

2022
ACCOUNTABILITY PLAN
NEW COLLEGE OF
FLORIDA

BOG Approved June 30, 2022





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



STRATEGY

Mission Statement

New College of Florida prepares intellectually curious students for lives of great achievement. It 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.

Statement of Strategy

New College of Florida, the Honors College of the State University System of Florida and a top 5 public liberal arts and sciences college in the nation, continues to receive national recognition for its innovative curriculum and career education. To realize our full potential as a national leader in educating creative and curious leaders ready to develop new solutions for a world filled with local, regional, and global challenges, New College of Florida will capitalize on what is "new" about New College:

1. New College empowers students as individual learners
Curiosity guides everything we do as students are expected to find their passions and take an active role in their learning. Our curriculum is structured so that students can build their skills and confidence in tackling challenges they are passionate about. In the process, they learn for themselves what they are capable of and develop the resiliency that will enrich their entire lives. Unlike many schools that offer such opportunities to a select group of students, often only in their last year, New College provides this education to every student from the moment they arrive on campus.
2. New College embraces the power of relationships and community
At a time when more and more universities move large numbers of students through classes without any real opportunity for 1:1 faculty engagement, New College has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. Through coursework, internships, independent studies, and senior thesis projects, New College students are engaged community members, conducting research in Sarasota Bay and Manatee River and contributing to many of the finest assets of our community, including the Multicultural Health Initiative, Mote Marine Lab, the Ringling Museum, Visions of the Black Experience Film Festival, Unidos Now, and so many more.
3. New College produces innovators and solutions
New College alumni have founded transformative nonprofits, developed new technologies, opened up new areas of research, and led innovations in everything from finance and banking to education and community development. Our alumni have advised presidents, led international organizations, and created art that has transformed individuals and communities. They have also launched a staggering number of new businesses. With a curriculum that nurtures curiosity, encourages risk taking, and develops resiliency in the face of challenge, New College produces entrepreneurs to boost economic growth in Florida.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

As the legislatively designated honors college of Florida, New College of Florida provides an affordable and innovative learning experience that consistently ranks among the top public liberal arts and sciences colleges in the nation. To fully realize the New College of Florida vision, we are working to meet two challenges:

1. New College of Florida must become an inclusive community where all independent thinkers and innovators eager to learn in an engaging academic environment experience a strong sense of belonging. One strength is that New College of Florida promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.
2. New College of Florida must fully realize the transformative power of integrating career education with a challenging honors curriculum. While New College has received national recognition for its best practices in career education and work-based learning, we can do more. We have set a goal to have 100% of our students to complete at least one academic internship prior to graduation. We are also developing stronger, deeper relationships with employers and closing the skills gap as we contribute to the Florida 2030 Blueprint.

Three Key Initiatives & Investments

1. Strengthen partnerships with local employers to contribute to the Florida 2030 Blueprint.

To improve student outcomes and increase our contribution to Florida's economy, New College of Florida is enhancing its engagement with the local business community. Through the establishment of an industry advisory group for our undergraduate programs and regular collaboration with state and local business groups, New College is *creating a symbiotic partnership with Florida businesses*. This investment of effort — in addition to a financial investment in facilities to encourage interactions with the business community — will ensure New College of Florida produces graduates with the technological, language, and cultural skills to drive Florida's economy.

2. Reimagine the fourth-year experience

Building upon the early success of our SET SAIL first-year seminars, New College of Florida is turning attention to the fourth-year experience. Balancing New College's signature senior capstone project requirement (expanded to include internships and community-based work, as well as creative and collaborative work) with more intentional advising and mentoring will help transition New College of Florida students as they graduate.

