2020
ACCOUNTABILITY PLAN
NEW COLLEGE OF FLORIDA

BOT Approved April 21, 2020
Revised by Board of Governors Staff July 17, 2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: graduation rate improvement plan update & the historical data reported for the performance-based funding metrics, key performance indicators, & enrollment planning.

Table of Contents

INTRODUCTION 3

STRATEGY 4

Mission Statement 4
Statement of Strategy 4
Strengths, Opportunities & Challenges 5
Key Initiatives & Investments 5
Graduation Rate Improvement Plan Update 6
Key Achievements for Last Year 7

PERFORMANCE-BASED FUNDING METRICS 8

KEY PERFORMANCE INDICATORS 10

Teaching & Learning 10
Scholarship, Research & Innovation Metrics 13
Institution Specific Goals 15

ENROLLMENT PLANNING 15

ACADEMIC PROGRAM COODINATION 18

DEFINITIONS 19

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 and sciences education of the highest quality in the context of a small, residential public honors college with a distinctive academic program that 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's 2018-28 Strategic Plan — *Cultivating Curiosity. Unleashing Potential.* — guides our efforts to reach 1200 students by 2024 and an 80% four-year graduation rate by 2028. Reaching these goals will position New College to be recognized among the top 20 liberal arts and sciences colleges in the nation, public or private.

To achieve these goals, New College will employ three fundamental tactics:

1. Recruit more students who will thrive at New College
    a) Tell the New College story
    b) Target intellectually curious, high-ability students
    c) Enroll students who reflect Florida's racial and economic diversity
2. Keep them here four years
    a) Make campus a place where students want to be
    b) Immerse students in curricula that inspires
    c) Work with each student to knit together a superlative education
3. Make their degree more valuable
    a) Build pathways for academic and career success
    b) Make Sarasota an educational destination
    c) Intensify links with alumni and communities

Our Universities of Distinction proposal — *New College Tomorrow: Arts and Sciences for Florida's Future* — refines our strategy along two dimensions to improve our students' post-graduation success and increase operational efficiencies:

1. World of Work
    a) Increase the percent of graduates enrolled or employed (earning $25k+)
    b) Increase the percent of graduates completing 3+ high-impact practices
2. Collaborative Agreements
    a) Increase the number of articulation agreements with other institutions
    b) Increase external funding for research.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

New College is a top-ranked public liberal arts college nationally recognized for its academic excellence, innovation, and value. As an independent member of the SUS, New College offers students a high-quality, low-cost, residential learning experience where students design their education in close collaboration with faculty.

New College students find great success after graduation, with 97% enrolled in graduate school or employed at a median salary of $68,000 five years after graduation. Nearly half of our graduates earn an additional degree within five years and we rank #1 among all public universities in the percent of graduates who go on to earn doctoral degrees. Our Data Science master's program graduates earn a median starting salary of $85,000.

The data in this Accountability Plan show that New College has achieved its highest ever performance on 8 of the 10 performance-based funding metrics. Our immediate challenges for continued improvement are to recruit students, increase student retention, improve the success of our graduates immediately following graduation, maintain our existing facilities, and increase student housing capacity. Overcoming these challenges will increase operational efficiencies, improve our performance on the metrics, and lead to New College being recognized as the top public liberal arts college in the nation.

Our Universities of Distinction proposal provides a tremendous opportunity for improvement by infusing career preparation into our academic program and increasing our collaborations with other institutions. We will also take advantage of opportunities to recruit and enroll transfer students, part-time students, non-traditional learners, and students seeking online learning opportunities.

Three Key Initiatives & Investments

Our Universities of Distinction proposal outlines our three key initiatives and investments:

1. Student Recruitment and Retention
   We are increasing marketing and recruitment efforts to attract additional FTIC and transfer students. We are also increasing the flexibility of our academic program to attract and recruit non-traditional students.

2. Career Preparation
   We are integrating career preparation opportunities into every student's experience at New College by:
   a) Integrating internships, service learning, study abroad, and applied research into every concentration
   b) Encouraging all students to pursue an applied area of study alongside a liberal arts discipline
   c) Each student will work with a team of faculty, peers, career counselors, and alumni mentors to design a college experience that both broadens their vision and sharpens their competitive edge.

