average Cost to the Student
- Percentage of Bachelor's and Graduate Degrees Awarded within Programs of Strategic Emphasis
- University Access Rate (Percent of Undergraduates with a Pell grant)
- Percent of Baccalaureate Degrees Awarded Without Excess Hours



PEER UNIVERSITIES

Indiana State University
 East Tennessee State University
 Rowan University
 Stephen F. Austin State University
 University of Arkansas at Little Rock
 University of Massachusetts-Lowell

University of South Dakota
 University of West Georgia
 Valdosta State University
 Western Carolina University

ASPIRANT UNIVERSITIES

Appalachian State University
 Georgia Southern University
 Indiana University of Pennsylvania
 James Madison University
 Montclair State University
 Saint Cloud State University



UNIVERSITY *of*
WEST FLORIDA

uwf.edu

Diversity Plan

2018-2022

MISSION

Our mission at UWF is to:

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

OUR VISION

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

OUR VALUES

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

UWF Operates with Integrity in all Matters: *Doing the Right Thing for the Right Reason.*

Caring	Maintaining a safe, dynamic learning and working environment that fosters the development of individual potential.
Collaboration	Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
Creativity	Providing opportunities to imagine, innovate, inspire, and express different approaches and solutions to existing and anticipated needs and challenges.
Entrepreneurship	Encouraging a culture that identifies opportunities to initiate change.
Inclusiveness	Welcoming, respecting, and celebrating the differences and the similarities among people and ideas.
Innovation	Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.

EQUITY, DIVERSITY & INCLUSION AT THE UNIVERSITY OF WEST FLORIDA

At the University of West Florida, we define equal opportunity as non-discrimination on the basis of protected characteristics. We define diversity as the various attributes we each possess based on characteristics from birth, experience we have had, and decisions we have made. We define inclusion as acknowledging and leveraging diversity by creating an environment where students, faculty and staff feel accepted, and valued. We celebrate the unique characteristics of each member of our community as well as the commonalities we share. As an educational institution we recognize the considerable benefits emanating from the diverse human mosaic that is our university. It is our vision to be an intellectual and cultural center that engages our students, faculty, staff and community partners in an ongoing and dynamic process that prepares each of us to be culturally competent in an ever-changing multicultural world.

PRESIDENT'S COUNCIL ON DIVERSITY AND INCLUSION

The President's Council on Diversity and inclusion is made up of students, faculty, staff and members of the Pensacola community.

DIVERSITY PLANNING PROCESS

The President's Council on Diversity and Inclusion worked with the Chief Diversity Officer to review the 2017 Campus Climate Survey and the 2017 Diversity Report to inform the update of the University's Diversity Plan 2018 – 2022.

UWF NON-DISCRIMINATION POLICY:

The University of West Florida Equal Opportunity, Affirmative Action and non-discrimination policies can be found at <http://uwf.edu/respect/getempowered/policies.cfm>.

DIVISION OF ACADEMIC ENGAGEMENT

📍 BUILDING 18 🌐 UWF.EDU/DAE ☎ 850.474.3177
✉ DAE@UWF.EDU 📱 UWFDAE 📺 UWF_DAE



Diversity Goals

AND ACTIONS STEPS

Goal 1: Improve recruitment, retention and graduation rates of students from underrepresented populations.

- 1.1 - Create and sustain programming for underrepresented populations that increase retention and graduation rates for student from underrepresented populations.
- 1.2 - Increase University outreach to students in the region who come from underrepresented populations.
- 1.3 - Ensure that students from underrepresented populations have greater access to High Impact Learning opportunities which lead to improved retention and graduation rates (i.e. Kugelman Honors and Study Abroad).

Goal 2: Improve and sustain a culture where students, faculty, staff and visitors of all identities feel included and supported.

- 2.1 - Better communicate the University's efforts to achieve inclusive excellence on campus.
- 2.2 - Create more opportunities for dialog to discuss current events and issues affecting our global, national and local communities.
- 2.3 - Create campus resource guides for underrepresented populations on campus.

Goal 3: Increase recruitment, hiring, retention and promotion of faculty and staff from underrepresented populations.

- 3.1 - Work with Human Resources to create a hiring toolkit that will address diverse pools and candidates.
- 3.2 - Create a faculty work group that will make recommendations to The Office of the Provost for programming to support recruitment and retention of diverse faculty.
- 3.3 - Create opportunities for faculty and staff to engage in the work that is necessary for our campus community to be inclusive.

Goal 4: Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff and members of the community.

- 4.1 - Enhance the Cross Cultural Competence Program at UWF to expand reach.
- 4.2 - Create more opportunities for students to engage in diversity and inclusion training and programming through on-campus workshops and activities.
- 4.3 - Celebrate the diversity of Pensacola and Florida through activities and displays on- and off-campus.

Goal 5: Serve the Northwest Florida region as a center for diversity education, multicultural awareness and engagement by seeking, establishing and sustaining relationships with organizations, institutions and community partners who value diversity.

- 5.1 - Initiate a regional diversity and inclusion conference for UWF and Pensacola.
- 5.2 - Build partnerships with organizations and business entities in the community who are dedicated to employing a diverse workforce and willing to help students develop the necessary skills to be workforce ready.
- 5.3 - Expand the Cross Cultural Competence MOOC to offer credit or certificate bearing programs.

Discussion