



# The Honors College

New College of Florida is  
setting the standard for the modern  
liberal arts education.

The only public  
honors college in  
Florida

More PhD graduates  
than Princeton,  
Harvard, Yale  
or Brown

The most Fulbright  
Scholars per capita

**New College of Florida**  
*The Honors College*

# New College

THE HONORS COLLEGE of Florida



Business Plan

2023-2028

New College of Florida  
5800 Bay Shore Road  
Sarasota, FL  
August 2023

Note:

This business plan provides a strategic vision for New College and, thus, contains many examples that may not reflect final decisions. It is a snapshot of New College's position and possible future as of August 2023. The cover, for example, is one of a number of branding examples (see page 28 for more options).

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## Mission

**Mission:** to be the best liberal arts college in America.

Mission Statement: At New College of Florida, we aspire to become the nation's preeminent liberal arts college through our unwavering commitment to the cultivation of an extraordinary educational environment grounded in the principles of intellectual curiosity, open discourse, respect for tradition, and an unceasing pursuit of knowledge, innovation, and excellence.

New College's unequaled approach to education places students at the heart of their learning journey. Guided by a faculty of distinguished professors, scholars, and visionaries, New College students experience the transformative power of a liberal arts education, graduating with the critical thinking skills and resiliency to navigate a rapidly changing world.

*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.*

## Summary

New College has already begun the process of redefining what it means to be a liberal arts college, but it will take a concerted, multi-year effort in collaboration with the State and all statewide stakeholders to reestablish the college's preeminence. Key elements of the plan include enhancing New College's innovative curriculum, curating a transformative student experience, and recruiting professors who are enthusiastic about our unique academic program.

The challenges ahead are significant, and we will approach them boldly. We will work through \$61M in deferred maintenance, launch new academic initiatives, and improve campus life. This will lead to the recruitment of increasing numbers of the most talented students. In the end, we will provide an academic experience that will be recognized for innovative excellence and will serve the state and the nation.

## Opportunity

Founded in 1960, New College was born from the 1950s zeal for education excellence and innovation. New College was an experiment in higher education influenced by the idea of introducing students “to the learning of our civilization in the classical tradition.” The unique academic program would encourage individualized study and close collaboration with faculty. The college secured prime real estate on Sarasota Bay and was housed in a combination of historic buildings and modernist structures. Enthusiastic professors and students alike flocked to the campus.

New College was successful academically (graduating almost 200 students in 1975) but struggled financially. At its peak, New College was recognized as one of the nation’s elite institutions. The *Wall Street Journal*, for example, ranked New College the nation’s No. 2 public feeder school for elite law, medical and business schools. Roughly one-third of all science graduates since 1967 have earned an M.D. or Ph.D. In 1975, New College avoided bankruptcy only by becoming a branch campus of the University of South Florida. In 2001, it was granted status as an independent public college, but it has continued to struggle financially, and since becoming a public institution, New College has only twice bested its 1975 graduation number.

Over the last few decades, campus buildings fell into disrepair, campus life devolved, and the college went from one of the most competitive in the nation to accepting over 75% of its applicants. In recent years the college has struggled to attract and retain top students, and although the core academic innovations survive, the college overall requires reformation and invigoration to uphold and maintain its historic liberal arts mission.

The challenges and opportunities are intertwined. New College requires substantial investment, and yet it retains the capacity, developed over decades, to be once again a great liberal arts college. The college has the history and the latent brand-position to again exemplify academic innovation and excellence. We will present a path for the state’s nearly five-decade investment in New College to finally realize a return.

In presenting a revitalized New College to the nation as a model of excellence, we expect to support Florida’s university system more broadly. Florida’s nationally renowned research universities will be complemented by a nationally renowned liberal arts college, and Floridians will be presented with exceptional in-state options across the spectrum of higher education. Further, while large public research universities are the usual arena of higher-ed competition among the states, an outstanding public liberal arts college is unique. Such an effort underscores Florida’s public commitment to true innovation.

New College’s singular mission is to be the best liberal arts college in America, burnishing Florida’s higher education credentials and producing a luxury brand to complement the state’s great research universities. As a liberal arts college, we always search the past for the wisdom to propel us into the future. With this plan, we rely on a famous saying of the Greek mathematician



Archimedes: “Give me a place to stand, and I will move the Earth.” Give New College firm ground, and we will deliver on the promise of 1960.

# Opportunity: The Value of the Liberal Arts

## 1. The Economic Argument

We dodged a bullet. And we're not just referring to New College.

By the late 1980s, Japan's global domination seemed inevitable. The Japanese bought Rockefeller Center, Columbia pictures, and nearly half of the best real estate in central Los Angeles. Almost all of the world's largest banks were in Japan, and greater Tokyo had a larger GDP than all of Britain. Japanese companies ruled the planet, and their consumer electronics dominated every market. Meanwhile, Apple was on the road to becoming a near-bankrupt producer of technical oddities.

Yet today, Apple's market capitalization is greater than Japan's entire consumer electronics *and* auto manufacturing sector, and the idea of Japanese economic hegemony seems like a faraway dream. Many suggest that Japan's real estate bubble bursting is the culprit, yet this doesn't explain how a nation that led the world in engineering and manufacturing could fall from dominance to near irrelevance.

In 2016, *Foreign Affairs* summarized the problem. The first shock came in the early 2000s as Japan's grip on the consumer electronics market loosened. The final blow came in 2015 when Japanese universities were ranked below several other (non-Japanese) universities in Asia. The University of Tokyo, Japan's Harvard, was ranked seventh — *in Asia*.

A major employment agency concluded that the Japanese had the largest skills mismatch in the entire Asia-Pacific region. Japanese universities were producing endless engineering and business majors, yet those graduates didn't have the skills employers needed. Ultimately, the Japanese realized that one cause of their fall may be lurking in their education system.

Reforms had been attempted. In 2009, the Japanese government aggressively funded education reform, but this only created new university fiefdoms that contributed no change to the overall system. More efforts ensued, and the problems grew worse.

Observing this divide between overachieving STEM majors and the nation's economic problems, Deputy Minister of Education Suzuki Kan observed that "Japanese people are good at solving questions that they are given. But with the digital economy, that work will be replaced by artificial intelligence. So human work will be totally changed — becoming creation, creation, creation. Not routine work."

