2023

ACCOUNTABILITY PLAN

NEW COLLEGE OF FLORIDA

BOG Approved November 9, 2023

Table of Contents

INTRODUCTION 3

STRATEGY 4

Mission Statement 4
Statement of Strategy 4
Strengths, Opportunities & Challenges 5
Three Key Initiatives & Investments 5
Graduation Rate Improvement Plan Update 6
Key Achievements for Last Year 7
Performance-Based Funding Goal Adjustments 8

PERFORMANCE-BASED FUNDING METRICS 9

KEY PERFORMANCE INDICATORS 12

Teaching & Learning 12
Scholarship, Research & Innovation Metrics 15

ENROLLMENT PLANNING 17

ACADEMIC PROGRAM COORDINATION 19

DEFINITIONS 20

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.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

NCF 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 student 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.

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.

Statement of Strategy

To be the number one liberal arts college in the nation, we will implement the following strategies:

1. **Enrollment Growth**
   Our historical enrollment is unacceptable. We currently sit at 691 and have never been beyond 875. Our historical freshman enrollment hovers around 200. This will change.

2. **Increase Funding**
   Successful public and private fundraising allows us to rebuild to excellence and recruit students and faculty.

3. **Add world-class faculty**
   New College should expand its faculty through intentional and sustained recruitment.

4. **Strengthen quality and reputation of academic programs.**
   New College needs to have a curriculum that is crafted to achieve the aim of the liberal arts education: to teach students how to think. Students who graduate from New College should immediately be recognizable to employers as having the hard and soft skillsets needed to enhance their organizations. To do this, the college course progression should intentionally build students' abilities to think critically on any issue, as well as to understand the challenges and the beauty that inherently result from being human.

5. **Be a beacon for free speech to the nation.**
   New College aims to serve as a beacon of free speech, free inquiry, and free debate in Florida and beyond. NCF will ensure that it follows the Chicago Principles, adopted by the State University System in Florida in 2019. New College will institute a segment of the required first-year orientation program which addresses the importance of free speech and inquiry at New College. New College will host symposiums with nationally recognized speakers on topics relating to the status of free speech nationally and around the world.

6. **Uniquely prepare our students to engage with the world.**
   NCF 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, NCF has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. It is crucial that NCF students engage with the community through coursework, internships, independent studies, and senior thesis projects.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

As Florida's designated honors college, New College of Florida provides an affordable, high-quality educational experience that consistently ranks among the top public liberal arts and sciences colleges in the nation. To fully realize our potential, we must address serious challenges:

(1) Attracting students. To do this, New College needs to improve its academic offerings, marketing, infrastructure, co-curriculars, extracurriculars, student life, and food options.

(2) Improving infrastructure. New College must improve its infrastructure by adding additional buildings, as well as renovating existing buildings. Inadequate residence halls, aging academic spaces, and growing deferred maintenance make it difficult to recruit top students and faculty. Our technological infrastructure also fails to meet the expectations of students and employees.

(3) Improving student life. NCF has not historically provided a strong out-of-classroom experience. To meet student expectations, we must add an athletics program, improve the residential experience, improve dining services, and provide campus events that enhance the college experience. We will enhance athletics on campus, adding more competitive teams and providing greater support for the existing club sports.

The investment from the Legislature affords us the opportunity to address these challenges and position New College of Florida as the number one Liberal Arts Honors College in the nation.

Three Key Initiatives & Investments

(1) Increase scholarships
Increasing FTIC and transfers through new articulation agreements and enhanced financial aid packages.

(2) Improve student experience and infrastructure
Students will be drawn to our beautiful geographical location with amenities that enhance student quality of life, including housing updates, improving food quality and availability, and a new investment in athletics.

Beyond taking care of some deferred maintenance, we are investing in top-notch facilities — residence halls and academic/mixed-use spaces — and best-in-class technology. Our goal is for the appearance and usefulness of our physical campus to match the quality of our academic program.

(3) Becoming the top liberal-arts college in the nation
NCF will be a traditional liberal arts college that purposefully prepares students to think about the human condition by reading the works of great writers who have explored the human condition and sought to answer its challenges. We aim for students to live an examined life. This is the foundation for preparing an educated person to go out into the world and wrestle with issues they will face.

NCF will use this foundation to ensure every student graduates with the ability to do something of value, as measured by their own personal goals, as well as wages. Courses that aim to provide these skills will go beyond the technical content to teach mindsets so that students are prepared for a rapidly changing world, including the advancement of AI. With these two goals, we are creating a curriculum scope and sequence.

We will recruit, hire, train, & invest in the development of world-class faculty aligning with these aims.

No other college or university in the country has implemented such a forward-thinking program, combining the best of the past and the promise of the future.