3. Attract innovative entrepreneurs

Capitalizing on our strength in producing entrepreneurs, New College of Florida is investing in initiatives to connect with prospective students who want to develop their entrepreneurial passions. Through enhanced marketing efforts, the development of programs and support for gig-economy and freelancing, the launch of an incubator for student entrepreneurs, and the implementation of a mentorship program linking students with industry professionals, New College of Florida will recruit, enroll, and develop curious, risk-takers.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Academic Contract System and Block Tuition Model

New College of Florida's block tuition academic contract system — a system that charges full-time students the same tuition regardless of how many credit hours they attempt — incentivizes students to complete their degrees within four years. The effectiveness of this system is evidenced by:

- An average time-to-completion of 3.9 years with 80% of degrees awarded without excess hours
- 79% of resident undergraduate students completing at least 15 credit hours in Fall 2021
- An average net cost of -\$4,310 for an NCF bachelor's degree (tuition, fees, books, and supplies)

Impacts of Actions Taken in 2020-21

Expanding and enhancing the College's early alert system to intervene with at-risk students, and our Center for Career Engagement and Opportunity's strong efforts to enhance students' job-searching skills and connect them with future employers – which we believe encourages students to graduate on time to achieve their goals – were directed at improving our FTIC 4-year graduation rate, which increased from 53.9% (2016-20) to 55.3% (2017-21), exceeding our approved goal of 54.8%. These efforts are expected to also improve Academic Progress Rate, but we cannot dismiss potential negative impacts of our current low enrollment on the student experience.

Actions Taken in 2021-22

Our overarching goal this year is increased enrollment, and in Fall 2022 we expect to enroll the largest entering class overall, as well as the largest number of FTIC entering students since 2016, which was a peak enrollment year for NCF. Increased enrollment is expected to improve the student experience at NCF. In addition, President Okker formed the Retention Task Force (RTF), a team of 25 faculty, staff, and students charged with identifying and resolving obstacles to student persistence through graduation. The RTF prioritized initiatives in five areas (below), which we have partially or completely implemented this year. We expect these initiatives to improve Academic Progress Rate and Four-Year Graduation Rate moving forward.

- (1) Increase Academic Support
Prioritize SET SAIL first-year seminars that integrate peer leaders and support staff to cultivate a sense of belonging and develop academic/professional skills; provide a student success tutorial in Spring to students who had academic difficulty in Fall; develop first-year specific January term Independent Study Projects.
- (2) Improve Academic and Administrative Policies/Processes
Establish earlier course selection and advising; clarify residency requirements and transfer credit policy; clarify academic program pathways; identify intended major (area of concentration) earlier; Open a one-stop shop for Registrar, Financial Aid, Finance; improve student communications (reduce email, synthesize important information in newsletter); improve student forms.
- (3) Address Student Financial Challenges
Award retention/completion grants; provide student housing over break; improve communication of financial aid deadlines and processes.
- (4) Meet Student Expectations
Enhance student housing; conduct market research on student interest; evaluate and enhance admissions tour
- (5) Improve Data/Technology
Increase access to computer labs and printers; centralize online student support resources; consolidate systems and software.



STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

Student Achievements:

1. Ozy Genius Award — Toni Ginsberg-Klemmt earned this award for her patent-pending GismoPower invention – a mobile solar carport with an integrated electric vehicle charger designed for the NCF campus.
2. PiLA (Princeton in Latin America) Fellowship — Ky Miller earned a fellowship to conserve ecologically critical and sensitive landscapes in rural and indigenous Latin American communities while protecting and advocating for their right to stewardship of ancestral landscapes.
3. Gilman Scholarship — Sierra Lamb, recipient of the scholarship, documented the status of Syrian refugees living in camps in Jordan for a research project for the School for International Training.
4. Boren Fellowship — Hailey McGleam earned this fellowship to support her research on creating awareness among Nanjing University & the Johns Hopkins-Nanjing Center students on the dangers of single-use plastics.
5. NSF Graduate Research Fellowships — Courtney Miller (software engineering) and Benjamin Valen (social psychology) earned fellowships to pursue Ph.D. studies.
6. Guy Harvey Fellowship — Cecilia Hampton was awarded a scholarship to support her research into bull shark movements in the Manatee River.
7. Anna Wright (Chemistry) was awarded a *Lariat Future Innovators Foundation STEM Scholar* scholarship.
8. Ellie Young was recognized in *The Computing Research Association's 2022 Outstanding Undergraduate Research Awards* competition.

