

2018
Accountability Plan

**NEW COLLEGE
OF FLORIDA**

BOT Approved June 9, 2018



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

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

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).



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MISSION STATEMENT (What is your purpose?)

New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

VISION STATEMENT (What do you aspire to?)

The *New College Plan for Growth*, approved by the Board of Governors in November 2016, sets our short-term goals: 1200 students by 2024 with a four-year graduation rate of 80%. As a proud member of the State University System, this will increase NCF's contribution to Florida's intellectual capital, innovation potential, and economic development.

Longer-term, we aspire for NCF to be recognized among the top 20 liberal arts colleges in the nation – a premier liberal arts college that educates students for lives of great achievement.

STATEMENT OF STRATEGY (How will you get there?)

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

New College of Florida is a selective, residential liberal arts college distinguished by the quality of its faculty and the graduates it produces. We are recognized as a leader among public liberal arts schools, ranked #1 by Washington Monthly and #6 by U.S. News & World Report.

To reach our long-term vision of being recognized as one of the top 20 liberal arts colleges in the nation, we will:

- (1) Execute our *Plan for Growth*. This three-year plan (funded by the legislature for both 2017-18 and 2018-19) articulates enhancements we're making in the areas of academic excellence, student development, and institutional infrastructure to grow enrollment by nearly 50%.
- (2) Develop and implement a comprehensive Strategic Enrollment Management plan to recruit and retain a diverse student body who would benefit most from a New College education.
- (3) Develop academic programs of distinction and enhance our signature academic program.
- (4) Enhance wellness programs to ensure the safety and wellbeing of all New College students.
- (5) Beautify and transform the campus through new multi-use facilities and student housing.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Strengths and core capabilities:

- As the State's Honors College, NCF is recognized nationally for its academic excellence:
 - #1 among public liberal arts schools by Washington Monthly
 - #6 among public liberal arts schools by U.S. News & World Report
 - #16 among public colleges in Kiplinger's Best Values in Colleges
 - #25 among public colleges by Forbes
 - Listed among: The Princeton Review's Best 382 Colleges
The Princeton Review's Top 50 Colleges that Create Futures
The Fiske Guide to Colleges as one of 38 "best buy" colleges
70 schools in the 2017 Public Colleges of Distinction Guidebook
- We offer Florida students an outstanding education at the lowest net cost in the SUS. Through an innovative academic program, collaboration with faculty, and opportunities offered through our Center for Engagement and Opportunity, students engage in high-impact practices, such as internships, living-learning communities, and undergraduate research.
- New College is a destination for students interested in STEM. More than 40% of the baccalaureate degrees NCF awarded in 2017 were in STEM disciplines and NCF ranks #1 among all public colleges and universities in producing graduates who go on to earn PhDs in STEM fields. Every student in the first cohort of graduates from NCF's Master in Data Science program received a job offer immediately following graduation and they earn a median salary of \$84,000.

Opportunities:

- Continued Legislative support for our 3-year Plan for Growth will allow us to enhance academic excellence, student development, and institutional infrastructure, and meet our short-term vision.
- Further collaboration with the Cross College Alliance (University of South Florida Sarasota-Manatee, Florida State University Ringling Center for the Cultural Arts, State College of Florida, and the Ringling School of Art and Design) will increase efficiencies through shared services and cross-registration opportunities. Expanded collaboration with State College of Florida and other SUS institutions could result in clear pathways for Florida students from admission to post-graduation employment.
- Interdisciplinary faculty hires and the recently completed wing of the Heiser Natural Sciences building provide opportunities to expand our academic offerings in programs of strategic emphasis.

Challenges for improvement:

- Critical deferred maintenance and student housing needs represent our greatest challenges. To meet our enrollment and graduation rate goals, we need to maintain our existing facilities and build a multi-use facility and student housing.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Academic Excellence

In executing the first year of our *Plan for Growth*, we successfully hired 15 new faculty members to enhance the depth and breadth of our academic program. These faculty, many with interdisciplinary training and scholarship, have been hired in areas such as Artificial Intelligence, STEM, Sustainability, Global/International Issues, and the Arts. The legislature has appropriated funding for 15 faculty searches in 2018-19 and we will seek funding to fulfill our plan to hire 10 additional faculty in 2019-20.