Aoki of the Open University of Japan noted that Japanese education turns students into "robots" and that "imagination, serendipity, and how to learn are the things that are not being taught." She continued, "The goal of education hasn't been to equip people with tools but rather to make people passive and obedient."

We – New College and America – dodged a bullet. We have regularly been chided for our idealism. America, after all, believes in the liberal arts and the well-rounded student. After World War II, the industrialized world grew infatuated with the promise of an engineering managerial future. Universities – particularly public ones – began to offer a miasma of degrees to fulfill the promise. And yet, the increasingly idiosyncratic idealism of the liberal arts refused the dustbin of history. There was something undeniably American about declining to track 14-year-old students into quasi-technical lifelong careers. There was something incorrigibly American about liberal arts colleges balking at the lure of management and engineering degrees. We dodged the bullet precisely because we refused to abandon our ideals.

The practical wisdom of that idealism is well-evidenced by Japan’s thirty-year-stagnation and Europe’s perpetually lagging economy. American education may be accused of idealism, but our idealism may have saved us from Japan’s economic fate.

Is it the absence of these ideals that caused the fate of Japan? Was it idealism when Einstein said, “The more I read the Greeks, the more I realize that nothing like them has ever appeared in the world since.” Was Steve Jobs an idealist when he observed that “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.” Steve Jobs, like America’s liberal arts colleges, may have been an idealist, but his ideals were expressions of truth. Japan found that out the hard way.

Even as many of our public universities have, often belatedly, recognized the value of a distinct liberal arts curriculum, we are still in danger of relegating this beating heart of American innovation to some curiosity for the nostalgic.

New College will reinvigorate that beating heart, and allow students to develop their imaginations and learn to think independently and individually. We will create an academic program that unites technological learning with the liberal arts so that we may achieve great success without sacrificing our idealism or, as befell Japan, a prosperous reality.

American employers are aware of the “Japan problem.” National surveys of employers reveal that, while many seek specific skills, nearly all of them seek these broad transferable skills: critical thinking, communication, problem solving, project management, ability to take initiative, and teamwork.

However, a recent Harvard Business Review Study of over 5,000 C-suite job descriptions found a unifying quality in qualified candidates. “Landing a job as a CEO today is no longer all about industry expertise and financial savvy. What companies are really seeking are leaders with strong social skills.”

According to a 2004 study, over 34% of S&P 500 CEOs have liberal arts degrees, more than have engineering or business degrees. Many well-known CEOs and Founders have liberal arts degrees, including those of Whole Foods, Chipotle, Delta, Time Warner, American Express, Goldman Sachs and Bank of America; their majors include Art History, Political Science, and History. Since 2007, job descriptions mentioning financial skills have decreased almost 40%

while job descriptions mentioning social skills has climbed almost 30%. “When we refer to ‘social skills,’ we mean ... a high level of self-awareness, the ability to listen and communicate well, a facility for working with different types of people and groups.”

Development of these skills is embedded in New College’s unique curricular structure. Students collaborate with faculty to create a contract that details their academic responsibilities each semester. Through required Independent Study Projects and tutorials, students develop essential skills in independent learning. Student achievement is critiqued through narrative evaluations that provide detailed descriptions of student strengths and weaknesses. Students propose, develop, and defend senior theses, some of which are more than a hundred pages and many of which are published. New College’s unique academic structure is designed to develop exactly the skills that employers demand.

Even for professional school preparation, the liberal arts continues to demonstrate its enduring practicality. One large-scale study of law school data concluded that “the best prospective law students read Homer,” as Classics majors have the highest combined LSAT score and GPA. The five majors after Classics were Policy Studies, International Relations, Art History, Mathematics, and Philosophy. The lowest scoring majors – all significantly below the mean – were Marketing, Law/Pre-Law, Business, Social Work and Criminal Justice. The Law School Admission Council’s data on successful applicant admissions by major demonstrate that successful law school applicants are predominantly liberal arts majors.

One would expect something quite different for the Medical College Admission Test (MCAT) and medical school admissions, but data demonstrate that English majors substantially outscore Pre-Med majors on the MCAT. English majors outscore biology majors – in the biology section of the MCAT. In fact, Humanities majors have the highest acceptance rate to U.S. medical colleges (compared to biology majors, the acceptance rate was 46% to 38%.) English majors perform so well in medical school admissions in part because medical schools prioritize the ability to communicate above rote knowledge acquisition, but in general English majors and others who study the liberal arts develop habits of mind that are applicable across all subjects and pursuits. New College, with the help of its traditionally innovative academic program and its plans for a reinvigorated academics is uniquely situated to lead higher education into a new era of curricular innovation.

From avoiding the hazards that snared Japan to responding to the ever-changing jobs market, New College and its reinvigorated academics is uniquely situated to lead higher education into a new era of curricular innovation.

## **2. The Ethical Argument**

Education must be distinguished from training. True liberal education develops not just minds but also character. And the attenuation of liberal arts education has coincided with a crisis of ethics in business, politics, science, and education itself. Moreover, as the ancient Greeks and the American Founders were aware, democracy requires virtue. As Washington said in his Farewell Address, “virtue or morality is a necessary spring of popular government.” We need to help students to develop not only in ability, but also in wisdom.

The liberal arts curriculum that New College is developing will require students to confront enduring human questions of virtue and justice, and to explore them through the careful study of the Great Works. By “Great Works” we mean those exceptional and enduring texts whose richness and complexity provoke ever renewed questions about what it means to be human. What makes life worth living? What makes it extraordinary? What do we owe to each other? To ourselves? What should be preserved, and what altered? Are there right and wrong, better and worse ways to pursue and answer these questions, and to live the lives that these answers promise? “Great Works” are generally familiar and foundational, yet they continue to surprise and seduce each reader who encounters them afresh. New College’s curriculum will invite students to plumb the depths of complex and enduring masterpieces, to wrestle with their truths as they are challenged to think harder about beauty, knowledge, virtue, creativity, justice, faith, relationships, and all that it means to be human.

We expect New College students to succeed in the marketplace and to contribute to the development of the Florida economy. But successful education cannot be reduced solely to dollars or metrics. We seek to produce graduates who have thought deeply about the big questions and as a result are exemplary parents, citizens, neighbors, and leaders.