Faculty Achievements:

1. The Sarasota Community Foundation funded research conducted by Lin Jiang (Bio-organic Chemistry) and student Cheyenne Nelson that revealed tropical plant dyes increase efficiency of solar cells.
2. Tampa Bay Estuary Program and Restore America's Estuaries, along with the Disney Conservation Fund, funded shark research by Jayne Gardiner (Biology).
3. Athena Rycek (Biology & Marine Science) with students Cecilia Hampton, Hannah Nations, Karianne Kapfer and Emily Garcia, published a groundbreaking paper on African Manatee vocalizations in the *Journal of the Acoustical Society of America*.
4. Rebecca Black (Chemistry) secured an Undergraduate New Investigator Grant from Petroleum Research Fund (maintained by the American Chemical Society) to cover several years of student-faculty STEM research.

Program Achievements:

1. NCF's Career Engagement and Opportunity (CEO) Center secured grants from the Isermann Family Foundation, the Cowles Charitable Trust, and the Bishop Parker Foundation to support internships. NCF's Sarasota-Manatee Arts & Humanities Internship earned the *National Award for Best Practices* from the Cooperative Education and Internship Association (CEIA)
2. National Endowment for the Humanities awarded a planning grant for NCF's *Health, Culture, and Societies* program led by Humanities Chair Miriam Wallace in coordination with the Multicultural Health Institute.

Institutional Achievements:

- Ranked #5 (U.S. News & World Report) and #4 (Washington Monthly) among public liberal arts colleges
- Top 10 Best Buy public college in the nation (Fiske Guide to Colleges)
- *College of Distinction* with recognition for Career Development and Equity & Inclusion
- #27 *Best Value Public College* (The Princeton Review)
- *Highest Voter Registration* and *Highest Voter Turnout* awards (ALL IN Campus Democracy Challenge)
- Named to Phi Theta Kappa's 2022 Transfer Honor Roll, which recognizes excellence in the development and support of dynamic and innovative pathways for community college transfer students



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

New College of Florida did not adjust any Performance-Based Funding goals in this Accountability Plan. We remain committed to achieving these established goals, and to contributing to the goals established in the 2025 System Strategic Plan.



PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor’s Graduates Enrolled or Employed (\$30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	61.9	48.1	52.5	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	54	55	56	57	58

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	26,700	25,900	29,700	36,500	32,400	.	.	.	.	.
APPROVED GOALS	27,000	27,400	28,000	31,000	36,000	37,000	38,000	39,000	40,000	.
PROPOSED GOALS	.	.	.	.	.	37,000	38,000	39,000	40,000	41,000

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	5,990	-1,060	-1,400	-2,000	-4,310	.	.	.	.	.
APPROVED GOALS	6,020	6,750	6,000	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	53.6	55.7	57.9	53.9	55.3	.	.	.	.	.
APPROVED GOALS	55	55	57.5	60	54.8	57	59	62	66	.
PROPOSED GOALS	.	.	.	.	.	57	59	62	66	67

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	78.8	75.9	85.9	80.3	78.8	.	.	.	.	.
APPROVED GOALS	85	80	80	82	80	82	84	85	86	.
PROPOSED GOALS	.	.	.	.	.	82	84	85	86	87



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	51.2	48.0	52.6	57.9	46.2	.	.	.	.	.
APPROVED GOALS	49	51	50	52	43.7	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	29.5	33.3	31.7	28.4	30.4	.	.	.	.	.
APPROVED GOALS	29.3	30	31	32	30	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34	35

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	38.2	37.3	21.6	24.5	21.4	.	.	.	.	.
APPROVED GOALS	38	41	40	30	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18*	2017-19*	2018-20*	2019-21*	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	.	26.1	29.3	25.0	22.6	.	.	.	.	.
APPROVED GOALS	22	24	27	33	40	.
PROPOSED GOALS	24	27	33	40	50

Note: An asterisk is shown where a three-year rolling average has been used until the cohort reaches at least 25 for three consecutive cohorts

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- & Part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	64.3	60.0	62.1	60.6	65.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	68.4	55	60	62	64	.
PROPOSED GOALS	.	.	.	.	.	55	60	62	64	65

10. BOT Choice: Percent of FTIC Graduates Completing 3+ High-Impact Practices

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	46.7	57.9	65.7	86.2	93.1	.	.	.	.	.
APPROVED GOALS	.	55	55	59	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	90	90	90	90	90