Our *Plan for Growth* also articulates how we will support faculty development by sharing best pedagogical practices and incorporating innovative teaching techniques using new technology. The plan also details how we will increase the number of students participating in high-impact pedagogical practices, including internships, civic engagement, community engagement, and study abroad. Finally, the plan outlines how we will improve academic advising, clarifying pathways to academic success and removing barriers to timely graduation.

2. Student Development

Our *Plan for Growth* calls for enhancements to our first-year student program to increase student self-confidence and social connections. We will provide leadership training for leaders of student government, clubs, and organizations while increasing staff support for year-to-year continuity for these organizations. We will expand opportunities for students to participate in activities that promote well-being, performance, and community-building. We will also meet growing student need for disabilities, counseling, and health services. We will formalize institutional diversity and inclusion programming and provide programming and resources for career and vocational development and exploration.

3. Institutional Infrastructure

To accommodate a larger student body, we will build a multi-purpose facility to support academic excellence (classrooms, labs, and auditorium, and faculty offices), student development (space for health and wellness, student life, and advising), and administrative support (campus safety, records and registration, financial affairs, and employee support services). We will investigate building additional residence halls with P3 funding. We will renew our information technology infrastructure and address ADA accessibility across the campus. As we expand our faculty and student affairs staff, we will build sufficient support capacity in the areas of Human Resources, Institutional Research, Compliance and Audit, Accreditation, Assessment, and Finance.



Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Caitlyn Ralph and Constance Sartor received Goldwater Scholarships, the country's top award for undergraduates in science, math, and engineering.
2. Jennyfer Gonzalez, Kaithleen Conoepean, and Colman Scanlon-Duro were awarded Gilman Scholarships, sponsored by the U.S. Department of State's Bureau of Educational & Cultural Affairs.
3. Allya Yourish, with a Fulbright English Teaching Assistantship to Malaysia, became NCF's 85th Fulbright winner.

FACULTY ACHIEVEMENTS

1. Professor Maria Vesperi was awarded the 2017 *Anthropology in Media Award* by the American Anthropological Association for her work communicating anthropology to the general public.
2. Associate Professor Alina Wyman published a book, *The Gift of Active Empathy: Scheler, Bakhtin, and Dostoevsky*, Northwestern University Press, 2016.
3. Assistant Professor of Religion, Manuel Lopez Zafra, participated in a summer National Endowment for the Humanities Institute on "Islam in Asia: Traditions and Transformations."

PROGRAM ACHIEVEMENTS

1. New College was awarded a five-year, \$750,000 grant from the Andrew K. Mellon Foundation for managing its "Connecting the Arts and Humanities on Florida's Creative Coast" initiative
2. NCF received the NASPA Silver Seal for student voter registration and turnout. NCF is a member of the National Association of Student Personnel Administrators All-In Democracy Leadership Initiative
3. The New College student newspaper, *The Catalyst*, won first place in the American Scholastic Press Association 2016-17 competition.

RESEARCH ACHIEVEMENTS

1. In partnership with UF, Associate Professor of Biology and Environmental Studies Emily Saarinen and her students used bioinformatics and genetic data analysis to support conservation and recovery of at-risk butterflies across Florida and California.
2. NCF's 3 Physics faculty (Professors Colladay, Sendova, and Ruppeiner) were lead authors on a combined total of 7 peer-reviewed publications, appearing in: *Phys. Rev. D. Journal of Physics A. Mathematical and Theoretical, Physics Letters B. Journal of Raman Spectroscopy, Journal of Non-Crystalline Solids*; and the *Journal of Chemical Physics*.
3. Assistant Professor Peter Cook was lead author on three peer reviewed publications about mammal neuroscience and behavior in the journals *Current Biology, Neurotoxicology and Teratology*, and *Social Cognitive and Affective Neuroscience*.

