2021
ACCOUNTABILITY PLAN

# NEW COLLEGE OF FLORIDA

*UBOT Approved 08/21/2021*

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# INTRODUCTION

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

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

# STRATEGY

## Mission Statement

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

## Statement of Strategy

New College of Florida (NCF) will maintain its ranking among the top 5 public liberal arts and sciences colleges in the nation, with an enrollment of 1200 and a four-year graduation rate of 80%. To achieve this vision, NCF's Strategic Plan (*Cultivating Curiosity. Unleashing Potential.*) focuses our efforts on three fundamental priorities:

1. Recruit more students who will thrive at New College
2. Keep them here four years
3. Make their degree more valuable

To advance along these priorities, New College is:

- making career preparation and workforce readiness *central to the entire student experience*. As detailed in our Universities of Distinction proposal, every NCF student will be assigned a career coach and academic advisor prior to arriving on campus. Academic advisors will complete a career education training program, and we continue to build internships and experiential learning opportunities into the academic program.

- building a vibrant learning environment — one that is diverse, inclusive, and characterized by openness, kindness, and mutual respect (as detailed in NCF's Equity Report), and that follows best practices for linking the residential experience with the academic program.

- improving pathways and support structures to graduation for first-time-in-college (FTIC) and transfer students, and providing accelerated opportunities for advanced degrees.

Through this strategy, New College will achieve its goals and provide a superior value to both students and the State of Florida.

# STRATEGY (cont.)

## Strengths, Opportunities & Challenges

As the legislatively designated honors college of Florida, New College of Florida provides students an affordable and innovative residential learning experience that consistently ranks among the top public liberal arts and sciences colleges in the nation.  New College of Florida's unique academic allows students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.

With career readiness integrated into the educational experience, New College produces successful graduates who drive Florida's economy.  The median starting salary of our graduates jumped 23% in 2020 and the $98,600 median mid-career salary of our graduates ranks third among the SUS (according to Payscale).

The global pandemic created challenges and opportunities for New College.  New College has responded by enhancing our technological infrastructure, modernizing course delivery modes, developing new ways to engage students, and ensuring that career education is a key element of all students' experiences.

## Three Key Initiatives & Investments

To increase student enrollment, lower the cost per degree, increase four-year graduation rates, and improve student outcomes, New College is investing in the following initiatives:

1. **Educating for 21st Century Work**
   Recognized as a College of Distinction for our Career Development program, New College offers an educational experience that fully integrates career education into the academic experience. Our goal is to be a national model for integration of academic and career education. Key components of the New College model include career coaches assigned to each student before they even arrive on campus, a first-year seminar that introduces students to the integrated academic/career model, focus on experiential learning including internships, and career education training for all academic advisors.

2. **Inclusive Excellence**
   New College is committed to building a diverse, equitable, and inclusive environment where all students, faculty, and staff can experience a sense of belonging and have access to the resources necessary to achieve at the highest level. We will create this environment by developing and supporting policies and programs that reduce outcome disparities and affirm the inherent worth of all members of our community. We will also continue to strengthen our net of support around students through a variety of initiatives that will increase student enrollment and retention including, but not limited to, summer bridge advising, increased services for transfer students, and completion/retention grants.

3. **Applied Data Science and Other Targeted Master's Degree Programs**
   The introduction of the Master of Science in Applied Data Science program this Fall complements New College's growing undergraduate computer science and statistics programs.  New College is working to develop a small number of additional, market-driven graduate programs that align with our mission, build upon the strengths of New College, contribute to SUS goals, and meet workforce needs for the state of Florida and the nation.

As additional students return to campus and interact face-to-face, New College is investing in initiatives to build a more vibrant, diverse, and inclusive environment. Improved housing and food service, summer bridge advising for incoming students, increased services for transfer students, and completion/retention grants will increase student enrollment and retention.

# STRATEGY (cont.)
## Graduation Rate Improvement Plan Update

**Academic Contract System and Block Tuition Model**
In charging all full-time undergraduates the same tuition — regardless of how many credit hours they attempt — New College of Florida's academic contract system and block tuition model incentivize students to complete their degrees within four years.

