2019
Accountability Plan

NEW COLLEGE OF FLORIDA

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

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.

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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
Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

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

As the state's designated residential liberal arts honors college, NCF is currently ranked #2 among all public liberal arts colleges by Washington Monthly and #5 by U.S. News and World Report.

Cultivating Curiosity. Unleashing Potential. The Strategic Plan for New College of Florida (2018-28), approved by the Board of Governors in November 2018, details NCF's strategy to reach 1200 students by 2023-24 and an 80% four-year graduation rate by 2028. In achieving these targets, NCF will be well-positioned to reach its long-term goal of being recognized among the top 20 liberal arts colleges in the nation, public or private.

In implementing this Strategic Plan, NCF will focus on three fundamental tactics over the next three years:

1. Recruit more students who will thrive at New College
    a) Tell the New College story
    b) Target intellectually curious, high-ability students
    c) Enroll students who reflect Florida's racial and economic diversity

2. Keep them here four years
    a) Make campus a place where students want to be
    b) Immerse students in curricula that inspires
    c) Work with each student to knit together a superlative education

3. Make their degree more valuable
    a) Build pathways for academic and career success
    b) Make Sarasota an educational destination
    c) Intensify links with alumni and communities

Through investments made by the Board of Governors and the state of Florida, New College of Florida is implementing these tactics and will reach our goals, provide students a superlative education, and supply Florida with more of the talented New College graduates needed to maintain a competitive advantage in the global economy.

Despite an emerging entrepreneurial economy and a thriving arts and cultural scene, Sarasota and Manatee counties comprise the most populated region in the state without a full scale comprehensive or research university. New College is at the center of a loose consortium, called the Cross-College Alliance, of five nonprofit higher educational institutions with very different missions. Students at any institution can take courses on a space-available basis at any other institution for credit at their own institution with no additional tuition payment. The Alliance meets some of the needs, cultural, social and economic, that otherwise require a large university to address.

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*
What are your major capabilities, opportunities and challenges for improvement?

Strengths and major capabilities:
- As the state's liberal arts honors college, NCF is recognized nationally for its academic excellence and value:
  - #2 Public Liberal Arts College (Washington Monthly, 2018)
    Based on factors related to social mobility, research, and public service
  - #5 Public Liberal Arts College (U.S. News & World Report, 2019)
    Based on factors related to social mobility, graduation rates, faculty resources, and student GPAs and SAT scores
  - #16 Best Value in Public Education (Kiplinger's Personal Finance, 2018)
    Based on admission rate, graduation rate, cost-per-year, student debt, and starting salary
  - Top 20 Best Value College (Fiske Guide to Colleges, 2019)
    Determined by academic quality in relation to the net cost of attendance
  - #47 Best Value Public College (Forbes, 2018)
    Based on net price, net debt, alumni earnings, timely graduation, school quality, and access

- NCF offers Florida students an outstanding education with the lowest net cost baccalaureate degree in the SUS. Through an innovative academic program and close collaboration with faculty, students engage in high-impact practices, such as internships, living-learning communities, study abroad, and undergraduate research.

- With 40% of baccalaureate degrees and 100% of graduate degrees awarded in STEM disciplines, NCF is a destination for students interested in STEM. NCF ranks #1 in the nation among public colleges and universities in the proportion of baccalaureate graduates who go on to earn PhDs in science and engineering.

Opportunities for improvement:
- The implementation of our new strategic plan, fueled by continued Legislative support for our Growth Proposal, provides opportunities for the development of new academic programs, enhancements to student affairs, increased student support services (e.g., a first-year seminar and early alert system), and increased opportunities for collaboration (e.g., Cross College Alliance programming, articulation agreements with other members of the SUS and Florida College System).

Challenges for improvement
- Increasing first-to-second year retention rate is taking longer than anticipated. Through an analysis of student data, we have identified academic and social factors that have had a negative influence on student retention. We have also begun to carefully review institutional policies and processes that may harm retention. Implementing additional student support services and modifying ingrained institutional processes takes time.

- Student recruitment remains a challenge. The National Student Clearinghouse reports that Fall 2018 enrollment dropped 1.4% nationwide and 1.7% in Florida. Alongside a projected decline in the number of high school graduates over the next few years, competition for top students among elite colleges has increased. The sectors projecting enrollment growth — online/distance learning, non-traditional students, part-time students — are not areas in which NCF has historically competed.