3. Collaborative Agreements
   We are aggressively seeking links with research, health, and civic institutes and employers in our region. We are also developing collaborative agreements with other SUS universities.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Academic Contract System and Block Tuition Model
New College of Florida's academic contract system and block tuition continue to encourage students to graduate within four years. Because students pay the same tuition rate no matter how many credit hours they attempt, our block tuition model incentivizes students to complete the equivalent of at least 16 credit hours each term.

The effectiveness of our academic contract and block tuition systems is evidenced by:

- New College's average time-to-degree of 3.8 years
- New College offering the lowest net cost baccalaureate degree in the SUS
- 87% of New College students graduating without excess hours
- 82% of New College's baccalaureate-seeking resident undergraduates earning 15+ credits in Fall 2019

Actions taken in 2019-20
New College of Florida took the following actions to increase four-year graduation rates:

- Academic Affairs and Student Affairs refined and expanded the early alert system to identify and intervene with students at-risk of leaving New College. Through this early alert system, faculty and staff intervened with students identified as having attendance, classroom performance, and outside-the-classroom concerns. Special assistance was also provided to students with registration and financial holds.

- We initiated a Student Success Center with peer coaches to help students develop study, time management, and planning skills. Faculty and staff referred at-risk students to the Office of Student Success for intervention.

- Student Affairs reimagined orientation for new students, with a focus on individual students and community-building. Housing expanded the successful Living-Learning Communities model and made housing assignments earlier and more quickly to encourage students to return to New College.

- Academic Affairs, Enrollment Management, and Marketing & Communications clarify academic and co-curricular pathways for students from admissions through academic program requirements to post-graduation employment. Every academic program has published clear four-year pathways for completion.

Through our ongoing efforts, New College has increased four-year graduation rates for three consecutive years.

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

Student Achievements:

- Lili Benitez earned a prestigious Udall Scholarship to conduct environmental research in Costa Rica.
- Kaithleen Conoepan and Evan Teal were awarded Fulbright Scholarships. Teal used his research grant to conduct mosquito research in Kenya and Conoepan taught English to students in the Canary Islands.
- Amaranth Sander (Canada) and Rain Kwan (Japan) earned Gilman International Scholarships to study abroad.
- Eric Brigham was accepted into the Japanese Exchange and Teaching (JET) Program

Faculty Achievements

- Erin Dean, Professor of Anthropology received a grant of $87,388 from NSF to expand her 15 years research in energy development in Tanzania. The grant funding allows her to spend three summers researching the political ecology and implications of alternative forms of energy in the country.
- Associate Professor of Biology and Environmental Studies Emily Saarinen was named the 2019 Outstanding Undergraduate Science Teacher by the Society for College Science Teachers and gave the Keynote lecture at the Society for College Science Teachers 2019 annual meeting. St. Louis, MO April 12, 2019.
- Christopher Kottke, Assistant Professor of Mathematics received an Award of $125,449 from NSF for his project entitled “RUI: Analysis on HyperKahler Moduli Spaces.” He will collaborate with national and international colleagues to contribute to work on moduli spaces, important objects in Geometry.

Program Achievements

- The Andrew W. Mellon Foundation awarded a five-year, $750,000 grant to New College to support curricular and research initiatives that preserve local history, integrate social and racial justice work into artistic practice and teaching, and explore questions of special interest to the local community.
- Andrew and Judith Economos donated $500,000 to New College for the creation of the Archimedes Scholars Program to provide scholarships to local students pursuing studies in a STEM field.
- New Music New College secured $51,192 from Sarasota County Tourist Development Cultural/Arts grant.
- A partnership between New College’s Data Science program and LexisNexis Risk Solutions was recognized with a State University System Business Champion Award.

