2025
ACCOUNTABILITY PLAN

NEW COLLEGE OF FLORIDA
BOT Approved May 28, 2025

Table of Contents

INTRODUCTION

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

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

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

STRATEGY

Mission Statement

As part of man's long struggle to defeat ignorance by pursuing truth, New College educates its students in the great traditions and moral disciplines of our civilization so that they can lead principled lives of consequence.

Through academic excellence, New College develops within students the capacity to think critically and humanely and to conduct themselves with civility, courage, and honor. Together, we seek the good, the true, and the beautiful, in the firm knowledge that only through the eternal verities can we move the earth.

New College of Florida promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.

Statement of Strategy

Our path to becoming the preeminent liberal arts college in the country centers on a commitment to excellence in all areas:

Attracting Exceptional Students: We will cultivate a thriving student body by offering a transformative academic experience – featuring world-class faculty and a groundbreaking core curriculum blending classical wisdom (*logos*) with practical skills (*techne*) – complemented by enriched academic offerings, strategic marketing, improved facilities, vibrant extracurriculars, competitive athletics, and a superior student life experience. This will be supported by enhanced financial aid, targeted outreach to transfer students via articulation agreements, and the recruitment of diverse learners through select graduate and online programs. Our goal is to consistently attract and retain the highest caliber of students.

Building a Strong Financial Foundation: We will actively pursue public and private funding to fuel our growth and support our ambitious goals for students and faculty.

Elevating Our National Standing: We will achieve greater prestige by attracting and retaining world-renowned faculty aligned with our mission, delivering an unparalleled academic program that uniquely equips students through the *logos* and *techne* framework, upgrading our infrastructure to meet modern expectations, and boldly serving as a national leader in upholding the principles of free speech and inquiry, through campus dialogue and public forums.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

At New College of Florida, our dedication to increasing student graduation rates is demonstrated through tangible progress and strategic initiatives. The 11% improvement in Fall 2023 first-time-in-college (FTIC) student retention underscores the effectiveness of our early intervention efforts. Our early warning system, leveraging both faculty assessments and the Mighty Banyan Chatbot, allows us to proactively identify and support students at risk. This system, coupled with dedicated follow-up from academic advisors and our enhanced academic support services, is designed to foster student success and improve graduation outcomes.

In the 2023-24 academic year, New College further invested in student success through targeted actions. We established a comprehensive Academic Support Services one-stop shop, bringing together key resources to provide seamless assistance. The launch of the Mighty Banyan Chatbot has provided valuable insights into student needs, evidenced by the 93% student opt-in rate and significant engagement, with over 3600 messages exchanged. Additionally, our partnership with Knack has dramatically expanded access to tutoring, with students utilizing over 525 hours of support – an 88% increase – directly contributing to their academic progress

Actions Taken in 2024-25

1. **Establishment of the Academic Coach Office**
   The College established the Academic Coach Office and assigned an academic coach to all incoming undergraduate students starting in Fall 2024. Academic coaches support students with pre-registration, help them navigate the academic landscape, and assist them in accessing and utilizing campus resources to succeed in the classroom. Importantly, because faculty are not on contract during the summer, academic coaches are able to advise incoming students prior to the start of the academic year, improving early onboarding and preparedness.

2. **Integration of Academic Support Services**
   New College created a coordinated, student-centered model by bringing academic coaches, advising, the Student Success Center (SSC), tutoring services, and the Writing Resource Center under one umbrella. Weekly coordination meetings among these units have enhanced communication, service delivery, and data tracking. This structure enables real-time monitoring of student engagement with support services and allows for timely, individualized academic interventions.

3. **Closer Alignment Between Early Alerts and Support Services**
   The Mid-Semester Progress Reports (MSPR), which serve as our early alert system, are now more effectively connected to academic support services. When students are flagged for academic concerns, alerts are routed directly to relevant staff for prompt outreach and follow-up. Data show that students who are flagged in MSPR and subsequently use tutoring services increase their course pass rate from 85% to over 90%. Similarly, students who access the SSC after being flagged see comparable improvements. These results highlight the importance of early intervention and the measurable impact of integrated academic support.