INSTITUTIONAL ACHIEVEMENTS

1. National Rankings for 2016-17:
 - a. #5 public liberal arts college in the nation (U.S. News & World Report, for 2016-2017)
 - b. #1 public liberal arts college in the nation (Washington Monthly)
 - c. One of the "Top 50 Colleges That Pay You Back" (The Princeton Review)
 - d. One of only 20 public colleges in the U.S. to be named a "Best Buy" (Fiske Guide)



PERFORMANCE BASED FUNDING METRICS

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	42.1	43.8	41.8	54.2	.	.	.	.
APPROVED GOALS	.	.	.	45.0	46.1	51.2	56.3	61.4	.
PROPOSED GOALS	55	58	64	67

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	26,300	25,000	26,500	26,700	.	.	.	.
APPROVED GOALS	.	.	.	26,700	27,000	27,400	27,800	28,200	.
PROPOSED GOALS	27,400	28,000	32,000	37,000

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	8,190	8,190	6,030	6,780	.	.	.	.
APPROVED GOALS	6,020	6,000	6,000	6,000	.
PROPOSED GOALS	6,750	6,750	6,750	6,750

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	63.1	53.6	57.0	52.5	53.6	.	.	.	.
APPROVED GOALS	.	.	.	56	55	57	59	61	.
PROPOSED GOALS	.	.	.	.	.	55	56	60	65

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	81.2	80.2	81.3	84.3	78.8	.	.	.	.
APPROVED GOALS	.	.	.	83	85	86	88	90	.
PROPOSED GOALS	.	.	.	.	.	80	84	87	90



PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	41.9	42.4	39.5	45.9	51.2	.	.	.	.
APPROVED GOALS	.	.	.	44	49	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	51	52	53	54

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

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	28.8	28.6	30.0	28.3	29.5	.	.	.	.
APPROVED GOALS	.	.	.	28	29.3	30	31	32	.
PROPOSED GOALS	.	.	.	.	.	30	31	32	33

8. Percent of Freshmen in Top 10% of High School Graduating Class

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	35	41	45	43	35	38.2	.	.	.
APPROVED GOALS	.	.	.	43	36	38	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	41	43	45

Note*: There is a time lag for this data due to the fact that the Accountability Plan is produced later in the year than the previous Accountability Report. The Board of Governors will consider changing the time year referenced to the latest available data for this metric at a future meeting.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	25.7	31.5	82.2	82.7	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	83	83	84	84

Note*: There are no approved goals yet as the Board of Governors changed NCF to this metric at its Nov. 2017 meeting

10. BOT Choice: Undergraduate Seniors in a Research Course

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	100	100	100	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100



KEY PERFORMANCE INDICATORS

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	5	5	5	5	5	.	.	.	.
APPROVED GOALS	.	.	.	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10 of High School Class

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	35	41	45	43	35	38.2	.	.	.
APPROVED GOALS	.	.	.	43	36	38	40	42	.
PROPOSED GOALS	.	.	.	.	.	.	41	43	45

Time to Degree for FTICs in 120hr programs

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3.9	3.9	3.9	3.8	3.9	.	.	.	.
APPROVED GOALS	.	.	.	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8

Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	66	67	70.5	63	65	.	.	.	.
APPROVED GOALS	.	.	.	63.4	64.6	60.5	62.0	66.5	.
PROPOSED GOALS	.	.	.	.	.	60.5	62.0	66.5	67.0

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	198	144	177	170	164	.	.	.	.
APPROVED GOALS	.	.	.	180	164	180	190	180	.
PROPOSED GOALS	.	.	.	.	.	180	180	190	200



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics (continued)

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7	.	.	.	.
APPROVED GOALS	7	15	15	20	.
PROPOSED GOALS	7	15	15	20

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	14	14	11	25	20	.	.	.	.
APPROVED GOALS	.	.	.	23	20	22	24	26	.
PROPOSED GOALS	.	.	.	.	.	22	24	26	28