### 3. The Cost of Liberal Arts

In the *U.S. News* rankings of public liberal arts colleges, New College is in fifth place, behind the Virginia Military Institute and the three main service academies. According to the most recent survey results from the Federal Department of Education, the weighted average total revenue per FTE student at those four academies is \$117,795, or almost double New College's total revenue per student.

New College's federally reported revenue per student of \$62,197 contrasts even more starkly with the nation's best liberal arts colleges. Colby, ranked 24<sup>th</sup> for liberal arts colleges by *U.S. News*, most recently reported total revenue per student of \$213,739. Bowdoin, ranked sixth, reported \$615,916, while Williams, ranked first, reported \$723,898 per student.

New College's fiscal challenges are not limited to funding per student, but are compounded by the cumulative effect of long-term underfunding, including \$61M in deferred maintenance, that has resulted in problems of disproportionate scale for such a small school. As a result, New College requires a significant capital investment.

However, if the college were permitted to use operational savings to fund capital improvements, then the college would have sufficient operating resources. Florida private schools such as Ringling, Eckerd, Rollins, Flagler can borrow and fund capital improvements from savings via state-sponsored financing mechanisms. However, public colleges are prohibited from participation.

Lawmakers have judged that allowing public colleges to participate in these financing mechanisms would create excessive risks for taxpayers. But the exclusion of New College from this approach has led to existential risks for the College itself. New College will seek to be permitted to take the risk to succeed. The College will work with the Board of Governors to pursue legislation that will allow for this change. Flexible funding will enable New College to find that firm ground we need to succeed.

## Coherent Branding and Strong Market Position

Just a few decades ago, New College's yield was more than twenty points above the University of Florida's and just a few points below Harvard's. But that market position was never leveraged to improve and grow the college into a sustainable business.

Today, New College has lost its market leverage, as demonstrated by several metrics, including its low yield and high discount rate. Market leverage is a key determining factor for achieving most of New College's other goals, including attracting high performing, motivated students. In order to be the best liberal arts college nationally, New College must establish market leverage, and the college's other objectives are all integrated into this branding and communication strategy.

The Problem. For decades, New College has attempted to navigate the conflict between value branding and luxury branding. Public colleges are inherently value-branded, as their consumer argument is value for price. Competitive private colleges pursue luxury branding, which is an argument for luxury somewhat uncorrelated to price.

New College has typically branded itself as an 'affordable best,' but, for consumers, value branding mitigates luxury branding. In education, if one leads with value branding, then the luxury component causes skepticism in many prospective students.

The Solution. New College will define itself as a luxury brand, the very best of the liberal arts, while also benefiting from the value branding implicit in its status as a public college. This is a major shift in the way in which New College describes itself to others and thinks about itself internally.

The purpose of the branding is to think and act as an aspirational institution, not only aspirational in the college's goals but also aspirational in the goals of the students. But these communications must be authentic; distance between the brand and the student experience causes retention and graduation problems.

So that we may deliver on the brand, we must first vastly improve the student on-campus experience. The New College campus experience has long been marred by underfunded apathy, and the immediate geographic area is a food and social desert. We will require significant improvements in the physical campus, food quality and options, and social, co-curricular, and extracurricular programming.

New College's branding will especially focus on expanding our market position. Sarasota and Manatee counties regularly supply over 20% of incoming students. This strong local reputation does not extend outside of Florida. In 2022, only four students from the South (outside of Florida) matriculated, and New College failed to enroll a single student from twenty-seven

states. New College will expand its focus across the United States and beyond, focusing in particular on non-traditional high schools, whose guidance counselors will appreciate New College's unique academic program.

The foremost purpose of this branding is to attract high-achieving students who are interested in a dynamic liberal arts education. Top students will be drawn to a rigorous and effective academic program that emphasizes individual choice, independent study, considerable attention from faculty, and a free and open community of learners. If we attract such students, a virtuous cycle of improved retention and graduation rates will follow.

### Curriculum and Academic Model

Curricular considerations are not generally assumed to be branding considerations, but New College has long advertised its academic program as a selling point to prospective students and parents. Motivated students wish to attend because the academic model rewards them; professors wish to teach here because of the motivated students. New College's restoration includes a significant reinvigoration of its core curriculum based on its unique academic model.

While maintaining New College's longstanding unique academic model, the college has embarked on a process to reimagine the curriculum using a logos/techne framework. The logos component requires students to study great canonical works, while the techne component requires students to learn applied skills. This substantial change to New College's curriculum affirms the college's original core mission while implementing an innovative curricular framework. While there are purely scholastic reasons for these improvements, they will also be core to our new branding as one of America's best liberal arts colleges.

New College's new core curriculum has been crafted to be a transformative educational experience. By integrating the wisdom of the past and innovative experiential learning, New College provides students with the tools, techniques, and mindset to succeed. With its focus on delivering both hard and soft skills, the core curriculum cultivates curiosity, resilience, and purpose.

New College embraces the power of relationships and community. New College has never wavered from fostering authentic relationships among faculty, students, and staff that are essential to learning. New College students will continue to engage with the community through coursework, internships, independent studies, and senior thesis projects.

To this end, New College's new branding will emphasize the academically creative rigor for which the school was once celebrated, while applying that rigor to problem-solving skills and community-oriented social skills.

In five years, New College will be nationally recognized as one of the best small liberal arts colleges in America. New College will prepare students to think about the human condition by studying the great canonical works, ensuring they are equipped to live an examined life. New College will also ensure that students have mastered cutting-edge technical skills, giving them an



edge in the workplace and in life. With these foundations, New College students will go out into the world as confident thinkers and leaders.

In a few short months, New College has embarked on an unparalleled, ambitious program of change, combining the best of the past with the promise of the future. A once-great college will be greater than ever before.

## A New Vision for Higher Education

New College’s curriculum, which will be redesigned starting Fall 2023 and continue over the next three years, will pioneer a new future for Higher Education, and this vision is grounded in its state-directed mission and goals: New College must be “both demanding and stimulating;” it must combine “educational innovation with educational excellence;” it must “allow students to design their educational experience as much as possible;” and it must “challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.”