STRATEGY (cont.)

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

Student Achievements
- Ahmet Cemek won second place in the undergraduate statistics project contest sponsored by the American Statistical Association (ASA).
- Isabelle Campesi was awarded the prestigious Benjamin A. Gilman International Scholarship to support her study at the Dublin Ireland: Writer's Program competitive Critical Language Scholarship (CLS) Program.
- Alexander Konuch was awarded the prestigious Benjamin A. Gilman International Scholarship to support his study at Catholic University in Lyon, France.
- Kyla Baal was awarded the prestigious Fulbright Fellowship to support her research project in Bulgaria titled "The Politics of Subsidiary Symbols on Amphorae and Currency Between Thrace and Greece".
- Cynthia Lucas was awarded the prestigious Fulbright English Teaching Assistantship in Taiwan.
- Joshua Ingram was named to SRQ Magazine's latest "35 Under 35" list, a recognition of the most accomplished young professionals on Florida's Gulf Coast.
- Ana Cedeno Escobar wins the Academic Excellence Award for senior thesis discovering which molecules from bacteria may cause problems in human cells, possibly leading to diseases.

Faculty Achievements
- History Professor Carrie Beneš and her research team were awarded an additional $120,000 grant as part of the National Endowment for the Humanities' Scholarly Editions and Translations program to support the La Sfera Project, an open-access multimedia edition of Goro Dati's fifteenth-century poem La sfera (The Globe).
- Natural Science Professors Sandra Gilchrist, Samantha Levell, and Tania Roy were awarded $24,000 in grant funds for their projects that support summer interns employed through the Environmental Discovery Awards Program (EDAP).
- Economics Professor Tarron Khemraj Published in Resources Policy featuring an article on natural resources and oil in Guyana and Suriname.
- Coastal and Marine Science Professor Gerardo Toro-Farmer has been sub-awarded a $41,000 for the study, "AI-Directed Tool Development for Pathogenic 'Flesh-eating' Vibrio Bacteria Prediction and Control," funded by the Gulf of Mexico Alliance's Gulf Start Program
- Dr. Bruce Gilley, Presidential Scholar in Residence, recently had a column published in Law & Liberty. His column lays out the argument of the state of capitalism in America.

Program Achievements
- The Master's in Marine Mammal Science Program enrolled its first cohort in Fall 2024.
- The Master's in Applied Data Science was ranked in Top 25 "Best Data Science Master's Programs" in 2023 by Fortune Magazine.

Institutional Achievements
- New College of Florida maintained its status as a top-ranked public liberal arts college
  - #1 among public liberal arts colleges (Washington Monthly)
  - #7 among public liberal arts colleges (U.S. News & World Report)
  - Recognized as a "great option" for students seeking a university that promotes freedom, opportunity, and upward mobility, while fostering free expression and open academic inquiry. (Heritage Foundation)

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

The transformative changes at New College and the resulting student attrition are expected to cause a substantial difference in the four-year and six-year graduation rates for the Fall 2021 and Fall 2022 cohorts. Consequently, the reported metrics have been modified to reflect this anticipated disparity and represent the estimated maximum achievable rates for New College.

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

2021-25	2022-26	2023-27	2024-28	2025-29
.	.	.	.	.
50.0	50.0	50.0	60.0	.
40.0	50.0	50.0	60.0	60.0

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

2019-25	2020-26	2021-27	2022-28	2023-29
.	.	.	.	.
55.0	55.0	55.0	55.0	.
55.0	55.0	40.0	50.0	55.0

STRATEGY (cont.)