- Critical deferred maintenance and student housing — To meet our enrollment and graduation rate goals, we need to maintain our existing facilities, build a multi-use facility, and increase student housing capacity.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Recruit more students who will thrive at New College

We will recruit 30 additional FTIC and transfer students each Fall until we reach 335 new students by:
1. Ensuring marketing materials effectively tell the NCF story to prospective students and families.
    a. Improve attractiveness and accessibility of NCF website; create diversity and parent resource pages
    b. Refine electronic and print materials using feedback gained through a competitor analysis.
    c. Develop a greater focus on outcomes of New College graduates in marketing materials.
2. Increasing our recruiting presence in key Florida counties.
    a. Target high schools in key Florida counties based on analysis of enrollment data
    b. Focus Admissions Counselors' travel on college fairs and high school visits at targeted high schools
3. Enhancing our communication with Pell-eligible students.
    a. Prioritize Admissions Counselors' visits to Title I schools
    b. Provide Financial Aid information nights at local high schools to increase FAFSA awareness
    c. Provide personal outreach to Pell-eligible students to assist with completion of financial aid process

2. Keep them here four years

We will increase student retention beyond 90% by 2024 and four-year graduation rates to 80% by 2028 by:
1. Making campus a place where students want to be.
    a. Enhance accessibility, attractiveness, and sustainability of the physical campus
    b. Launch campaign for the Healthy Campus 2020 designation to improve health, wellness, safety
    c. Ensure a welcoming social environment with improved customer service
2. Immersing students in curricula that inspires.
    a. Develop attractive educational programs that are important to Florida
    b. Support faculty development to employ cutting-edge, high-impact pedagogical practices
    c. Build upon the success of Living Learning Communities (LLC) to offer LLCs for 2nd-year students
3. Working with students to help each knit together a superlative education.
    a. Create a first-year seminar and build advising teams to engage and support each NCF student
    b. Maximize the effectiveness of distinctive NCF features

3. Make their degree more valuable

We will provide an affordable education with clear pathways to gainful employment and continuing education by:
1. Building pathways for academic and career success.
    a. Enhance academic program effectiveness by optimizing academic policies, practices, and schedules
    b. Develop pathways to immediate employment and continuing education
    c. Reduce time-to-degree and excess hours; minimize student debt
2. Make Sarasota an educational destination
    a. Leverage the Cross College Alliance to expand opportunities for student and faculty development
    b. Collaborate with local research, artistic, medical organizations and businesses
3. Intensify links with alumni and communities.
    a. Build alumni affinity and engage the community
    b. Collaborate with the NCF Foundation to identify and fund key priorities

Graduation Rate Improvement Plan

This narrative subcomponent is in response to the "Florida Excellence in Higher Education Act of 2018" that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

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

The effectiveness of our academic contract and block tuition systems is evidenced by:
- NCF's average time-to-degree of 3.9 years
- NCF offering the lowest net cost baccalaureate degree in the SUS
- More than 80% of students graduating without excess hours
- 82% of resident undergraduate students earning at least 16 credit hours in Fall 2018

Curricular and Co-Curricular Actions
During the 2018-19 academic year, New College of Florida took the following actions to encourage graduation in four years:
- Academic Affairs, Enrollment Services, Marketing & Communications, and Student Affairs collaborated to clarify pathways for students from admissions through academic program requirements to post-graduation employment. Every academic program has now developed a clear four-year pathway for completion.
- The Offices of Academic and Student Affairs piloted an early alert system to identify and intervene with students at-risk of dropping out. This system generates data and feedback from students that will inform future actions to encourage timely graduation.
- The Offices of Academic and Student Affairs also developed a first-year seminar to be piloted in Fall 2019. In addition to this seminar, an advising team of faculty and student affairs staff will be assigned to each first-year student in Fall 2019.
- Building upon the success of our Living-learning Communities (themed housing with common intellectual activities and shared co-curricular activities) academic programs were tasked with the creation of plans for community-building among students. These plans will be fully enacted in Fall 2019.
- A policy review committee was developed to evaluate and modify policies and processes that harm student retention and timely graduation.