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:

- 86% of degrees awarded without excess hours
- 80% of resident undergraduate students completing at least 15 credit hours in Fall 2022
- An average net cost of -$8,360 (-$14,510 including federal emergency funds) for a bachelor's degree (tuition, fees, books, and supplies)

Actions Taken in 2022-23

To further improve graduation rates, New College of Florida implemented its Student Success Plan initiatives:

(1) We started conferring degrees in January and August. This allows students who complete their degree requirements in Fall or Summer to earn their degrees in a timely manner.

(2) We awarded $200,000 in retention and completion scholarships to resolve short-term financial hardships before they became barriers to a student's ability to graduate on-time. Every student who received a completion scholarship in Fall 2022 graduated, demonstrating a tremendous return on investment. Furthermore, 37 of 38 students receiving retention scholarships in Fall 2022 were retained into Spring 2023.

(3) We opened a One-Stop Shop with staff from the Offices of the Registrar, Finance, and Financial Aid to quickly resolve student concerns and improve quality service.

STRATEGY (cont.)

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

Student Achievements

- Third-year student Michael Bolesh was selected as a Boren scholar, joining the French component of the African Flagship Language Initiative (AFLI) to study in Dakar.
- Since 2005, NCF has produced 26 NSF Graduate Research Fellowship awardees and 9 honorable mentions. This year, three students were recognized for this prestigious five-year award for STEM graduate studies:
  - Corinne Laughrey: Physics and Astronomy - Astronomy and Astrophysics
  - Mason Tedeschi: STEM Education and Learning Research - Science Education
  - Elizabeth White: Life Sciences - Evolutionary Biology (Honorable Mention)
- Three students presented research at the 2023 NCUR (National Conference on Undergraduate Research):
  - Francis Fernandez-Garcia - “Indigenous Representation in International Organizations”
  - Qadira Locke - "Women's Fashion and Sumptuary Laws in the Joseon Dynasty Korea (1392-1897)”
  - Sydney Haas - “The Measurement of Nitrates and Phosphates in the Sarasota Bay"

Faculty Achievements

- Jayne Gardiner (Biology and Director of NCF’s Pritzker Marine Biology Research Center) was named a rotating program director for the Biological Oceanography Program of the National Science Foundation.
- Xia Shi (History and International Studies) earned a Fulbright award to carry out research in Taiwan for her next book *Concubines in Public: Embodied Subjects and the Politics of the Private in Republican China.*
- Robert Zamsky (English) earned the 2020 Elizabeth Agee Award in American Literature for his forthcoming book, *Orphic Bend: Music and Innovative Poetics.*
- Yidong Gong (Anthropology and International & Area Studies) earned one of fifteen Luce/ACLS Early Career Fellowships in China Studies for a book project offering an analysis of medicine from China in South Sudan.

Program Achievements

- NCF’s Applied Data Science program ranked #25 on Fortune Magazine’s list of best data science programs.
- NCF’s one-stop shop, the START Center, was recognized with the Distinction Award for Student Experience at the Transact 360 Conference.
- The Society for Analytical Chemists of Pittsburgh awarded NCF’s chemistry program an Undergraduate Analytical Research Program Grant for red tide research.
- The Chronicle of Higher Education highlighted NCF’s innovative career preparation program in a report entitled *New Pathways from College to Career.*

Institutional Achievements

- New College of Florida maintained its status as a top-ranked liberal arts college:
  - #5 among public liberal arts colleges (U.S. News & World Report)
    - Also #40 most innovative, #49 best value, and #52 in social mobility
  - #4 among public liberal arts colleges (Washington Monthly)
  - #29 best value public college (Princeton Review)
    - Also #3 for making an impact, #7 in financial aid, and #7 best alumni network
  - Top 10 best buy public college (Fiske Guide)

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 4: FTIC Four-Year Graduation Rate
We have lowered graduation rate goals to 50% for students who entered New College from Fall 2020 through Fall 2023. We anticipate graduation rates will jump significantly for the Fall 2024 entering cohort.

Metric 5: Academic Progress Rate
We have lowered first-to-second year retention rate goals to 75% for students who entered New College in Fall 2022 and 2023. Our retention goal for the Fall 2024 entering class is 85%.

Metric 9a: FCS AA Transfer Three-Year Graduation Rate
We have lowered three-year graduation rate goals for FCS AA Transfers students who entered New College between Fall 2020 and Fall 2023 to 50%. For the Fall 2024 entering cohort, our goal is 75%.