KEY PERFORMANCE INDICATORS

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

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

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	5	5	4	4	4	.	.	.	.	.
APPROVED GOALS	5	5	5	5	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	38	37	22	25	21	.	.	.	.	.
APPROVED GOALS	38	41	40	30	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3.8	3.9	3.9	3.8	3.9	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	83	83	87	80	80	.	.	.	.	.
APPROVED GOALS	.	83	83	84	80	82	84	86	88	.
PROPOSED GOALS	.	.	.	.	.	82	83	84	85	86



KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	65	60	64	64	66	.	.	.	.	.
APPROVED GOALS	64.6	60.5	62	64	66	59	60	65	70	.
PROPOSED GOALS	.	.	.	.	.	59	60	65	70	71

6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	*	*	*	*	*
APPROVED GOALS	.	.	.	64	66	68	70	72	74	.
PROPOSED GOALS	62	64	66	68	70

Note: An asterisk (*) is used to protect student privacy when cohorts are less than 25.

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	59	51	55	47	54	.	.	.	.	.
APPROVED GOALS	.	.	.	60	50	55	60	65	67	.
PROPOSED GOALS	.	.	.	.	.	50	55	60	62	64

8. Bachelor's Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	164	177	213	183	158	.	.	.	.	.
APPROVED GOALS	164	180	190	200	158	160	150	150	170	.
PROPOSED GOALS	.	.	.	.	.	160	150	150	170	175

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7	7	16	9	12	.	.	.	.	.
APPROVED GOALS	7	7	15	10	12	15	15	20	25	.
PROPOSED GOALS	.	.	.	.	.	16	8	12	20	25



KEY PERFORMANCE INDICATORS (cont.)

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

10. Percentage of Bachelor’s Degrees Awarded to African-American & Hispanic Students

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	20	20	13	22	15	.	.	.	.	.
APPROVED GOALS	20	22	22	20	15	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	28	29

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	3	3	3	5	6	.	.	.	.	.
APPROVED GOALS	1	1	2	2	4	4	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	4	5	5	5	5

12. Percent of Bachelor’s Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	41	40	38	46	38	.	.	.	.	.
APPROVED GOALS	40	41	42	43	37	38	39	40	41	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	42

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

14. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

15. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	100	100	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	100	100	100	100	100

Note: New College of Florida requires all graduating seniors to complete an honors thesis project

17. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	998	875	962	999	960	.	.	.	.	.
APPROVED GOALS	1,000	1,100	1,300	1,000	970	1,000	1,100	1,150	1,200	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,100	1,150	1,200	1,250

18. Research Expenditures from External Sources (\$Thousands)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	528	492	606	455	495	.	.	.	.	.
APPROVED GOALS	.	.	.	615	430	550	625	700	800	.
PROPOSED GOALS	.	.	.	.	.	550	625	700	800	850



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

20. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0



KEY PERFORMANCE INDICATORS (cont.)

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.

Percent of Students Completing an Academic Internship Prior to Graduation

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	42	48	38	35	39	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	40	45	50	60	70

Note: Numbers represent the percent of baccalaureate degree recipients completing an internship while enrolled at New College of Florida

Achievement Gap: Four-Year Graduation Rate (Race/Ethnicity)

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	+2	-5	-13	-9	-4	.	.	.	.	.
	URM: 55 W: 53	URM: 52 W: 57	URM: 48 W: 61	URM: 48 W: 57	URM: 56 W: 60					
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Numbers represent gap in four-year (full-time, FTIC) graduation rate between underrepresented minority (URM) students and white (W) students

Achievement Gap: Four-Year Graduation Rate (Pell Status)

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	+7	-7	-4	-10	-2	.	.	.	.	.
	Pell: 59 Non: 52	Pell: 51 Non: 58	Pell: 55 Non: 59	Pell: 47 Non: 57	Pell: 54 Non: 56					
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Numbers represent gap in four-year (full-time, FTIC) graduation rate between Pell recipients (Pell) and non-Pell recipients (Non)

Outcome Gap: Graduates Employed Full-time or Enrolled Within One Year (Race/Ethnicity)