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	.	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	5

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	29	34	27	37	41	.	.	.	.
APPROVED GOALS	.	.	.	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	41	42	43	44



KEY PERFORMANCE INDICATORS (CONTINUED)

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	100	.	.	.	.
APPROVED GOALS	100	100	100	100	.
PROPOSED GOALS	100	100	100	100

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Total Research Expenditures (\$ in Millions)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1.3	0.9	0.9	1.1	1.0	.	.	.	.
APPROVED GOALS	.	.	.	.	1.0	1.1	1.3	1.5	.
PROPOSED GOALS	.	.	.	.	.	1.1	1.3	1.5	1.7

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	89	80	68	69	53	.	.	.	.
APPROVED GOALS	.	.	.	.	78	80	81	82	.
PROPOSED GOALS	.	.	.	.	.	58	60	66	72

Utility Patents Awarded [from the USPTO]

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



KEY PERFORMANCE INDICATORS (CONTINUED)

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Percentage of Alumni Donors

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
20.8	17.8	17.5	16.7	18.3	18.5	19.0	19.5	20.0

2. Percent of Undergraduate Transfer Students

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
11.3	12.9	11.9	11.3	12	13	14	15	16

3. Percentage of Graduates Completing 3+ High Impact Practices

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 GOAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL
.	.	21.3	41.3	50.4	55	58	61	65

Note 1: Percentage of Alumni Donors as reported to U.S. News Survey 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.

Note 2: As reported in Table 3A of the New College of Florida Accountability Reports, this is the headcount of transfer students (AA transfers from FCS, AA transfers from other schools, and other transfer students) divided by the total Fall undergraduate headcount enrollment.

Note 3: Percentage of graduating seniors completing 3+ high-impact practices (as defined by the National Survey of Student Engagement and the Association of American Colleges & Universities) is calculated as the proportion of graduates who completed three or more of the following activities at New College: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) externally-funded research with faculty, (7) first-year experience, (8) learning communities, (9) service learning, (10) collaborative projects. Not all activities are currently offered to students. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice).



ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN	FALL 2021 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	691	710	735	748	720	740	791	852	900
FTIC (Profile Admit)	13	18	17	16	13	17	18	20	25
FCS AA Transfers	30	25	35	33	38	31	34	35	40
Other AA Transfers	3	12	13	10	7	12	13	14	20
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	57	70	54	54	56	60	64	69	75
Subtotal	794	835	854	861	834	860	920	990	1,060
GRADUATE									
Master's	0	0	0	14	22	30	35	40	50
Research Doctoral	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	14	22	30	35	40	50
UNCLASSIFIED									
H.S. Dual Enrolled	0	0	0	0	0	0	0	0	0
Other ¹	0	0	9	0	2	0	0	0	0
Subtotal	0	0	9	0	2	0	0	0	0
TOTAL	794	835	863	875	858	890	955	1,030	1,110

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.



ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	220	206	213	232	209	217	221	236	255	273
UPPER	583	563	595	580	592	577	585	626	677	725
GRAD I	0	0	0	2	8	13	17	17	17	20
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	803	769	807	814	809	807	823	879	949	1,018
NON-RESIDENT										
LOWER	36	47	62	54	49	49	51	53	59	62
UPPER	107	80	87	94	102	88	89	96	103	110
GRAD I	0	0	0	2	3	5	6	6	6	8
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	143	127	149	149	154	142	146	155	168	180
TOTAL										
LOWER	257	253	275	286	258	266	272	289	314	445
UPPER	689	643	681	674	694	665	674	722	780	835
GRAD I	0	0	0	4	11	18	23	23	23	28
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	946	896	957	963	963	949	969	1,034	1,117	1,198

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

Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100)	0	0	0	0	0	0	0	0	54	60
Hybrid (50-79)	0	0	0	0	0	0	0	0	0	0
Classroom (0-50)	946	896	957	960	952	931	946	1,011	1,040	1,220
Subtotal	946	896	957	960	952	931	946	1,011	1,094	1,280
GRADUATE										
Distance (80-100)	0	0	0	0	0	0	3	3	3	4
Hybrid (50-79)	0	0	0	0	0	0	0	0	0	0
Classroom (0-50)	0	0	0	4	11	18	20	20	20	24
Subtotal	0	0	0	4	11	18	23	23	23	28