Metric 9b: FTIC Pell Recipient Six-Year Graduation Rate
We have lowered six-year graduation rate goals for FTIC Pell recipients who entered New College between Fall 2018 and Fall 2021 to 55%. We anticipate a significant increase in these graduation rates for our Fall 2024 entering cohort.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	52.3	50.4	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*52*	*54*	*56*	*58*	*60*

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from $30,000 to $40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	25,900	29,700	36,500	32,400	34,900	.	.	.	.	.
APPROVED GOALS	27,400	28,000	31,000	36,000	37,000	38,000	39,000	40,000	41,000	.
PROPOSED GOALS	.	.	.	.	.	*38,000*	*39,000*	*40,000*	*41,000*	*42,000*

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	-1,060	-1,340	-2,120	-4,500	-14,510	.	.	.	.	.
APPROVED GOALS	6,750	6,000	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	-1,060	-1,340	-560	-1,330	-8,360	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	55.7	57.9	53.9	55.3	58.3	.	.	.	.	.
APPROVED GOALS	55	57.5	60	54.8	57	59	62	66	67	.
PROPOSED GOALS	.	.	.	.	.	*55*	*50*	*50*	*50*	*50*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	75.9	85.9	80.3	78.8	75.0	.	.	.	.	.
APPROVED GOALS	80	80	82	80	82	84	85	86	87	.
PROPOSED GOALS	.	.	.	.	.	*75*	*75*	85	*86*	*87*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	48.0	52.6	57.9	46.2	50.6	.	.	.	.	.
APPROVED GOALS	51	50	52	43.7	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	33.3	31.7	28.4	30.4	30.0	.	.	.	.	.
APPROVED GOALS	30	31	32	30	31	32	33	34	35	.
PROPOSED GOALS	.	.	.	.	.	*32*	*33*	*34*	*35*	*36*

PERFORMANCE-BASED FUNDING METRICS (cont.)

8. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	60.0	36.1	38.6	46.8	55.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*55*	*56*	*57*	*58*	*59*

Note: In November 2022, the Board's Budget and Finance Committee approved a change to this metric to replace the high school class rank of newly admitted FTIC students with high school grade point average.

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2015-18*	2016-19*	2017-20*	2018-21*	2019-22*	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	64.3	67.4	75.6	67.5	58.1	.	.	.	.	.
APPROVED GOALS	.	.	.	66	62	64	66	68	70	.
PROPOSED GOALS	.	.	.	.	.	*64*	*50*	*50*	*50*	*75*

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate. An asterisk is shown where a three-year rolling average has been used until cohort reaches at least 25 for three consecutive cohorts.

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

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	60.0	62.1	60.6	65.2	57.4	.	.	.	.	.
APPROVED GOALS	.	.	.	68.4	55	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	*60*	*55*	*55*	*55*	*55*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	57.9	65.7	86.2	93.1	93.0	.	.	.	.	.
APPROVED GOALS	55	55	59	90	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]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	5	4	4	4	4	.	.	.	.	.
APPROVED GOALS	5	5	5	4	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	*4*	*4*	*4*	*4*	*4*

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	37	22	25	21	29	.	.	.	.	.
APPROVED GOALS	41	40	30	25	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	*25*	*25*	*25*	*25*	*25*

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	3.9	3.9	3.8	3.9	4.0	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	*3.9*	*3.8*	*3.8*	*3.8*	*3.8*

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	83	87	82	82	86	.	.	.	.	.
APPROVED GOALS	83	83	84	80	82	83	84	85	86	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*85*	*86*	*87*

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]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	60	64	64	66	63	.	.	.	.	.
APPROVED GOALS	60.5	62	64	66	59	60	65	70	71	.
PROPOSED GOALS	.	.	.	.	.	*60*	*55*	*55*	*55*	*55*

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18*	2017-19*	2018-20*	2019-21*	2020-22*	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	26	29	25	23	21	.	.	.	.	.
APPROVED GOALS	.	.	.	22	24	27	33	40	50	.
PROPOSED GOALS	.	.	.	.	.	*27*	*20*	*20*	*50*	*55*

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

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

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	51	55	47	54	50	.	.	.	.	.
APPROVED GOALS	.	.	60	50	50	55	60	62	64	.
PROPOSED GOALS	.	.	.	.	.	*51*	*50*	*50*	*50*	*50*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	177	213	183	158	156	.	.	.	.	.
APPROVED GOALS	180	190	200	158	160	150	150	170	175	.
PROPOSED GOALS	.	.	.	.	.	*139*	*110*	130	*145*	*190*

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	7	16	9	12	16	.	.	.	.	.
APPROVED GOALS	7	15	10	12	16	8	12	20	25	.
PROPOSED GOALS	.	.	.	.	.	*7*	*8*	*10*	*20*	*30*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	20	13	22	15	26	.	.	.	.	.
APPROVED GOALS	22	22	20	15	25	26	27	28	29	.
PROPOSED GOALS	.	.	.	.	.	*19*	*27*	*28*	*29*	*30*