δῶς μοι πᾶ στᾶ, καὶ τὰν γᾶν κινάσω. –Archimedes  
Give me a firm place to stand, and I will move the Earth.

The following is a list of ways that New College, the Honors College of Florida, is distinct from most other colleges and universities:

- **Public Liberal Arts Honors College:** New College of Florida follows a distinctive model as a public liberal arts honors college. First and foremost, New College offers a rigorous undergraduate education focused on excellence in the liberal arts, including the sciences, emphasizing critical thinking and intellectual curiosity in pursuit of the truth. All of the particular practices below were designed and must continue to serve the liberal arts mission of the College and support, not, diminish, its curriculum requirements.
- **Individualized Education:** At New College, students have the opportunity to create their own academic programs and design their own course of study with the guidance of faculty advisors. This individualized approach allows students to pursue their interests, explore interdisciplinary connections, and tailor their education to their unique goals and passions.
- **Contract System:** New College recognizes that not all students are the same, and not all classes are the same. The Contract System allows students to work closely with faculty advisors to tailor learning paths to individual students’ interests, goals, and strengths, creating a more customized, meaningful, and adventurous educational experience. More importantly, the Contract System encourages risk, allowing students to explore outside of their competencies. This risk-tolerant academic structure enables students to push themselves into areas of potential failure, which is the equation for growth and innovation.
- **Narrative Evaluations:** Instead of traditional letter grades, New College uses narrative evaluations to assess student progress and achievement. Faculty provide detailed written assessments that offer personalized feedback and guidance, allowing students to focus on their growth and development rather than a simple letter or number grade. The lack of grades means that students are measured against their own effort and potential instead of other students, and this produces an internal mechanism for self-evaluation and internal competition.
- **Tutorials and Independent Study Projects:** New College fosters a vibrant research culture, offering numerous opportunities for students to engage in undergraduate research and scholarly activities. Tutorials and Independent Study Projects combine a personalized

education with passionate, independent learning. By working independently (alongside peers and faculty sponsors), students develop autonomy. They learn to acquire new knowledge and skills throughout their lives, and they develop the ability to adapt to changing professional landscapes.

- **Undergraduate Research:** New College fosters a vibrant research culture, offering numerous opportunities for students to engage in undergraduate research and scholarly activities. Students work closely with faculty mentors on original research projects, presenting their work at conferences and publishing in academic journals.
- **Collaborative Community:** New College fosters strong relationships among students and faculty. Students and faculty work closely together such that the learning environment is more similar to a graduate school than a typical undergraduate experience.
- **Honors Thesis:** As a culmination of their undergraduate education, all New College students are required to complete an honors thesis. These independent research projects (which often exceed 100 pages) allow students to delve deeply into their Area of Concentration and display their intellectual capabilities and analytical skills.
- **Logos/Techne Curriculum:** All students at New College must balance the Ancient Greek concepts of Logos and Techne in their educational odyssey. By balancing Logos and Techne, and understanding the relationship between them, students experience a truly holistic education: not only do they face the great intellectual expanse of humanity's Great Works, but they also gain the tools, techniques, and mindset necessary to create, innovate, and apply knowledge in a tangible and purposeful manner.
- **First-Year Experience:** In the first year at New College, students enroll in two immersive educational experiences: Homer's Odyssey and Data: Exploration, Visualization, and Communication. These foundational courses introduce students to the Logos/Techne curriculum and contextualize their academic journey. These shared academic experiences promote a sense of community within the student body through a collective appreciation for the wisdom of the past and a collective exploration of skills needed for the future.

## New College Core Curriculum (Draft)

### The Logos-Techne Core Curriculum

“In 1971, 73 percent of incoming freshmen said that it is essential or very important to ‘develop a meaningful philosophy of life,’ 37 percent to be “very well-off financially” (not well-off, note, but very well-off). By 2011, the numbers were almost reversed, 47 percent and 80 percent, respectively.” At New College, we believe that students do not have to sacrifice meaning for money or vice versa. The proposed curriculum reform is designed around two pillars represented by the Greek concepts of Logos and Techne, representing wisdom and knowledge, on one hand, and science and technical arts, on the other. A curriculum built around these two pillars will provide students with an education that is unparalleled in its breadth, depth, meaning, and relevance.

### THE FIRST-YEAR EXPERIENCE

By implementing a new core curriculum based on Logos and Techne, New College will provide students with a transformative and cohesive educational experience. Our fully integrated curriculum includes requirements for classes focused on Logos, Techne, Great Works, Enduring Human Questions, and Data and the Digital World. While these courses will inherently build community among students, Interim-President Corcoran firmly believes that New College must provide an exceptional academic experience that binds all New College students together, both within their cohort and year after year, and propels them successfully into their lives after college.

The proposed plan is to require all incoming students—both first-years and transfers—to enroll in a course on Homer’s *Odyssey* and a course titled Data: Exploration, Visualization, and Communication. These courses will be offered in both the fall and spring semesters, and will function as indispensable foundations for students as they begin their New College career, setting the stage for students to approach their education with curiosity, resilience, and openness to new ideas. In consultation with the Quality Enhancement Plan (QEP) committee, the most successful elements of the SET SAIL program (our QEP for SACSCOC accreditation that focuses on student retention) will be incorporated into the new First-Year Experience.

Beyond providing a unique and purposeful academic experience, reading the *Odyssey* together and studying Data: Exploration, Visualization, and Communication together will have numerous benefits. It will:

- Promote a sense of community, belonging, and unity among students.
- Create a meaningful connection with faculty mentors.
- Facilitate the academic transition for first-year/transfer students.
- Strengthen the shared intellectual community.
- Establish a common foundation and collective reference point for all New College students.
- Develop students’ analytical, interpretive, and critical thinking skills.
- Enhance communication, collaboration, and interpersonal skills.
- Prepare students for New College’s rigorous academic/intellectual odyssey.
- Create opportunities for intellectual exchange among students from diverse backgrounds and academic disciplines.

- Build a sense of tradition.
- Contribute to a well-rounded and enriched educational experience.