Evidence of the effectiveness of our academic contract and block tuition systems includes:

- An average time-to-completion of 3.8 years for New College FTIC students

- 80% of New College baccalaureate degrees were awarded without excess hours

- 82% of resident undergraduate students completed at least 15 credit hours in Fall 2020

- On average, the net cost of tuition, fees, books, and supplies was -$2000 for New College students earning their baccalaureate degrees in 2019-20

**Actions taken in 2020-21**
New College of Florida took the following actions to increase four-year graduation rates:

- Working closely with Academic Affairs and the Office of Student Success, the New College Office of Institutional Research and Assessment expanded and enhanced its successful early alert system to identify and intervene with students having attendance, classroom performance, and outside-the-classroom concerns. The Student Success Team also followed-up with students with registration and financial holds.

- Building upon the successful pilot in 2019, New College continued the SET SAIL first-year seminar program. The SET SAIL seminars, taught by a team of faculty and staff supported by student peer leaders, build connections among students, link students to support services, and enhance students' academic and time management skills.

- New College's Center for Career Engagement and Opportunity (CEO) served a greater number of students than ever as it empowered students to achieve post-graduation success (with the number of students engaged in career coaching increasing 138% in the past two years). CEO efforts have also resulted in large year-over-year increases in the number of recruiting organizations on campus (+57%), employer recruitment consultations (+59%), and job and internship posting (+26%). Through a focus on career preparation from day one, the CEO encourages students to graduate on-time to achieve their personal and career goals.

# STRATEGY (cont.)
## Key Achievements for Last Year (Student, Faculty, Program, Institutional)

Student Achievements
1. Grace Hamilton (Taiwan) and Jacob Wentz (Belgium) earned Fulbright Teaching Assistantships.
2. Isabella Cibelli DuTerroil (language: Turkish) and Alana Swartz (language: Japanese) received Boren Awards to study a critical language and work in public service positions critical to U.S. national security.
3. Asia Lord was selected to join the competitive Japan Exchange and Teaching (JET) Programme.
4. Antonia Ginsberg-Klemmt founded New Crew SRQ, the Suncoast's first multi-school collegiate rowing crew, in partnership with the Suncoast Aquatic Nature Center Associates.
5. Evan Hunter, member of NCF's Mock Trial team, was named to the all-region attorney team.
6. Adam Johnson's senior thesis, *Charrettes, Urban Planning and Democracy*, was awarded a scholarship from the Florida Planning and Zoning Association (FPZA) Gulf Coast Chapter.

Faculty Achievements
1. Uzi Baram, Professor of Archaeology, and a team of excavators received a $100,000 Manatee Mineral Springs Park grant to excavate an area in Bradenton believed to be the site of the historic Angola community.
2. Burçin Bozkaya, Director of Data Science, was granted a University Ambassadorship from Nvidia's Deep Learning Institute.
3. Queen Zabriskie and Sarah Hernandez, co-directors of NCF's Initiative on Diversity and Equity in Academics, were awarded Unity Awards by Sarasota Magazine for their work in championing inclusion and social justice.
4. Thomas McCarthy, Professor of History, was elected a corresponding member of the Monumenta Germaniae Historia, one of Europe's most prestigious historical research institutes.
5. Xia Shi, Marian Hoppin Chair of Asian Studies, was selected for a National Endowment for the Humanities Summer Stipend grant entitled, "Concubines in Public: Gender, Embodied Subjects, and the Politics of the Private in Republican China."

Program Achievements
1. NCF's Theater, Dance, and Performance Studies concentration become the College's first SACSCOC-approved distance learning program, and succeeded in performing four different shows over the 20-21 academic year.
2. NCF competed in the Mid-South Regional of the 2020-2021 American Moot Court Association (AMCA) national championship tournament. Some students' final scores ranked ahead of students from Yale, Texas, Texas A&M, Vanderbilt, and Liberty University. NCF's Mock Trial team also recorded victories against students at Rutgers, the University of Portland, and the University of Nevada, Reno.

Institutional Achievements
1. Top National and State Rankings:
   - #2 Public Liberal Arts College (Washington Monthly)
   - #6 Public Liberal Arts College; #14 Most Innovative Schools (U.S. News & World Report)
   - Top 10 Best Buy Public Colleges (Fiske Guide to Colleges)
   - #23 Best Value College (Kiplinger's Personal Finance)
   - 50 Colleges That Create Futures; Top 200 Best Value Colleges (Princeton Review)
2. With a $4 million donation from Sarasota philanthropists J. Robert Peterson and Pasqualina Peterson, New College secured the largest gift in its 61-year history.