Enrollment Management

New College exceeded its enrollment goal with a larger-than-expected enrollment in Fall 2024. We are on track to maintain the enrollment goals we established in our 2024-2029 New College of Florida Business Plan. These goals project New College to hit an enrollment target of 1,300 students by Fall 2029. Over the past two years we have been building out our key strategies to achieve our goals, including developing a framework for understanding change at New College; rewriting our New College enrollment strategic plan; performing a thorough assessment of competitive landscape; preliminary economic analysis of New College; developing a three-year plan based on quantitative goals and initial segmentation; qualitative assessment and issues; and implementing new strategies for targeting the top 1% of students.

Starting from 2023-2024, New College of Florida Enrollment Management team has taken the following actions to build connections with high schools as well as state colleges, and strengthen outreach to targeted exceptional prospective students and high schools.

- Working diligently with Take Stock in Children to cultivate stronger connections and cooperative scholarships with four local counties and the state organization.
- Offered 6 Summer Scholar Camps where high school students experience life as a New College student, building brand awareness and connections with our faculty and high school students.
- Socratic Stages events, which focus on high school themes and world-class debates, continue to engage New College students as well as prospective students.
- Added dedicated Recruiting officers assigned to high schools to develop relationships with counselors, teachers and students.
- Each applicant is assigned a dedicated admissions recruiter who develops a personal relationship with the applicant to facilitate and encourage enrollment.
- Enhanced student tours and faculty engagement in student recruiting with more classroom visits and targeted phone call contacts between our faculty and applicants.
- Hosted three national-level debate programs bringing over 1,500 high school students to our campus where our admissions team was present to engage and promote New College.
- Deployed AI tech to identify and connect with student prospects and answer student questions using our own materials for guidelines.
- Terminated expensive contracts for marketing and outreach and in-sourced all marketing efforts for greater control and added recruiting personnel.
- Created additional social media accounts for New College Admissions to promote our brand and unique academic programs on YouTube, Instagram and Facebook.
- To improve transfer pathways, we have secured 15 state college articulation agreements and are on track to complete two more.
- Attract out-of-state and international students who contribute to the geographic diversity of our vibrant student body and are interested in our unique curriculum and amateur athletic opportunities. Through our Career Engagement Office, work to support Florida workforce needs and keep these graduates in-state to grow Florida's economy.
- Launch Faculty-in-Residence program for Fall 2025, which we plan to place highly talented, specialized faculty members in targeted high schools for short periods of time to support high school programming, promote applications to New College and develop rapport between our faculty members and high school students.
- To ensure students stay on schedule for meeting their graduation credit requirements, New College will offer summer programs starting in 2026, further strengthening our academic offerings.

PERFORMANCE-BASED FUNDING METRICS

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	52.3	50.4	56.1	64.6	.	.	.	.	.
APPROVED GOALS	.	.	.	52.0	56.0	57.0	58.0	60.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	61.0	62.0	63.0	64.0

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	36,500	32,400	34,900	42,500	46,100	.	.	.	.	.
APPROVED GOALS	31,000	36,000	37,000	38,000	42,500	43,000	43,500	44,000	44,500	.
PROPOSED GOALS	.	.	.	.	.	45,000	45,500	46,000	46,500	47,000

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

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	-2,120	-4,500	-14,510	-6,890	-19,280	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	53.9	55.3	58.3	53.1	47.4	.	.	.	.	.
APPROVED GOALS	60.0	54.8	57.0	55.0	50.0	50.0	50.0	50.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	50.0	50.0	60.0	60.0

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	80.3	78.8	75.0	64.9	75.6	.	.	.	.	.
APPROVED GOALS	82.0	80.0	82.0	75.0	75.0	85.0	86.0	87.0	88.0	.
PROPOSED GOALS	.	.	.	.	.	85.0	86.0	87.0	88.0	88.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	57.9	46.2	50.6	55.2	56.9	.	.	.	.	.
APPROVED GOALS	52.0	43.7	50.0	50.0	50.0	30.0	33.0	36.0	39.0	.
PROPOSED GOALS	.	.	.	.	.	30.0	33.0	36.0	39.0	40.0