### HOMER'S *ODYSSEY* (1<sup>ST</sup> YEAR EXPERIENCE)

The central focus of this course is for all students to read and study Homer's *Odyssey*, a foundational work of Western literature. This unique opportunity will provide students with a shared academic experience, foster interdisciplinary learning, and promote a sense of community within the student body. It will also introduce students to our curriculum, with its focus on Logos and Enduring Human Questions. Students will wrestle with Homer's epic, contemplating and discussing questions such as: What is the nature of heroism and the heroic journey? What is the value of challenge, sacrifice, and personal growth? How do we shape our sense of self in our search for personal meaning and purpose? What is the nature of identity and self-discovery? What are the consequences of hubris and the pursuit of power? What is the role of fate and free will in human life? What is the nature of temptation and the consequences of indulgence? What is the significance of loyalty, love, and family bonds? What is the value of storytelling, memory, and the preservation of cultural memory?

#### COURSE FORMATS:

A student's first year provides the perfect context to create an experimental, experiential, community building experience. The program will offer a range of activities and resources to facilitate students' deep engagement with Homer's *Odyssey*. The specifics of the plan are open for discussion, modification, and year-to-year improvement, but some of the potential formats include:

- **Short Lectures:** Faculty in Classics will provide a brief overview to contextualize each book of the *Odyssey* and deliver potential discussion topics for break-out groups.
- **Break-out groups:** Faculty from throughout the college will meet with students for discussion. This will model for students that everyone, regardless of background and academic interest, can approach, enjoy, think about, and discuss art and literature, thereby embedding a focus on lifelong learning and adaptability skills.
- **Guest lectures:** National and international experts on Homer and the *Odyssey* will visit and offer lectures to the group (these will be assembled every few years into a book, *The New College Odyssey Lectures*).
- **Performance:** Staged readings of selected books/scenes from the *Odyssey*, in English and in Ancient Greek, which will offer a dynamic understanding of the story and aim to recreate the original performative experience.
- **Reading Together:** Students in break-out groups leave their phones in a basket, sit down together and read a book of the *Odyssey* either silently or aloud (typically 20-30 minutes), and then discuss the content, experience, ideas, themes, etc.
- **Literary Analysis through Art:** Students will interpret artwork, videos, and music inspired by specific scenes or themes of the *Odyssey*, promoting visual and musical literacy, deeper engagement with the text, and critical analysis.
- **Contemporary Connections:** By identifying parallels between the challenges faced by Odysseus and modern-day individuals, students will develop empathy, critical thinking, analysis of universal human experiences, and the application of ancient wisdom to current contexts.

- **Collaborative Storytelling:** By assigning a specific episode or character from the *Odyssey* to small groups, students can create their own interpretations, reimagine scenes, or develop alternative endings. This collaborative storytelling approach allows students to exercise their creativity, teamwork, and narrative skills.
- **Interactive Story Maps:** Digital tools or platforms will allow students to create and/or enjoy interactive story maps of the *Odyssey*, which will promote visual storytelling and a comprehensive understanding of the epic’s geography.
- **Virtual Reality (VR) Experiences:** With the right equipment, students could be transported into the world of the *Odyssey*, where they can explore the world of the Ancient Greeks.
- **Travel:** With sufficient resources, students could take an educational tour “in the footsteps of Odysseus,” where they visit (among other locations) Troy, the Cyclades, Pylos, Sicily, and Ithaca.
- **Other Extracurricular Activities:** Each semester could become an immersive *Odyssey* experience, with a range of community-building activities, including an *Odyssey* trivia night, an epic scavenger hunt, a mythical costume party, *Odyssey* culinary events, a thematic movie marathon, an *Odyssey* e-gaming competition, a raft-building contest, and a mythical art showcase.

#### **PROGRAM OVERVIEW AND BENEFITS:**

The proposed *Odyssey* experience aims to create a unified academic experience for all students. Incoming students will engage in a wide-ranging study of the epic poem alongside faculty and other students.

To ensure the success of the program, faculty members from various disciplines will collaborate to design a comprehensive curriculum. Students will be organized into reading groups facilitated by faculty members (and, perhaps, advanced students). These small groups will discuss their readings, analyze key passages, and explore the broader implications of the text, particularly in relation to “Enduring Human Questions.” These discussions will encourage close reading, critical thinking, friendly discourse, and the building of meaningful relationships.

The program will also include a series of guest lectures and workshops led by visiting scholars and experts in Homeric studies. These sessions will enrich students’ understanding of the *Odyssey*, providing additional insights and perspectives. They could also be open to the public, resulting in more community engagement. Students could even connect with the local community through public readings, workshops, or partnerships with cultural institutions. (The Ringling Museum, for example, houses two *Odyssey*-themed works of art: *Les femmes chasseresses*, Edward Burne-Jones, 1891/1898; and *Hermes Rescues Odysseus from Circe*, Giovanni Paolo Panini and Workshop, 1718).

## **DATA: EXPLORATION, VISUALIZATION, AND COMMUNICATION (1<sup>ST</sup> YEAR EXPERIENCE)**

We live in a world filled with data. We are constantly consuming and producing it, but how do we make sense of it? Data helps us become aware of things we cannot see, raises countless questions, and informs our decisions, but finding meaning in it often requires identifying patterns and relationships that are not immediately evident. This class will equip students with the necessary skills and knowledge to effectively work with data, understand it, and create visual representations that communicate data-driven insights to different audiences. Students will exit this class feeling empowered to analyze, visualize, and communicate data so they can make and defend well-informed decisions.

### **COURSE FORMAT:**

Data: Exploration, Visualization, and Communication will be a single course made up of small sections that share common learning objectives and a core syllabus. Each section will have its own focus and choice of tools (e.g., Excel, Tableau, R, ArcGIS, and/or Python) appropriate to that discipline. This allows students to tailor their experience to their own interests and goals, and also recognizes and accommodates the wide variety of backgrounds and skills that students bring to New College. Focus areas might include:

- Visualizing works of art and literature (digital humanities)
- Storymaps (telling a story with multimedia and maps)
- Geographic data and GIS
- Community assessment
- New College (using the college's own data)
- Sports statistics
- Creative content data (music and media)
- Quantitative political analysis

Each section will meet at the same time, which will allow for group gatherings, but on a day-to-day basis, it will alternate between active lecture/discussion sessions and technical workshops. Students will get hands on experience with real tools and real data, and the course will culminate in an individual or small-group student project, in which students create and present a data visualization of their choosing. These projects will be reviewed and assessed by their peers, reflecting the students' roles as both producers and consumers of data.