# STRATEGY (cont.)
## Performance-Based Funding Goal Adjustments

We have revised short-term goals for 6 metrics:

**1. Percent of graduates enrolled or employed ($25k)**

With information on the outcomes of 96% of our 2020 graduating class, we know that more than 65% are currently employed or enrolled. Several of those graduates, however, were underemployed as they deferred graduate school admission until Fall 2021. Because of this, we've lowered our short-term target to 55%. Our focus on placing students into internships should lead to solid gains in this metric, as 72% of students with internships (and 85% of those with paid internships) were enrolled or employed within one year of graduation.

**4. Four-year graduation rate**

54.8% of our 2017-21 cohort graduated within four years. We have lowered the trajectory of our projections as we progress toward our strategic plan goal of an 80% graduation rate by 2028.

**5. Academic progress rate**

The pandemic had a negative impact on the Fall-to-Spring retention of our first-year students, so we've lowered our projection to 80% for the 2020 incoming cohort.

**6. Percent of bachelor's degrees awarded within programs of strategic emphasis**

Our performance dropped from 57.9% to 43.7% for the 2021 graduating class. This drop was due, in large part, to students choosing to complete minors in programs of strategic emphasis. Through targeted advising and career readiness efforts, we anticipate a consistent 50% of the baccalaureate degrees we grant will be in programs of strategic emphasis.

**7. University access rate (percent of students receiving Pell grants)**

We've lowered our target from 33% to 30% for Fall 2020. Through improvements to the student experience (e.g., our new meal plan), an integration of career readiness into the academic program, and targeted application of financial aid, we anticipate increasing this percentage each year.

**8b. Percent of first-year students in the top 10% of their high school class**

Many of the students who excel at NCF enter without high school class ranks (including those who attended honors high schools, those who completed International Baccalaureate programs, or those who were homeschooled). New College's academic program and narrative evaluations are designed to attract academically talented risk-takers; not necessarily those who focus on numerical or letter grades.

We have increased goals for two metrics:

**2. Median wages of bachelor's graduates employed full-time**

We anticipate building upon last year's 22% increase in median starting wages and have increased the target for our 2020 graduates by +$2,000.

**10. Percent of FTIC graduates completing 3+ high-impact practices**

Even though the global pandemic reduced student access to several of our face-to-face high-impact practices, we believe we can reach and maintain 90% of our graduates completing three or more high-impact practices. We have increased our goal for 2020-21 from 63% to 90%.

# PERFORMANCE-BASED FUNDING METRICS

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 41.8 | 54.2 | 53.0 | 65.3 | 51.4 | . | . | . | . | . |
| APPROVED GOALS | 45 | 46.1 | 55 | 58 | 61 | 64 | 67 | 70 | 73 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *55* | *58* | *61* | *64* | *67* |

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 26,500 | 26,700 | 25,900 | 29,700 | 36,500 | . | . | . | . | . |
| APPROVED GOALS | 26,700 | 27,000 | 27,400 | 28,000 | 31,000 | 34,000 | 38,000 | 42,000 | 45,000 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *36,000* | *37,000* | *38,000* | *39,000* | *40,000* |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 6,030 | 5,990 | -1,060 | -1,400 | -2,000 | . | . | . | . | . |
| APPROVED GOALS | . | 6,020 | 6,750 | 6,000 | 0 | 0 | 0 | 0 | 0 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *0* | *0* | *0* | *0* | *0* |

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

|  | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 52.5 | 53.6 | 55.7 | 57.9 | 53.9 | . | . | . | . | . |
| APPROVED GOALS | 56 | 55 | 55 | 57.5 | 60 | 62.5 | 65 | 67.5 | 70 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *54.8* | *57* | *59* | *62* | *66* |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 84.3 | 78.8 | 75.9 | 85.9 | 80.3 | . | . | . | . | . |
| APPROVED GOALS | 83 | 85 | 80 | 80 | 82 | 84 | 86 | 89 | 92 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *80* | *82* | *84* | *85* | *86* |

# PERFORMANCE-BASED FUNDING METRICS (cont.)

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 45.9 | 51.2 | 48 | 52.6 | 57.9 | . | . | . | . | . |
| APPROVED GOALS | 44 | 49 | 51 | 50 | 52 | 54 | 56 | 58 | 60 | . |
| PROPOSED GOALS | . | . | . | . | . | 43.7 | 50 | 50 | 50 | 50 |