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

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

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	28.4	30.4	30.0	31.7	35.9	.	.	.	.	.
APPROVED GOALS	32.0	30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	.
PROPOSED GOALS	.	.	.	.	.	34.0	35.0	36.0	37.0	38.0

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	38.6	46.8	55.1	43.5	42.1	.	.	.	.	.
APPROVED GOALS	.	.	.	55.0	45.0	46.0	47.0	48.0	49.0	.
PROPOSED GOALS	.	.	.	.	.	46.0	47.0	48.0	49.0	50.0

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

PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2017-20*	2018-21*	2019-22*	2020-23*	2021-24*	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	75.6	67.5	58.1	55.9	60.7	.	.	.	.	.
APPROVED GOALS	64.0	66.0	62.0	64.0	50.0	50.0	50.0	75.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	50.0	50.0	75.0	75.0	75.0

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	60.6	65.2	57.4	61.4	56.3	.	.	.	.	.
APPROVED GOALS	.	68.4	55.0	60.0	55.0	55.0	55.0	55.0	55.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	55.0	40.0	50.0	55.0

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	86.2	93.1	93.0	95.9	94.4	.	.	.	.	.
APPROVED GOALS	59.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	90.0	90.0	90.0	90.0	90.0

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]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	4	4	4	3	2	.	.	.	.	.
APPROVED GOALS	5	4	4	4	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	25	21	29	33	14	.	.	.	.	.
APPROVED GOALS	30	25	25	25	33	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	20	25	31	38	45

3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	3.8	3.9	4.0	4.0	3.7	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.9	3.9	3.9	3.9	3.9	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.9	3.9	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82	82	86	83	78	.	.	.	.	.
APPROVED GOALS	84	80	82	83	84	85	86	87	88	.
PROPOSED GOALS	.	.	.	.	.	85	86	87	88	89

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	64	66	63	62	67	.	.	.	.	.
APPROVED GOALS	64	66	59	60	55	55	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	55	55	40	50	60

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

	2018-20*	2019-21*	2020-22*	2021-23*	2022-24*	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	25	23	21	22	39	.	.	.	.	.
APPROVED GOALS	.	22	24	27	20	20	50	55	57	.
PROPOSED GOALS	.	.	.	.	.	20	50	55	57	59

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.

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

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	47	54	50	46	44	.	.	.	.	.
APPROVED GOALS	60	50	50	51	50	50	50	50	60	.
PROPOSED GOALS	.	.	.	.	.	40	50	50	60	60

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	183	158	156	125	130	.	.	.	.	.
APPROVED GOALS	200	158	160	139	120	130	145	190	200	.
PROPOSED GOALS	.	.	.	.	.	130	145	190	200	200

9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	9	12	16	8	9	.	.	.	.	.
APPROVED GOALS	10	12	16	7	9	10	20	30	40	.
PROPOSED GOALS	.	.	.	.	.	10	20	30	40	40

KEY PERFORMANCE INDICATORS (cont.)

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

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	22	15	26	20	25	.	.	.	.	.
APPROVED GOALS	20	15	25	19	27	28	29	30	31	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	31	32

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

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	5	6	5	5	5	.	.	.	.	.
APPROVED GOALS	2	4	4	5	5	6	7	8	9	.
PROPOSED GOALS	.	.	.	.	.	6	7	8	9	9

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	46	38	42	47	49	.	.	.	.	.
APPROVED GOALS	43	37	38	39	40	41	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	30	33	36	39	40

13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	80	70	60	.
PROPOSED GOALS	.	.	.	.	.	100	80	70	60	60

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

17. Total Research Expenditures ($Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	999	960	1,252	1,080	1,459	.	.	.	.	.
APPROVED GOALS	1,000	970	1,000	1,250	1,300	1,350	1,400	1,450	1,500	.
PROPOSED GOALS	.	.	.	.	.	1,400	1,450	1,500	1,600	1,700

18. Research Expenditures from External Sources ($Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	455	495	855	713	1,001	.	.	.	.	.
APPROVED GOALS	615	430	550	800	850	900	950	1,000	1,050	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,050	1,100	1,150	1,200