### **PROGRAM OVERVIEW AND BENEFITS:**

Students in Data: Exploration, Visualization, and Communication will gain critical data literacy skills while gaining experience with state-of-the-art tools for exploring and visualizing data (some of which offer certifications that students could pursue). Upon completing this course, students will be able to understand more deeply how to deal with data, how to interpret it, display it, and communicate it. They will be exposed to the best (and worst) practices of information design and be able to analyze data visualizations that they encounter in daily life. They will also be exposed to the invaluable "investigative cycle," which consists of problem identification, planning, data collection, analysis, communication, and evaluation.

Because there is no one-size-fits-all data-oriented class and because data literacy requires an active learning approach, Data: Exploration, Visualization, and Communication will be run by a dedicated Data Science or Computer Science faculty member and then divided into smaller sections (ideally of around 20 students each), which will provide a more meaningful, tailored educational experience. The course sections will be run by various faculty collaborators and dedicated instructors, with student teaching assistants serving as resources in the technical workshops. There will also be significant coordination with co-requisite offerings, tutoring (including Knack tutors, QRC staff, etc.), and technical support.

The proposed curriculum requires **four Logos classes, four Techne classes, and three classes from either Logos or Techne**. Two of the four Logos classes must address Enduring Human Questions, and two of the four Techne classes must address Data and the Digital World. This curriculum will be implemented over time as new student classes enter, and these classes will be subsequently required for graduation.

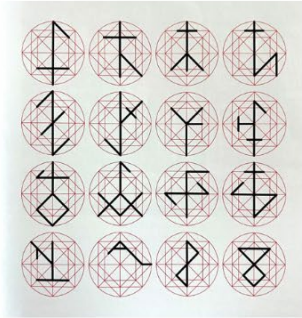
## **CONCLUSION**

With declining matriculation, poor retention numbers, weak scores on state metrics, and the impending “enrollment cliff,” New College of Florida is facing certain existential threats. This document is a milestone on our journey toward formulating a fresh curriculum to address these concerns, and we will continue to work with faculty and staff to develop next year’s curriculum. This will ensure the widest possible range of input, encouraging comprehensive participation in shaping and supporting our new curriculum.

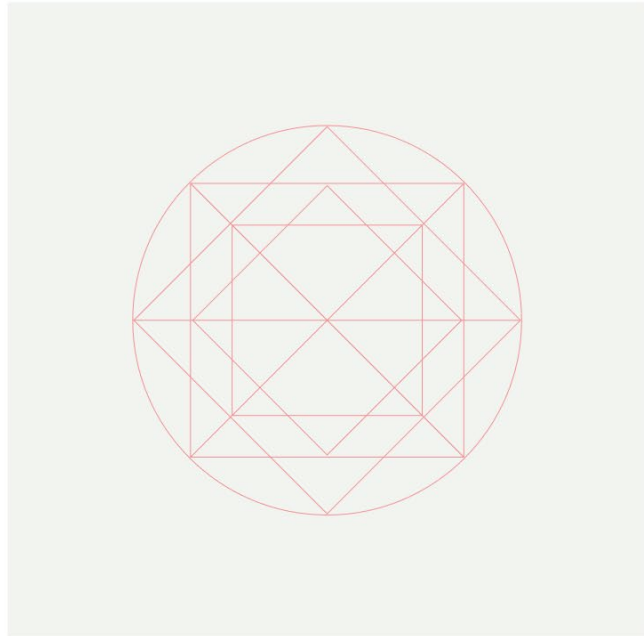


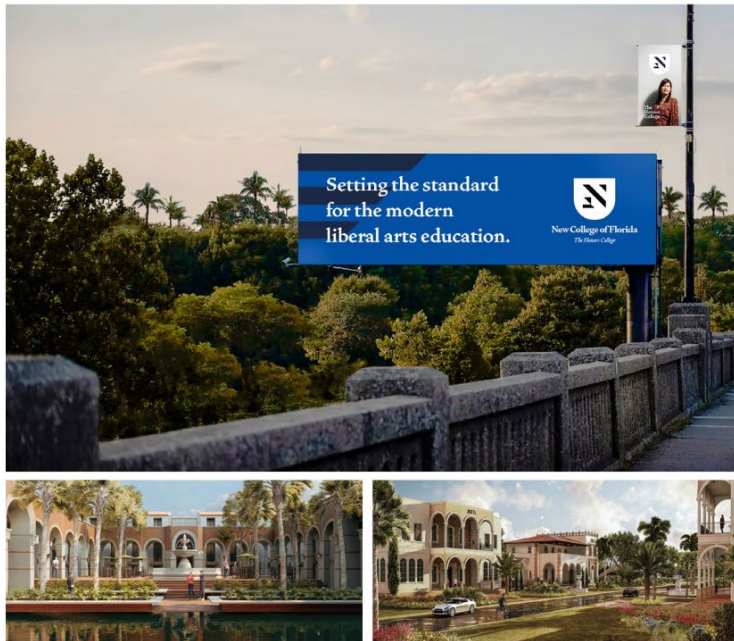
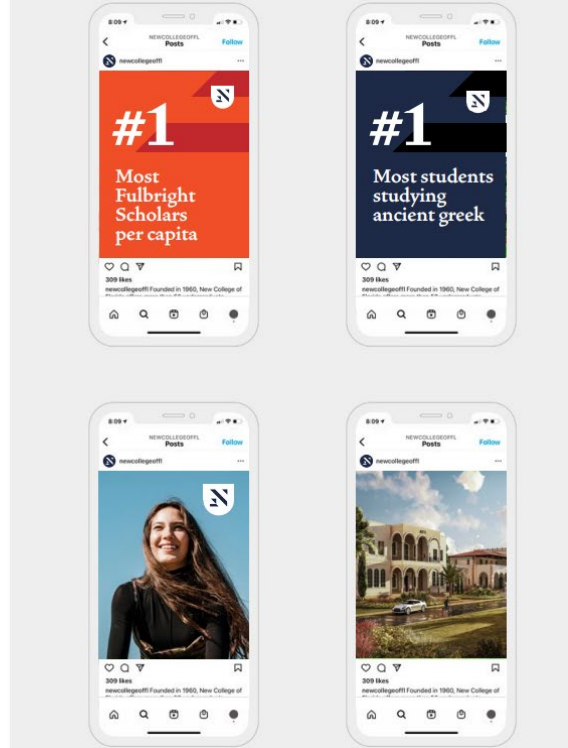
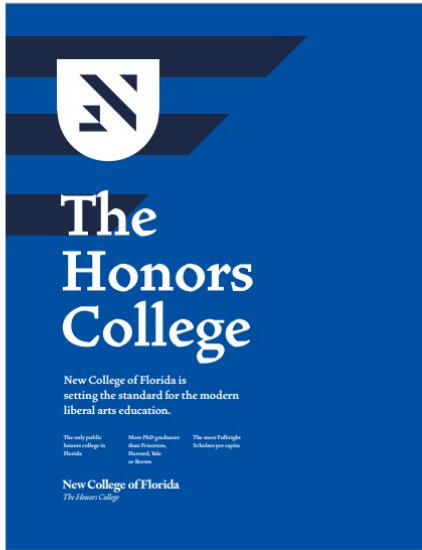
# Examples: Branding and Strong Market Position