Institutional achievements:

- Top National Rankings:
  - #3 Public Liberal Arts College (Washington Monthly)
  - #6 Public College (U.S. News & World Report)
  - Top 20 Best Value College (Fiske Guide to Colleges)
  - #23 Best Value in Public Education (Kiplinger’s)
  - #35 Most Innovative School (U.S. News)
  - Top 50 Colleges that Create Futures (Princeton Rev.)
- New College will earn its highest ever Performance-Based Funding score for 2020-21, achieving significant improvement on on 8 of 10 performance metrics. The sum of New College’s excellence and improvement points is greater than what any SUS member has achieved.
- New College is #1 among all public universities in the percent of students who go on to earn doctoral degrees (overall and in science and engineering fields)
- New College continues to produce Fulbright Fellowship awardees. Since 2002, New College has produced 17% of the Fulbright awardees in the SUS with only 0.3% of the total SUS enrollment.

PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	43.8	41.8	54.2	53.0	65.3	.	.	.	.	.
APPROVED GOALS	.	45.0	46.1	55.0	58.0	61.0	64.0	67.0	.	.
PROPOSED GOALS	.	.	.	.	.	*61.0*	*64.0*	*67.0*	*70.0*	*73.0*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	25,000	26,500	26,700	25,900	29,700	.	.	.	.	.
APPROVED GOALS	.	26,700	27,000	27,400	28,000	31,000	34,000	38,000	.	.
PROPOSED GOALS	.	.	.	.	.	*31,000*	*34,000*	*38,000*	*42,000*	*45,000*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	8,190	6,030	6,000	-1,060	-1,400	.	.	.	.	.
APPROVED GOALS	.	.	6,020	6,750	6,000	6,000	6,000	6,000	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

Note: Negative numbers for 2017-18 and 2018-19 mean that total gift aid (from grants, scholarships, waivers and third-party payments – but not loans) exceeded the required tuition and fee amount.

4. FTIC Four-Year Graduation Rate [Full-time FTIC students]

	2011-15	2012-16	2013-17	2014-28	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	57.0	52.5	53.6	55.7	57.9	.	.	.	.	.
APPROVED GOALS	.	56.0	55.0	55.0	57.5	60.0	62.5	65.0	.	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*62.5*	*65.0*	*67.5*	*70.0*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	81.3	84.3	78.8	75.9	85.9	.	.	.	.	.
APPROVED GOALS	.	83.0	85.0	80.0	80.0	82.0	84.0	86.0	.	.
PROPOSED GOALS	.	.	.	.	.	*82.0*	*84.0*	*86.0*	*89.0*	*92.0*

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	39.5	45.9	51.2	48.0	52.6	.	.	.	.	.
APPROVED GOALS	.	44.0	49.0	51.0	50.0	52.0	54.0	56.0	.	.
PROPOSED GOALS	.	.	.	.	.	*52.0*	*54.0*	*56.0*	*58.0*	*60.0*

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	30.0	28.3	29.5	33.3	31.7	.	.	.	.	.
APPROVED GOALS	.	28.0	29.3	30.0	31.0	32.0	33.0	34.0	.	.
PROPOSED GOALS	.	.	.	.	.	*32.0*	*33.0*	*34.0*	*35.0*	*36.0*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	43	35	38.2	37.3	21.6	.	.	.	.	.
APPROVED GOALS	43	36	38	41	40	43	46	49	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*35*	*35*	*40*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	31.5	82.2	82.7	82.9	87.0	.	.	.	.	.
APPROVED GOALS	.	.	.	83.0	83.0	84.0	85.0	86.0	.	.
PROPOSED GOALS	.	.	.	.	.	*84.0*	*85.0*	*86.0*	*87.0*	*88.0*

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	21.3	38.4	46.7	57.9	65.7	.	.	.	.	.
APPROVED GOALS	.	.	.	55.0	55.0	59.0	63.0	67.0	.	.
PROPOSED GOALS	.	.	.	.	.	*59.0*	*63.0*	*67.0*	*71.0*	*75.0*

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]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	5	5	5	5	4	.	.	.	.	.
APPROVED GOALS	.	5	5	5	5	5	5	5	.	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*	*5*

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	43	35	38	37	22	.	.	.	.	.
APPROVED GOALS	43	36	38	41	40	43	46	49	.	.
PROPOSED GOALS	.	.	.	.	.	*30*	*30*	*35*	*35*	*40*