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

|  | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 28.3 | 29.5 | 33.3 | 31.7 | 28.4 | . | . | . | . | . |
| APPROVED GOALS | 28 | 29.3 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | . |
| PROPOSED GOALS | . | . | . | . | . | 30 | 31 | 32 | 33 | 34 |

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

|  | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 35.0 | 38.2 | 37.3 | 21.6 | 24.5 |  |  |  |  | . |
| APPROVED GOALS | 36 | 38 | 41 | 40 | 30 | 30 | 35 | 35 | 40 | . |
| PROPOSED GOALS | . | . | . | . | . | 25 | 25 | 25 | 25 | 25 |

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

|  | 2014-16 | 2015-17 | 2016-18* | 2017-19* | 2018-20* | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | . | . | 26.1 | 29.3 | 25 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | . | . | . | . | . | . |
| PROPOSED GOALS | . | . | . | . | . | 22 | 24 | 27 | 33 | 40 |

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

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

|  | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 53.2 | 64.3 | 60 | 62.1 | 60.6 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | . | . | . | . | . | . |
| PROPOSED GOALS | . | . | . | . | . | 68.4 | 55 | 60 | 62 | 64 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 38.4 | 46.7 | 57.9 | 65.7 | 86.2 | . | . | . | . | . |
| APPROVED GOALS | . | . | 55 | 55 | 59 | 63 | 67 | 71 | 75 | . |
| 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]

|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 5 | 5 | 5 | 4 | 4 | . | . | . | . | . |
| APPROVED GOALS | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *4* | *4* | *4* | *4* | *4* |

### 2. Freshmen in Top 10% of High School Class

|  | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 35 | 38 | 37 | 22 | 25 | . | . | . | . | . |
| APPROVED GOALS | 36 | 38 | 41 | 40 | 30 | 30 | 35 | 35 | 40 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *25* | *25* | *25* | *25* | *25* |

### 3. Time to Degree for FTICs in 120hr programs

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 3.7 | 3.6 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *3.8* | *3.8* | *3.8* | *3.8* | *3.8* |

### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 82 | 83 | 83 | 87 | 80 | . | . | . | . | . |
| APPROVED GOALS | . | . | 83 | 83 | 84 | 85 | 86 | 87 | 88 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *80* | *82* | *84* | *86* | *88* |

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

|  | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 63 | 65 | 60 | 64 | 64 | . | . | . | . | . |
| APPROVED GOALS | 63.4 | 64.6 | 60.5 | 62 | 64 | 66 | 68 | 70 | 72 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *66* | *59* | *60* | *65* | *70* |

# KEY PERFORMANCE INDICATORS (cont.)
## Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

|  | 2013-16 | 2014-17 | 2015-18 | 2016-19 | 2017-20 | 2018-21 | 2019-22 | 2020-23 | 2021-24 | 2022-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | * | * | * | * | * | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 64 | 66 | 68 | 70 | 72 | . |
| PROPOSED GOALS | . | . | . | . | . | 66 | 68 | 70 | 72 | 74 |

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

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

|  | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 51 | 59 | 51 | 55 | 47 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 60 | 62.5 | 65 | 67.5 | 70 | . |
| PROPOSED GOALS | . | . | . | . | . | 50 | 55 | 60 | 65 | 67 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 170 | 164 | 177 | 213 | 183 | . | . | . | . | . |
| APPROVED GOALS | 180 | 164 | 180 | 190 | 200 | 170 | 180 | 200 | 220 | . |
| PROPOSED GOALS | . | . | . | . | . | 158 | 160 | 150 | 150 | 170 |

### 9. Graduate Degrees Awarded [First Majors Only]

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | . | 7 | 7 | 16 | 9 | . | . | . | . | . |
| APPROVED GOALS | . | 7 | 7 | 15 | 10 | 12 | 20 | 25 | 30 | . |
| PROPOSED GOALS | . | . | . | . | . | 12 | 15 | 15 | 20 | 25 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 25 | 20 | 20 | 13 | 22 | . | . | . | . | . |
| APPROVED GOALS | 23 | 20 | 22 | 22 | 20 | 24 | 26 | 28 | 30 | . |
| PROPOSED GOALS | . | . | . | . | . | 15 | 25 | 26 | 27 | 28 |