Key Achievements for Last Year (2017 –2018)

STUDENT ACHIEVEMENTS
1. Miles Iton (Taiwan), Megan Bailey (Taiwan), and Liliana Solomon (Croatia) were awarded Fulbright Scholarships.
2. Two students were awarded Critical Language Awards from the US Department of State for Intensive Summer Study Abroad: Naimul Chowdhury (Xi'an, China) and Lorelai Domke (Taiwan). Lorelai Domke also earned a Gilman Scholarship from the US Department of State and became NCF's first Freeman Asia award winner to study in Taiwan and China.
3. Data Science students Carlos Aria and Erin Craig, along with Dr. David Gillman, wrote *Predicting Readmission Risk from Doctors' Notes*, an influential paper accepted at the Annual Conference on Neural Information Processing Systems.

FACULTY ACHIEVEMENTS
1. Jayne Gardiner and Brad Oberle, Assistant Professors of Biology, received a $294,138 grant from the EPA to identify the best methods for restoring altered mangrove habitat on Tidy Island.
2. Assistant Professor of Mathematics Christopher Kottke secured a $42,000 Collaboration Grant for Mathematicians titled *Monopole moduli spaces and Sen's conjecture* form the Simons Foundation.
3. Associate Professor of Physical Chemistry and Leonard Florsheim Chair Steven Shipman secured $31,349 through a subcontract with Georgia Institute of Technology to model the electromagnetic spectra of molecular targets of interest identified by the full team.

PROGRAM ACHIEVEMENTS
1. New Music New College (NMC) received $76,192 in support for its 2017-2018 season from both the Florida Department of State's Division of Cultural Affairs and the Sarasota County Tourist Development Cultural/Arts Grants.
2. New College received the Silver Seal from All In Democracy for student voting rates and was designated a Voter Friendly Campus by NASPA, the national association for student affairs professionals.

INSTITUTIONAL ACHIEVEMENTS
1. National Rankings for 2017-18:
   a. #1 public liberal arts college in the nation (Washington Monthly)
   b. #6 public liberal arts college in the nation (U.S. News & World Report)
   c. #16 "Best College Value" among public colleges (Kiplinger's)
   d. Top 20 Best Value College among public colleges (Fiske Guide to Colleges)
   e. Among the "Top 50 Colleges that Create Futures" and "Top 200 Colleges that Pay You Back" (Princeton Review)
2. NCF ranks #1 among all public colleges and universities in the proportion of baccalaureate graduates who go on to earn doctoral degrees, including doctoral degrees in science and engineering (source: National Science Foundation Survey of Earned Doctorates)

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	42.1	43.8	41.8	54.2	53.0	.	.	.	.
APPROVED GOALS	.	.	45.0	46.1	55	58	64	67	.
PROPOSED GOALS	.	.	.	.	.	*58*	*61*	*64*	*67*

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	26,300	25,000	26,500	26,700	25,900	.	.	.	.
APPROVED GOALS	.	.	26,700	27,000	27,400	28,000	32,000	37,000	.
PROPOSED GOALS	.	.	.	.	.	*28,000*	*31,000*	*34,000*	*38,000*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,190	8,190	6,030	6,000*	-1,030	.	.	.	.
APPROVED GOALS	.	.	.	6,020	6,750	6,750	6,750	6,750	.
PROPOSED GOALS	.	.	.	.	.	*6,000*	*6,000*	*6,000*	*6,000*

Note*: Beginning with 2016-17, data now includes third-party payments to improve accuracy. The negative number for 2017-18 means that total gift aid (from grants, scholarships, waivers and now third-party payments – but not loans) exceeded the required tuition and fee amount. Although this PBF metric is a model, this finding was confirmed – that, on average, the actual students who graduated NCF in 2017-18 had received more in gift aid than was required in tuition and fees based on their cumulative credit hours. The significant drop from 2016-17 to 2017-18 was primarily caused by the large increase in Bright Futures awards.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	53.6	57.0	52.5	53.6	55.7	.	.	.	.
APPROVED GOALS	.	.	56	55	55	56	60	65	.
PROPOSED GOALS	.	.	.	.	.	*57.5*	*60*	*62.5*	*65*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	80.2	81.3	84.3	78.8	75.9	.	.	.	.
APPROVED GOALS	.	.	83	85	80	84	87	90	.
PROPOSED GOALS	.	.	.	.	.	*80*	*82*	*84*	*86*