Here are a few examples of different possible branding strategies.



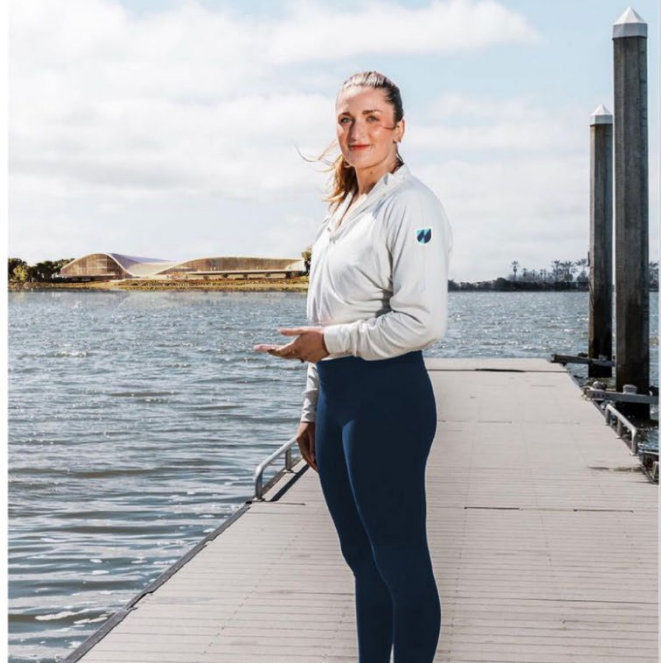
Grids, created as far back as 2000 BC, utilized to create the first known brands



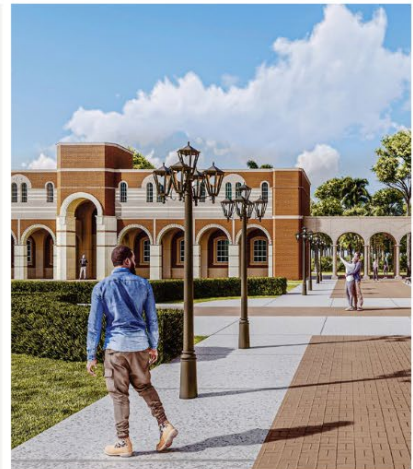


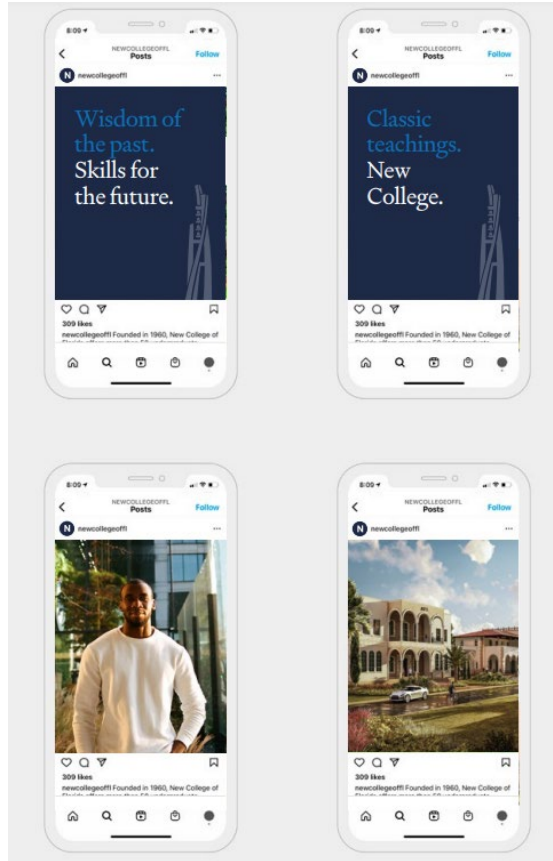
“  
*Give me a firm  
place to stand,  
and I will move  
the earth.*

– Archimedes



**New College  
of Florida**  
*The Honors College*





**Learn how  
to think  
not what  
to think**

At Florida's only public honors college

New College of Florida  
*The Honors College*

New College of Florida is known across the state for its modern liberal arts education.

**Learn from  
the past  
to define  
your future**

At Florida's only public honors college

New College of Florida  
*The Honors College*

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Give me a firm place to stand, and I will move the earth.

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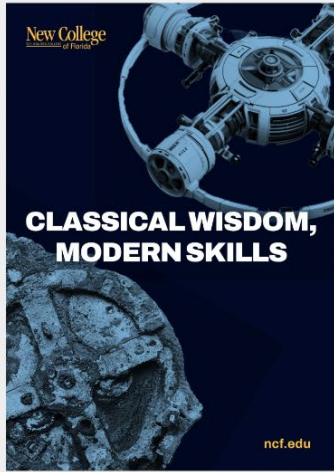
Learn from the past to define your future

New College of Florida  
*The Honors College*

Throughout history, there are those who reached deep into the well of knowledge, of experience, of their culture and their people, not in some hopeless effort to return to the past, but to fuel a drive into the future.