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



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS



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

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

Introduction

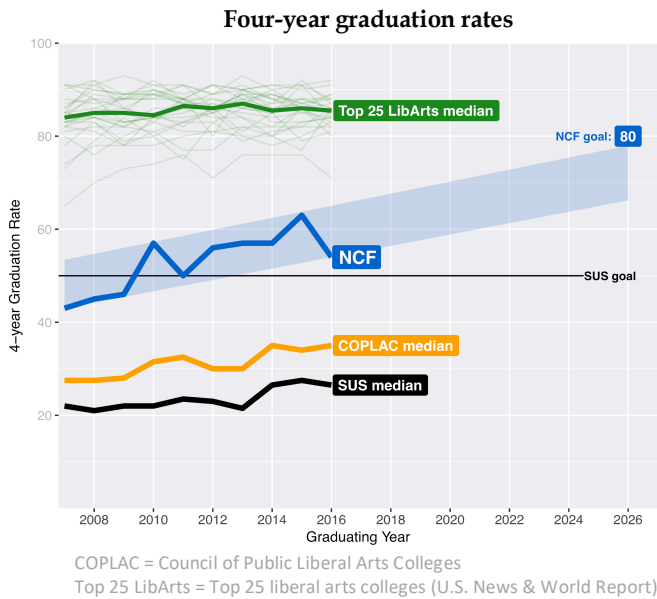
While NCF’s four-year graduation rate of 54% compares favorably with other SUS institutions, public liberal arts colleges, and the 2025 SUS Strategic Plan goal of 50%, we are not satisfied. In the *NCF Plan for Growth*, approved in November of 2016, we articulated a plan to reach an 80% four-year graduation rate within the next decade. While that goal is ambitious, we are confident we will attain it through the continued support of the BOG.

	Year 1	Year 2	Year 3	Year 4
Fall:	4 units	4 units	4 units	4 units ^(b)
January:	1 ISP ^(a)	1 ISP	1 ISP	
Spring:	4 units	4 units	4 units	
Total:	9 units	9 units	9 units	4 units = 31 units

(a) ISP = Independent Study Project

(b) including completion of thesis and baccalaureate exam

Students who complete fewer than 4 units per semester (or who do not successfully complete one ISP) are still able to graduate within four years by completing those remaining requirements in the January and Spring terms of their fourth year.



Academic / Curricular Incentives and Disincentives

• Contract System and Graduation Requirements

NCF students complete the equivalent of 124 credit hours to graduate: 31 units (courses, labs, tutorials, or projects), with each unit equal to 4 credit hours.

Each semester, students work with advisors to develop *academic contracts* listing at least 3 units (12 credits) to be attempted, with criteria to measure success. To graduate, students must successfully complete 7 academic contracts, 3 independent study projects, a thesis, and a baccalaureate exam.

These requirements can be completed in 3.5 years:

• Breadth/depth of academic & student life programs

It’s difficult for a small college to offer the breadth and depth of experiences students expect. The following strategies will remedy this in 2018-19:

- In executing our growth plan, we have hired 15 new faculty for 2018-19 (and plan to hire 15 more in '19-20, followed by 10 more in '20-21).
- We encourage students to cross-register for face-to-face and online courses within the Cross Campus Alliance, CIEL, and COPLAC.
- We are clarifying pathways from admissions to post-graduation employment for all academic programs through Strategic Enrollment Management and the *What’s Next?* program.
- We are expanding intramural offerings and enhancing wellness and safety programming.
- Our Student Support Team is enhancing our early intervention efforts to retain students.

• Financial incentives and disincentives

Our block tuition model (explained on the next page) provides the primary incentive for students to graduate within four years.