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	42.4	39.5	45.9	51.2	48.0	.	.	.	.
APPROVED GOALS	.	.	44	49	51	52	53	54	.
PROPOSED GOALS	.	.	.	.	.	*50*	*52*	*54*	*56*

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	28.6	30.0	28.3	29.5	33.3	.	.	.	.
APPROVED GOALS	.	.	28	29.3	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	*31*	*32*	*33*	*34*

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	41	45	43	35	38.2	37.3	.	.	.
APPROVED GOALS	.	.	43	36	38	41	43	45	.
PROPOSED GOALS	.	.	.	.	.	.	*40*	*43*	*46*

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	25.7	31.5	82.2	82.7	82.9	.	.	.	.
APPROVED GOALS	.	.	.	.	83	83	84	84	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*85*	*86*

10.1 Current BOT Choice: Undergraduate Seniors in a Research Course

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	100	100	100	100	100	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

10.2 Future BOT Choice: Percent of FTIC Graduates Completing 3+ High Impact Practices

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	.	23.2	38.4	48.9	54.6	.	.	.	.
APPROVED GOALS	.	.	.	.	55	58	61	65	.
PROPOSED GOALS	.	.	.	.	.	*55*	*59*	*63*	*67*

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	5	5	5	5	5	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	45	43	35	38.2	37.3	.	.	.	.
APPROVED GOALS	.	43	36	38	41	43	45	.	.
PROPOSED GOALS	.	.	.	.	.	40	43	46	49

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3.9	3.9	3.8	3.9	3.9	.	.	.	.
APPROVED GOALS	.	.	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8

Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	69	71	63	65	60	.	.	.	.
APPROVED GOALS	.	.	63.4	64.6	60.5	62.0	66.5	67.0	.
PROPOSED GOALS	.	.	.	.	.	62	64	66	68

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	144	177	170	164	177	.	.	.	.
APPROVED GOALS	.	.	180	164	180	180	190	200	.
PROPOSED GOALS	.	.	.	.	.	190	190	190	200

KEY PERFORMANCE INDICATORS (*CONTINUED*)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	7	7	.	.	.	.
APPROVED GOALS	.	.	.	7	7	15	15	20	.
PROPOSED GOALS	.	.	.	.	.	*15*	*15*	*20*	*25*

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14	11	25	20	20	.	.	.	.
APPROVED GOALS	.	.	23	20	22	24	26	28	.
PROPOSED GOALS	.	.	.	.	.	*22*	*24*	*26*	*28*

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1	2	1	3	3	.	.	.	.
APPROVED GOALS	.	.	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	5	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*5*	*5*

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	27	37	41	40	.	.	.	.
APPROVED GOALS	.	.	39	40	41	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	*42*	*43*	*44*	*45*

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	.	.	.	100	100	.	.	.	.
APPROVED GOALS	.	.	.	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

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

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

Total Research Expenditures ($M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	0.9	0.9	1.1	1.0	0.9	.	.	.	.
APPROVED GOALS	.	.	.	1.0	1.1	1.3	1.5	1.7	.
PROPOSED GOALS	.	.	.	.	.	*1.3*	*1.5*	*1.7*	*1.9*

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	80	68	69	53	56	.	.	.	.
APPROVED GOALS	.	.	.	78	58	60	66	72	.
PROPOSED GOALS	.	.	.	.	.	*58*	*61*	*64*	*67*

Utility Patents Awarded [from the USPTO]

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

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	*0*	*0*	*0*	*0*

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0

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.

1. FTIC first year Fall-to-Spring retention rate

2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL	2022-23 GOAL
94.9%	94.3%	92.2%	91.0%	92.2%	95%	95%	96%	96%

2. Number of first-year, degree-seeking undergraduate students

Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 ACTUAL	Fall 2017 ACTUAL	Fall 2018 ACTUAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL	Fall 2022 GOAL
279	285	265	233	226	260	290	320	335

3. Percentage of Alumni Donors

2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
17.8	17.5	16.7	18.3	18.4	18.5	19.0	19.5	20.0

Note 1: Percent of FTIC students enrolled in Fall who also enroll in Spring of their first year.