# KEY PERFORMANCE INDICATORS (cont.)
## Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

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

|  | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 1 | 3 | 3 | 3 | 5 | . | . | . | . | . |
| APPROVED GOALS | 1 | 1 | 1 | 2 | 2 | 4 | 6 | 8 | 10 | . |
| PROPOSED GOALS | . | . | . | . | . | 4 | 4 | 5 | 5 | 5 |

### 12. Percent of Undergraduate FTE in Online Courses

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 0 | 0 | 0 | 0 | 0 | . | . | . | . | . |
| APPROVED GOALS | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 15 | 20 | . |
| PROPOSED GOALS | . | . | . | . | . | 45 | 10 | 10 | 10 | 10 |

### 13. Percent of Bachelor's Degrees in STEM & Health

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 37 | 41 | 40 | 38 | 46 | . | . | . | . | . |
| APPROVED GOALS | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 45 | 45 | . |
| PROPOSED GOALS | . | . | . | . | . | 37 | 38 | 39 | 40 | 41 |

### 14. Percent of Graduate Degrees in STEM & Health

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | . | 100 | 100 | 100 | 100 | . | . | . | . | . |
| APPROVED GOALS | . | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | . |
| PROPOSED GOALS | . | . | . | . | . | 100 | 100 | 100 | 100 | 100 |

# KEY PERFORMANCE INDICATORS (cont.)
## Scholarship, Research & Innovation Metrics

### 16. National Academy Memberships

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

### 17. Faculty Awards

|  | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 0 | 0 | 0 | 0 | 0 | . | . | . | . | . |
| APPROVED GOALS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | . |
| PROPOSED GOALS | . | . | . | . | . | 0 | 0 | 0 | 0 | 0 |

### 18. Total Research Expenditures ($Thousands)

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 1,103 | 998 | 875 | 962 | 999 | . | . | . | . | . |
| APPROVED GOALS |  | 1,000 | 1,100 | 1,300 | 1,000 | 1,100 | 1,200 | 1,300 | 1,400 | . |
| PROPOSED GOALS | . | . | . | . | . | 970 | 1,000 | 1,100 | 1,150 | 1,200 |

### 19. Research Expenditures from External Sources ($Thousands)

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 758 | 528 | 492 | 606 | 455 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 615 | 650 | 715 | 770 | 825 | . |
| PROPOSED GOALS | . | . | . | . | . | 430 | 550 | 625 | 700 | 800 |

# KEY PERFORMANCE INDICATORS (cont.)
## Scholarship, Research & Innovation Metrics

### 20. Utility Patents Awarded

|  | 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 | 0 | 0 | . |
| PROPOSED GOALS | . | . | . | . | . | 0 | 0 | 0 | 0 | 0 |

### 21. Number of Licenses/Options Executed Annually

|  | 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 | 0 | 0 | 0 | 0 | . |
| PROPOSED GOALS | . | . | . | . | . | 0 | 0 | 0 | 0 | 0 |

### 22. Number of Start-up Companies Created

|  | 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 | 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 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 861 | 838 | 808 | 703 | 646 | . | . | . | . | . |
| APPROVED GOALS | . | 848 | 860 | 825 | 710 | 775 | 860 | 1,000 | 1,140 | . |
| PROPOSED GOALS | . | . | . | . | . | 592 | 602 | 630 | 660 | 710 |

| GRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 14 | 21 | 29 | 24 | 29 | . | . | . | . | . |
| APPROVED GOALS | . | 22 | 30 | 35 | 32 | 45 | 50 | 55 | 60 | . |
| PROPOSED GOALS | . | . | . | . | . | 28 | 28 | 35 | 40 | 40 |

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

| UNDERGRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| FTIC: New | 233 | 203 | 197 | 150 | 160 | 145 | 165 | 180 | 195 | 210 |
| FTIC: Returning | 531 | 534 | 496 | 457 | 389 | 360 | 333 | 340 | 353 | 386 |
| Transfer: FCS w/ AA | 33 | 38 | 41 | 30 | 36 | 38 | 45 | 48 | 50 | 52 |
| Transfer: Other | 64 | 63 | 74 | 64 | 57 | 47 | 57 | 60 | 60 | 60 |
| Post-Baccalaureates | 0 | 0 | 0 | 2 | 4 | 2 | 2 | 2 | 2 | 2 |
| *Subtotal* | **861** | **838** | **808** | **703** | **646** | **592** | **602** | **630** | **660** | **710** |

| GRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| Master's | 14 | 21 | 29 | 24 | 29 | 28 | 28 | 35 | 40 | 40 |
| 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* | **14** | **21** | **29** | **24** | **29** | **28** | **28** | **35** | **40** | **40** |
| **TOTAL** | **875** | **859** | **837** | **727** | **675** | **620** | **630** | **665** | **700** | **750** |

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those 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.