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	3.9	3.8	3.9	3.9	3.8	.	.	.	.	.
APPROVED GOALS	.	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.	.
PROPOSED GOALS	.	.	.	.	.	*3.8*	*3.8*	*3.8*	*3.7*	*3.6*

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

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	71	63	65	60	64	.	.	.	.	.
APPROVED GOALS	.	63.4	64.6	60.5	62	64	66	68	.	.
PROPOSED GOALS	.	.	.	.	.	*64*	*66*	*68*	*70*	*72*

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	*	*	*	*	*	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*64*	*66*	*68*	*70*	*72*

Note: An asterisk (*) is used to protect student privacy when cohort counts are small.

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	59	51	59	51	55	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*60.0*	*62.5*	*65.0*	*67.5*	*70.0*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	177	170	164	177	213	.	.	.	.	.
APPROVED GOALS	.	180	164	180	190	190	190	200	.	.
PROPOSED GOALS	.	.	.	.	.	*200*	*170*	*180*	*200*	*220*

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	.	.	7	7	16	.	.	.	.	.
APPROVED GOALS	.	.	7	7	15	15	20	25	.	.
PROPOSED GOALS	.	.	.	.	.	*10*	*12*	*20*	*25*	*30*

9. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	11	25	20	20	13	.	.	.	.	.
APPROVED GOALS	.	23	20	22	22	24	26	28	.	.
PROPOSED GOALS	.	.	.	.	.	*20*	*24*	*26*	*28*	*30*

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	2	1	3	3	3	.	.	.	.	.
APPROVED GOALS	.	1	1	1	2	2	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	*2*	*4*	*6*	*8*	*10*

KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	5	5	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*5*	*10*	*15*	*20*

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	27	37	41	40	38	.	.	.	.	.
APPROVED GOALS	.	39	40	41	42	43	44	45	.	.
PROPOSED GOALS	.	.	.	.	.	*43*	*44*	*45*	*45*	*45*

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	.	.	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	.	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

17. Total Research Expenditures ($Thousands)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	924	1,103	998	875	962	.	.	.	.	.
APPROVED GOALS	.	.	1,000	1,100	1,300	1,500	1,700	1,900	.	.
PROPOSED GOALS	.	.	.	.	.	*1,000*	*1,100*	*1,200*	*1,300*	*1,400*

18. Research Expenditures from External Sources ($Thousands)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	629	758	528	492	606	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*615*	*650*	*715*	*770*	*825*

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

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

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	.	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

Number of first-year, degree-seeking undergraduate students

	Fall 2015	Fall '16	Fall '17	Fall '18	Fall 2019	Fall '20	Fall '21	Fall '22	Fall '23	Fall '24
ACTUAL	285	265	233	226	173	.	.	.	.	.
APPROVED GOALS	.	.	.	.	260	290	320	335	.	.
PROPOSED GOALS	.	.	.	.	.	*230*	*270*	*300*	*320*	*340*

Full-time FTIC first-year Fall-to-Spring retention rate

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	94.3%	92.2%	91.0%	92.2%	90.5%	.	.	.	.	.
APPROVED GOALS	.	.	.	.	95%	95%	96%	96%	.	.
PROPOSED GOALS	.	.	.	.	.	*95%*	*96%*	*96%*	*96%*	*96%*

Administrative expenditures as a percent of total E&G funding

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	21.2	23.7	23.3	20.0	21.6	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*21.0*	*20.0*	*19.0*	*18.0*	*17.0*

Definitions: Percentage = (Total Expenditures on Admin Direction & Support Services) / (Education & General Funding)
Education & General Funding includes funds from General Revenue, Lottery, Student Tuition, and Interest.