Note 2: Headcount of first-year, degree-seeking, first-time undergraduate students + first-year, degree-seeking, undergraduate transfer students

Note 3: Percentage of Alumni Donors as of the end of the fiscal year, as reported to U.S. News Survey. "Alumni" in this survey is defined as students who hold a degree from New College of Florida.

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	835	854	861	838	808	.	.	.	.
APPROVED GOALS	.	.	.	848	860	920	990	1,060	.
PROPOSED GOALS	.	.	.	.	.	*825*	*860*	*930*	*1,025*
GRADUATE									
ACTUAL	0	0	14	21	29	.	.	.	.
APPROVED GOALS	.	.	.	22	30	35	40	50	.
PROPOSED GOALS	.	.	.	.	.	*35*	*40*	*45*	*50*

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	728	752	764	737	693	*720*	*740*	*795*	*870*
FCS AA Transfers	25	35	33	38	41	*40*	*45*	*50*	*60*
Other AA Transfers	12	13	10	7	4	*5*	*10*	*15*	*20*
Post-Baccalaureates	0	0	0	0	0	*0*	*0*	*0*	*0*
Other Undergraduates	70	54	54	56	70	*60*	*65*	*70*	*75*
Subtotal	835	854	861	838	808	*825*	*860*	*930*	*1025*
GRADUATE									
Master's	0	0	14	21	29	*35*	*40*	*45*	*50*
Research Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*
Subtotal	0	0	14	21	29	*35*	*40*	*45*	*50*
TOTAL	835	854	875	859	837	*860*	*900*	*975*	*1075*

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours
(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	81	88	75	82	82	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*85*	*86*

ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	206	213	232	209	194	202	207	215	233	257
UPPER	563	595	580	592	601	567	579	603	652	720
GRAD I	0	0	2	8	14	15	18	20	23	25
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	769	807	814	809	808	784	804	838	908	1002
NON-RESIDENT										
LOWER	47	62	54	49	33	48	49	51	56	61
UPPER	80	87	94	102	109	91	93	97	105	115
GRAD I	0	0	2	3	7	7	9	10	12	12
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	127	149	149	154	115	146	151	158	173	188
TOTAL										
LOWER	253	275	286	258	227	250	256	266	289	318
UPPER	643	681	674	694	710	658	672	700	757	835
GRAD I	0	0	4	11	21	22	27	30	35	37
GRAD II	0	0	0	0	0	0	0	0	0	0
TOTAL	896	957	963	963	958	930	955	996	1081	1190

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 that degree-seeking students enroll. 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 of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Hybrid (50-79%)	0%	0%	0%	0%	0%	0%	0%	5%	5%	5%
Classroom (0-50%)	100%	100%	100%	100%	100%	100%	100%	95%	95%	90%
GRADUATE										
Distance (80-100%)	.	.	0%	0%	0%	0%	0%	0%	0%	0%
Hybrid (50-79%)	.	.	0%	0%	0%	0%	0%	0%	8%	12%
Classroom (0-50%)	.	.	100%	100%	100%	100%	100%	100%	92%	88%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding*.

ACADEMIC PROGRAM COORDINATION
New Programs for Consideration by University in AY 2019-20
The S.U.S. Council of Academic Vice Presidents (CAVP) 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 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Neuroscience	26.1501	STEM	None	None	15	200615
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						

New Programs for Consideration by University in 2020-22
These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
International Health	51.2210	HEALTH	None	None	15	210615
Mathematics and Statistics	27.0503	STEM	None	None	20	210615
Computer Science	11.0701	STEM	UWF	None	25	210615
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
We are open to, and have been exploring, targeted M.A. programs						
DOCTORAL PROGRAMS						
None						

2019
Accountability Plan

GLOSSARY

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

Performance Based Funding

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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
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 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university specific alternative is finalized), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
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 admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
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 Fall term following their first year with had 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).
6. 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. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. 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).
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).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

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

Freshman Retention Rate (Full-time, FTIC)	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.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The timeframe used for the annual Preeminent evaluation is specified in the table's footnote.
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time 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. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC 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).
Six-Year Graduation Rates	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 <u>same</u> 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).
Bachelor's and 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 those 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).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D 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: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.