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

19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

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

Number of Free Speech and Civil Discourse Events Hosted on Campus

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	.	.	.	.	5	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	12	15	15	18	20

Average SAT Scores of Enrolled First-Year Students

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1,267	1,225	1,233	1,143	1,153	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	1,150	1,175	1,200	1,225	1,250

ENROLLMENT PLANNING

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	646	633	671	709	843	.	.	.	.	.
APPROVED GOALS	710	592	610	680	800	862	978	1,098	1,210	.
PROPOSED GOALS	.	.	.	.	.	*862*	*978*	*1,098*	*1,210*	*1,300*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	29	27	20	22	29	.	.	.	.	.
APPROVED GOALS	32	28	20	20	25	25	25	40	40	.
PROPOSED GOALS	.	.	.	.	.	*40*	*50*	*60*	*60*	*60*

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

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	159	165	192	223	220	225	255	287	316	339
FTIC: Returning	389	368	346	298	332	339	385	432	477	512
Transfer: FCS w/ AA	36	35	39	50	59	60	68	77	85	91
Other Undergraduates	58	61	88	136	228	233	265	297	327	352
Post-Baccalaureates	4	4	6	2	4	5	5	5	5	6
Subtotal	**646**	**633**	**671**	**709**	**843**	*862*	*978*	*1,098*	*1,210*	*1,300*

GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	29	27	20	22	29	*40*	*50*	*60*	*60*	*60*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**29**	**27**	**20**	**22**	**29**	*40*	*50*	*60*	*60*	*60*
TOTAL	**675**	**660**	**691**	**731**	**872**	*902*	*1,028*	*1,158*	*1,270*	*1,360*

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, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.

ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	13	15	16	17	20	.	.	.	.	.
APPROVED GOALS	.	.	.	.	18	19	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	*21*	*22*	*23*	*24*	*25*

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

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	82	79	80	82	58	.	.	.	.	.
APPROVED GOALS	84	85	80	80	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*60*	*61*	*62*	*63*	*64*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	147	167	164	175	226	*647*	*662*	*751*	*843*	*929*	*998*
UPPER	617	543	521	573	560	*287*	*293*	*333*	*374*	*412*	*442*
GRAD 1	18	22	18	14	18	*33*	*33*	*41*	*50*	*50*	*50*
GRAD 2	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	**782**	**732**	**703**	**762**	**805**	*967*	*988*	*1,125*	*1,267*	*1,391*	*1,490*

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. Small differences found when totaling FTE by course level are due to rounding. 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.

ENROLLMENT PLANNING (cont.)

Percent FTE Enrollment by Method of Instruction

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
UNDERGRADUATE											
All Distance (100%)	0	44	3	2	0	0	1	2	3	4	5
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	21	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	31	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	100	5	97	98	99	99	99	98	97	96	95
GRADUATE											
All Distance (100%)	0	25	22	2	0	0	0	1	1	1	1
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	25	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	18	0	18	0	0	0	0	0	0	0
Classroom (0-49%)	100	32	78	81	100	100	100	99	99	99	99

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Small differences found when totaling FTE by method of instruction are due to rounding. 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.

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Commerce 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 Commerce 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. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

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

DEFINITIONS (cont.)

PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis: This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant: This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a: Graduate Degrees within Programs of Strategic Emphasis: This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

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

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

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

DEFINITIONS (cont.)

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

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

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

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

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

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

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

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

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. Source: State University Database System (SUDS).

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

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

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: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

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. 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: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

PRE-F: Total Annual 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.

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

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

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

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

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

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

PRE-M: Total Annual 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.

DEFINITIONS (cont.)

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

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.

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. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

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. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

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

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

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

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

KPI-16: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-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 research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.).   System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

KPI-20: 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-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

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

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

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

ENRL-5: Non-Resident Undergraduate Enrollment Rate: This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).

Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399
Phone: (850) 245-0466
www.flbog.edu