# ENROLLMENT PLANNING (cont.)

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

|  | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 75 | 82 | 82 | 86 | 82 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | 83 | 84 | 85 | 86 | 87 | 88 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *85* | *86* | *87* | *88* | *88* |

## Full-Time Equivalent (FTE) Enrollment by Course Level

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| LOWER | 286 | 258 | 227 | 233 | 147 | *155* | *176* | *182* | *200* | *215* |
| UPPER | 674 | 694 | 710 | 646 | 617 | *535* | *518* | *520* | *520* | *535* |
| GRAD 1 | 4 | 11 | 21 | 20 | 18 | *21* | *21* | *28* | *30* | *30* |
| GRAD 2 | 0 | 0 | 0 | 0 | 0 | *0* | *0* | *0* | *0* | *0* |
| **TOTAL** | **963** | **963** | **957** | **899** | **782** | ***711*** | ***715*** | ***730*** | ***750*** | ***780*** |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | | | | | |
| All Distance (100%) | 0 | 0 | 0 | 0 | 0 | *45* | *5* | *5* | *5* | *5* |
| Primarily Dist. (80-99%) | 0 | 0 | 0 | 0 | 0 | *0* | *0* | *0* | *0* | *0* |
| Hybrid (50-79%) | 0 | 0 | 0 | 0 | 0 | *34* | *5* | *5* | *5* | *5* |
| Classroom (0-49%) | 100 | 100 | 100 | 100 | 100 | *21* | *90* | *90* | *90* | *90* |
| **GRADUATE** | | | | | | | | | | |
| All Distance (100%) | 0 | 0 | 0 | 0 | 0 | *25* | *0* | *10* | *10* | *10* |
| Primarily Dist. (80-99%) | 0 | 0 | 0 | 0 | 0 | *0* | *0* | *0* | *0* | *0* |
| Hybrid (50-79%) | 0 | 0 | 0 | 0 | 0 | *18* | *0* | *0* | *0* | *0* |
| Classroom (0-49%) | 100 | 100 | 100 | 100 | 100 | *57* | *100* | *90* | *90* | *90* |

# ACADEMIC PROGRAM COORDINATION

## New Programs for Consideration by Institution in AY 2021-22

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 2020 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** | | | | | | |
| (none) | | | | | | |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS** | | | | | | |
| Biology (Accelerated M.S.) | 26.0101 | STEM | FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF | None | 10 | |
| **DOCTORAL PROGRAMS** | | | | | | |
| (none) | | | | | | |

## New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

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

# 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 all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

**PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation**
This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources:  State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

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

**PBF-4. Four Year FTIC Graduation Rate**
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

**PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]**
This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

# DEFINITIONS (cont.)

**PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis**

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

**PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant**

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

**PBF-8a. Graduate Degrees within Programs of Strategic Emphasis**

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

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

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

**PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. 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. Full-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).

**PBF-9b: Pell Recipient Six-Year Graduation Rate [Full-time students]:** This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-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 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. 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. 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: 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. Source: Florida State University student survey data reported to the Florida Board of Governors.

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

**PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percentage of Degrees is based on the number of baccalaureate degrees awarded to 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 (full-time 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 also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

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

# DEFINITIONS (cont.)

**PBF-10.USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

**PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) 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 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 the most recent rankings. Sources:  Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

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

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

# DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

## Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

**KPI-2: Freshmen in Top 10% of High School Class:** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

# DEFINITIONS (cont.)

**KPI-3: Time to Degree for FTICs in 120hr programs:** This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

**KPI-4: Percent of Bachelor's Degrees Without Excess Hours**
This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits:  accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]:** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

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

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

**KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

**KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students:** Race/Ethnicity data is self-reported by students to each university. 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 excluded. 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).

**KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled:** This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**KPI-12: Percent of 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

**KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: 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-15: 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 U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

**KPI-16: 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-17: 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-18: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-19: Research Expenditures Funded from External Sources:** This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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

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

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

## 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).

# DEFINITIONS (cont.)

**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). Source: State University Database System (SUDS).