ENROLLMENT PLANNING

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	854	861	838	808	703	.	.	.	.	.
APPROVED GOALS	.	.	848	860	825	860	930	1025	.	.
PROPOSED GOALS	.	.	.	.	.	*710*	*775*	*860*	*1000*	*1,140*

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	0	14	21	29	24	.	.	.	.	.
APPROVED GOALS	.	.	22	30	35	40	45	50	.	.
PROPOSED GOALS	.	.	.	.	.	*32*	*45*	*50*	*55*	*60*

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

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	266	233	203*	197	150	*215*	*250*	*275*	*300*	*330*
FTIC: Returning	486	531	534*	496	457	*395*	*413*	*460*	*555*	*615*
Transfer: FCS w/ AA	35	33	38	41	30	*38*	*45*	*54*	*70*	*100*
Transfer: Other	67	64	63	74	64	*60*	*65*	*68*	*71*	*90*
Post-Baccalaureates	0	0	0	0	2	*2*	*2*	*3*	*4*	*5*
Subtotal	**854**	**861**	**838**	**808**	**703**	***710***	***775***	***860***	***1000***	***1,140***

GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	0	14	21	29	24	*32*	*45*	*50*	*55*	*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	**0**	**14**	**21**	**29**	**24**	***32***	***45***	***50***	***55***	***60***
TOTAL	**854**	**875**	**859**	**837**	**727**	***742***	***820***	***910***	***1055***	***1200***

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.

Note*: NCF staff calculate the New/Returning FTIC counts for 2017 are actually 204 and 533. The data reported in the table above are based on Board Office of Data & Analytics staff analysis from the State University Database System (SUDS). ODA staff will continue to work with NCF staff to resolve this discrepancy.

ENROLLMENT PLANNING (cont.)

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	88	75	82	82	82	.	.	.	.	.
APPROVED GOALS	.	.	.	.	83	84	85	86	.	.
PROPOSED GOALS	.	.	.	.	.	*84*	*85*	*86*	*87*	*88*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	275	286	258	227	233	206	210	225	250	290
UPPER	681	674	694	710	646	562	566	620	688	800
GRAD 1	0	4	11	21	20	18	26	34	36	40
GRAD 2	0	0	0	0	0	0	0	0	0	0
TOTAL	**957**	**963**	**963**	**957**	**899**	**786**	**802**	**879**	**974**	**1130**

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	0	0	0	0	0	0	5	5	10
Primarily Dist. (80-99%)	.	0	0	0	0	0	5	5	10	10
Hybrid (50-79%)	.	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	.	100	100	100	100	100	95	90	85	80
GRADUATE										
All Distance (100%)	.	0	0	0	0	0	0	0	0	0
Primarily Dist. (80-99%)	.	0	0	0	0	0	5	10	15	20
Hybrid (50-79%)	.	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	.	100	100	100	100	100	95	90	85	80

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

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 2019 Accountability Plan list for programs under consideration for 2020-21.

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						
Data Science (B.A.)	30.3001	STEM	FSU	None	25	Nov. 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biology (M.S.)	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF	None	10	Nov. 2020
DOCTORAL PROGRAMS						
(none)						

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

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						
DOCTORAL PROGRAMS						
(none)						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation:
This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from 44 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 Wage Record Interchange System (WRIS2), 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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

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-baccs) 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 NCF)*

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

PBF-9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). 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. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

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).

DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures ($M): 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.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on 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+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing 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, (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).

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 non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: 6-Year Graduation Rates (FT only): 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. Only full-time students are included in this 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).

DEFINITIONS (cont.)

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 US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

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) Collab 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).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).

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 most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

DEFINITIONS (cont.)

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) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

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

PRE-F: Total Science & Engineering Research Expenditures: Research Expenditures within Science & Engineering disciplines. 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-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, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) 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)".

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

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size ($M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (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, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

DEFINITIONS (cont.)

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 the university to the Common Data Set.

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: 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-5: 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 were not excluded. Source: State University Database System (SUDS).

KPI-6: 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-7: Bachelor's Degrees Awarded & KPI-8: 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-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: 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. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: 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 US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better 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 (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

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

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, Woodrow Wilson Fellows.

DEFINITIONS (cont.)

KPI-17: 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-18: 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-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

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 (eg, 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.

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.

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 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 institution educational plant surveys.

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 1009.24(17), F.S.).

STATE UNIVERSITY SYSTEM OF FLORIDA