The Satisfactory Academic Progress requirement (whereby students must make satisfactory progress toward graduation each semester in order to remain eligible for financial aid) ensures students on financial aid remain on-pace to graduate in 4 years



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

Block Tuition Model

Since 1975, New College of Florida has used a block tuition model to charge students. Under this model, all full-time undergraduate students pay the same block tuition rate covering tuition and fees¹ regardless of the number of credit hours they attempt. The following table displays the block rates students are charged in order to reach the 124 credit hours² required for graduation:

Block rates (credit hours charged) to New College of Florida students

	Year 1	Year 2	Year 3	Year 4	
Fall	16 credits	16 credits	16 credits	16 credits	
January	4 credits	4 credits	4 credits	(a)	
Spring	16 credits	16 credits	16 credits	(b)	
Total	36 credits	36 credits	36 credits	16 credits	= 124 credits

(a) Students are only required to complete three January ISPs (Independent Study Projects) to graduate.

(b) Students taking an eighth semester are charged a block rate equivalent to 12 credit hours.

While students are charged a block rate equivalent to 16 credit hours per semester, they are able to complete up to 32 credits each term. Students *do* take advantage of this – more than one-third of students attempt more than 16 credit hours per semester (with students taking, on average, more than 17 credits per semester).

NCF students attempt more than the 16 credit hours they are charged each semester^(a, b)

	Fall 2017	Spring '17	Fall 2016	Spring '16	Fall 2015	Spring '15
Average number of credit hours attempted by NCF undergraduate students	17.4	17.2	17.2	17.0	17.5	17.3
Percent attempting at least 16 credit hours ^(b)	88.0%	81.9%	85.7%	82.7%	87.3%	83.7%
% attempting more than 16 credit hours	34.8%	36.3%	32.3%	33.5%	37.9%	37.9%

(a) Numbers represent credit hour equivalencies. At NCF, one full-semester course is equivalent to 4 credit hours.

(b) Values in this table include 8th-semester seniors who are charged for (and more likely to attempt) only 12 credit hours

Additionally, NCF awards every Florida FTIC student at least \$1,000 per year through the Four Winds Scholarship. These scholarships equate to more than 6 credit hours of tuition each year, meaning Florida FTIC students pay for less than 30 credit hours each academic year.

This block tuition model is a major reason why New College of Florida leads the SUS in affordability (\$6,780 in net tuition and fees for a bachelor’s degree) and time-to-degree (3.8 years, on average, to graduate). It also contributes to the fact that more than 80% of NCF students graduate without excess hours.

We will continue to use this block tuition model and investigate how we might further encourage students (through advising and financial incentives/disincentives) to complete all their graduation requirements within four years.

¹ Fees: tuition differential, financial aid, capital improvement, activities and service, health, athletic, technology, and green fees

² On this page, all units (courses, labs, tutorials, projects, thesis) have been converted to credit hour equivalencies. As explained in page 1, each full-semester unit is equivalent to 4 credit hours (with 31 units – 124 credit hours – required for graduation.



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

Certification: *F. Schumann*
(Chair, University of Board of Trustees)

Date: 6/9/18

2018 Accountability Plan

GLOSSARY

4/28/2018



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



Performance Based Funding

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

One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

2. Median Wages of Bachelor's Graduates Employed Full-time

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. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

3. Cost to the Student

Net Tuition & Fees
for Resident Undergraduates
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

4. Four Year FTIC Graduation Rate

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 had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

5. Academic Progress Rate

2nd Year Retention
with GPA Above 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).

6. University Access Rate

Percent of 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).



7. Bachelor's Degrees within Programs of Strategic Emphasis

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).

8a. Graduate Degrees within Programs of Strategic Emphasis

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).

8b. Freshmen in Top 10% of High School Class
Applies only to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. 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, 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).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

10b. Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.
Source: State University Database System (SUDS).

10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.
Source: US News and World Report's annual National University rankings.



10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	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 enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher 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'). Source: State University Database System (SUDS).
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this criteria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The 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 the <u>same</u> institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).



Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.