	2016-17	2017-18	2018-19	2019-20	2020-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	.	.	-18%	+7	+12	.	.	.	.	.
			URM: 45 W: 63	URM: 68 W: 61	URM: 74 W: 62					
APPROVED GOALS
PROPOSED GOALS	0	0	0	0	0

Note: Numbers represent gap in the percent of graduates employed full-time or continuing their education within one year of graduation between underrepresented minority (URM) students and white (W) students



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	838	808	703	646	633	.	.	.	.	.
APPROVED GOALS	848	860	825	710	592	602	630	660	710	.
PROPOSED GOALS	.	.	.	.	.	610	630	660	710	750
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	21	29	24	29	27	.	.	.	.	.
APPROVED GOALS	22	30	35	32	28	28	35	40	40	.
PROPOSED GOALS	.	.	.	.	.	20	35	40	40	50

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	203	197	150	160	165	175	180	190	200	210
FTIC: Returning	534	496	457	389	368	333	340	355	390	415
Transfer: FCS w/ AA	38	41	30	36	35	37	45	50	55	60
Other Undergraduates	63	74	64	57	61	62	63	63	63	63
Post-Baccalaureates	0	0	2	4	4	3	2	2	2	2
Subtotal	838	808	703	646	633	610	630	660	710	750
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	21	29	24	29	27	20	35	40	40	50
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
Subtotal	21	29	24	29	27	20	35	40	40	50
TOTAL	859	837	727	675	660	630	665	700	750	800

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	82	82	86	82	79	.	.	.	.	.
APPROVED GOALS	.	.	83	84	85	86	87	88	88	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	258	227	233	147	167	173	175	180	190	200	240
UPPER	694	710	646	617	543	520	500	510	530	560	620
GRAD 1	11	21	20	18	22	17	18	25	30	30	40
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	963	957	899	782	732	710	693	715	750	790	900

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

Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	0	0	0	0	44	3	3	3	3	3
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	21	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	31	0	0	0	0	0
Classroom (0-49%)	100	100	100	100	5	97	97	97	97	97
GRADUATE										
All Distance (100%)	0	0	0	0	25	22	30	40	50	50
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	25	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	18	0	0	0	0	0
Classroom (0-49%)	100	100	100	100	32	78	70	60	50	50

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents 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 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Econometrics and Quantitative Economics (BA)	45.0603	STEM	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	No	20	3/23/23
Research & Experimental Psychology (BA)	42.2799	STEM	UNF	No	30	3/23/23
Computer Science (BA)	11.0701	STEM	POLY, UNF, UWF	No	20	3/23/23
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biology (MS)	26.0101	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UNF, USF, UWF	No	10	3/23/23
DOCTORAL PROGRAMS						
(none)						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Fine/Studio Arts (BA)	50.0702	GAP	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	no	20	March 2024
Biology	26.0101	STEM	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	FIU, UF	30	March 2024
Marine Biology	26.1302	STEM	FIU, USF, UWF	no	20	March 2024
Data Science	30.7001	STEM	FAU, POLY, UCF	no	20	March 2024
Political Science	45.1001	no	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF	FIU, UCF	20	March 2024
Theatre, Dance & Performance	50.0101	no	(none)	no	20	March 2024
Music	50.0901	no	FAMU, FAU, FIU, FSU, UF	no	20	March 2024
Health, Culture, and Societies	51.3204	HEALTH	(none)	no	20	March 2024



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) 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 \$30,000) 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 all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-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 all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-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 admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

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 next Fall term with 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).



DEFINITIONS (cont.)

PBF-6. 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).

PBF-7. 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. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-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).

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)

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 each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10.FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10.UNF: Percent of Undergraduate FTE 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 Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): 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 same 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).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: 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, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year 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 admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: 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.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: 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. Sources: 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, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School 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 each university on the Common Data Set.



DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs 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).

KPI-4: 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. This metric excludes the following types of student credits: 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. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]: 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 same 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).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: 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 who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: 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 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).



KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American and Hispanic categories 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 excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: 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. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of 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).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, 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. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.



DEFINITIONS (cont.)

KPI-16: 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, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research 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: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.



DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the ‘Type of Student at Most Recent Admission’. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) 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 institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. 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 Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



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