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

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	3	3	5	6	5	.	.	.	.	.
APPROVED GOALS	1	2	2	4	4	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	40	38	46	38	42	.	.	.	.	.
APPROVED GOALS	41	42	43	37	38	39	40	41	42	.
PROPOSED GOALS	.	.	.	.	.	*39*	*40*	*41*	*42*	*43*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
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 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	0	0	0	0	N/A	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

16. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

17. Total Research Expenditures ($Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	875	962	999	960	1,252	.	.	.	.	.
APPROVED GOALS	1,100	1,300	1,000	970	1,000	1,100	1,150	1,200	1,250	.
PROPOSED GOALS	.	.	.	.	.	*1,250*	*1,300*	*1,350*	*1,400*	*1,450*

18. Research Expenditures from External Sources ($Thousands)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	492	606	455	495	855	.	.	.	.	.
APPROVED GOALS	.	.	615	430	550	625	700	800	850	.
PROPOSED GOALS	.	.	.	.	.	*800*	*850*	*900*	*950*	*1,000*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	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*

20. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

ENROLLMENT PLANNING

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	808	703	646	633	671	.	.	.	.	.
APPROVED GOALS	860	825	710	592	610	630	660	710	750	.
PROPOSED GOALS	.	.	.	.	.	680	*770*	*860*	*950*	1,040
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	29	24	29	27	20	.	.	.	.	.
APPROVED GOALS	30	35	32	28	20	35	40	40	50	.
PROPOSED GOALS	.	.	.	.	.	*20*	*30*	*40*	*50*	*60*

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

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	197	150	159	165	193	*205*	*242*	*257*	*270*	*290*
FTIC: Returning	496	457	389	368	346	*329*	*355*	*416*	*477*	*500*
Transfer: FCS w/ AA	41	30	36	35	39	*41*	*48*	*52*	*58*	*62*
Other Undergraduates	74	64	58	61	86	*100*	*120*	*130*	*140*	*183*
Post-Baccalaureates	0	2	4	4	7	*5*	*5*	*5*	*5*	*5*
Subtotal	**808**	**703**	**646**	**633**	**671**	***680***	***770***	***860***	***950***	***1,040***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	29	24	29	27	20	*20*	*30*	*40*	*50*	*60*
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	**29**	**24**	**29**	**27**	**20**	***20***	***30***	***40***	***50***	***60***
TOTAL	**837**	**727**	**675**	**660**	**691**	***700***	***800***	***900***	***1,000***	***1,100***

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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	82	86	82	79	80	.	.	.	.	.
APPROVED GOALS	.	83	84	85	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*80*	*80*	*80*	*80*	*80*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	227	233	147	167	164	*203*	*205*	*210*	*247*	*284*	*336*
UPPER	710	646	617	543	521	*526*	*511*	*528*	*539*	*561*	*616*
GRAD 1	21	20	18	22	18	*14*	*14*	*21*	*29*	*36*	*36*
GRAD 2	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	**957**	**899**	**782**	**732**	**703**	***743***	***730***	***759***	***815***	***881***	***988***

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	0	0	0	44	3	*5*	*5*	*5*	*5*	*5*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Flex	0	0	0	21	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	0	0	0	31	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-49%)	100	100	100	5	97	*95*	*95*	*95*	*95*	*95*
GRADUATE										
All Distance (100%)	0	0	0	25	22	*25*	*25*	*30*	*30*	*35*
Primarily Dist. (80-99%)	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Flex	0	0	0	25	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	0	0	0	18	0	*0*	*0*	*0*	*0*	*0*
Classroom (0-49%)	100	100	100	32	78	*75*	*75*	*70*	*70*	*65*

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 2023-24

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 2022 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 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Master's in Marine Mammal Science	26.1302	STEM	(none)	No	20	5/1/24
Master's in Environmental Economics and Policy	45.0602	GAP	FSU	No	20	5/1/24
Master's in Educational Leadership	13.0401 or 13.1206	No	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF	Yes	20	5/1/24

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) 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 $40,000) somewhere in the United States. This data 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. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. 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: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and 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).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: 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-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 passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student 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: Percent 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 degree-seeking students 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) ePortolios, (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, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. 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 degree-seeking students 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 eight 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 the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. 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 degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: 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. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were 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 degree-seeking students 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).

DEFINITIONS (cont.)

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 high school 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 conveys 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 research expenditures 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 result in all students in the section having the same percentages of remote work is not a FLEX section and are 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).

STATE UNIVERSITY SYSTEM OF FLORIDA