Learn from the past to define your future

New College of Florida  
*The Honors College*



## Growth: Programs

New College is expanding its programs in areas in which it has strengths and in which it can better serve a complementary role in the Florida university system. The following initiatives are projected to launch in Fall 2024.

### **New College Freedom Institute**

In a time when uncivil discourse has been normalized and weaponized, Florida has taken the lead to “encourage full and open discourse and the robust exchange of ideas and perspectives” (State University System Free Expression Statement, 2019), and its universities have championed the position that “open-minded, tolerant, and respectful discourse among campus community members is critical to enabling students to learn and pursue their educational goals, faculty to effectively teach, and staff to pursue fulfilling work.” (Civil Discourse Final Report, 2022) Florida has defended the rights of free speech and free inquiry as fundamental components of a functioning university system within a democratic society.

New College’s 2023 Accountability Plan affirmed its objective to “serve as a beacon of free speech, free inquiry, and free debate in Florida and beyond.” This statement is not an empty gesture but is rather a call to action. Per the Accountability Plan, “New College will institute a segment of the required first-year orientation program which addresses the importance of free speech and inquiry at New College. New College will host symposiums with nationally recognized speakers on topics relating to the status of free speech nationally and around the world.”

In order to develop, implement, and perpetuate Florida’s and the college’s commitment to “full and open discourse and the robust exchange of ideas,” New College of Florida proposed the Freedom Institute. The New College Freedom Institute will promote tolerance of opposing views and a willingness to engage such views in civil discourse. At the human level, such tolerance is a necessary pre-condition for developing effective interpersonal relationships. At a social level, such tolerance is a necessary component for a healthy democratic nation.

The New College Freedom Institute shall actively engage the college’s students, the greater Florida community, and the world to promote freedom of inquiry and champion tolerance of civil discourse among those of opposing views. The New College Freedom Institute shall put these principles into action by:

1. Employing scholars to work and teach on the New College campus. Their courses will be offered for-credit to New College students.
2. Deliver short courses open to the public in Sarasota and across Florida.
3. Hold live events (symposia and debates) nationally and globally to discuss the challenges to free speech principles and promoting New College’s and Florida’s free speech principles.

4. Recognize, mentor and support next-generation leaders who have worked to promote freedom of speech and inquiry.
5. Provide professional development to New College faculty with respect to the Institute's aim to strengthen free speech, free inquiry, and free debate.
6. Create and deliver professional development programs for Florida university and K12 faculty.
7. Recognize and award those who have suffered from and persevered through censorship that sought to limit freedom of thought and expression.
8. Develop ways in which the Institute's research may contribute to a master's program in educational leadership.

Because the Freedom Institute's purpose is to be highly visible and to actively promote its mission, we expect the Institute will raise New College's visibility and positively contribute to student enrollment and retention. The Institute will be active on campus, thereby improving one of New College's historic retention challenges: sub-optimal extra-curricular options and social life. The Institute's on-campus programming will enhance the dynamism of campus life.

### **New Academic Programs**

As New College of Florida charts its course into the future, we're focusing on our strengths and differentiated opportunities. New College's marine and environmental sciences programs are well-established and well-known. New College's existing academic programs and location on Sarasota Bay present an opportunity to offer research-oriented programs that are both academically rigorous and unique (to Florida and, in some cases, the United States). Further, the reformation that is occurring at New College offers a unique opportunity to extract the lessons of education reform and teach them to others so that they may continue the mission.

New College is developing two Master's programs that are extensions of our academic strengths and leverage our opportunities.

#### **1. Florida Institute of Marine Mammal Science Master's Degree in Marine Mammal Science**

New College will establish the Florida Institute of Marine Mammal Science (FIMMS), which will offer America's first Master's degree in Marine Mammal Science. While Sarasota Bay is host to the longest studied group of world—six generations over 50 years—American students largely attend St. Andrews, in Scotland, for master's work in marine mammal science. Similar undergraduate programs tend to be over-subscribed. FIMMS and its related two-year Master's in Marine Mammal Science will establish New College and Florida as a global leader in marine mammal research and offer students a unique scientific research program.

The FIMMS program would further strengthen New College's excellent reputation in the marine mammal sciences and expand internship and research opportunities for New College's undergraduates. Given two years of support, FIMMS should be able to generate external research funding, sponsorships and general donor support to further expand its efforts and rely less on institutional support thereafter.



## 2. Master's of Environmental Economics and Policy

The New College Master's of Environmental Economics and Policy will complement the proposed Master's Degree in Marine Mammal Science by offering a two-year economics master's program covering the environment and policy. The core of the program is environmental economics, which then leads to a deeper economic track or to a policy track. This economics and policy program will align with the mission and research of the marine mammal master's adding innovative hands-on scientific experience and developing students who will have a deeper understanding of the relevant issues and challenges.

The program will offer economic research opportunities in conjunction with the Florida Institute of Marine Mammal Science and other affiliated programs such as the Chicago Zoological Society. Assuming the Master's of Environmental Economics and Policy program leverages New College's current undergraduate faculty, the program would require seven FTEs to launch and would cost \$1.2M annually and \$250,000 for startup.

## 3. Master's of Educational Leadership

Education pedagogy has, in many ways, become corrupted with political agendas that undermine that primary purposes of education practice. The New College Master's in Educational Leadership program will offer students who hold a bachelors in a core academic subject a unique two-year program to train them in the practical application of teaching and to develop their leadership skills so that they may guide others to develop and implement data-driven teaching and learning programs. The program would, to some degree, use New College's history, data, and transition as a unique laboratory to help understand educational challenges and the leadership required to develop and implement solutions. The New College Master's of Educational Leadership would help reform the problems with undergraduate education degrees, serve as a new home for education reformers, and lead the development of new approaches to educating educators.

These new programs shall actively engage the college's undergraduate students by offering extensive research opportunities with world-leading programs that will enable students to develop valuable skills through unique experiences.

### **New Initiatives**

New College is exploring new initiatives that challenge and engage students and connect them to practical application. Currently, we're exploring ways in which we can cultivate an even more entrepreneurial culture, including partnerships with start-ups and venture capital firms, establishing our own venture fund, and implementing programs that enable students to bring their own ideas to fruition. Much of this exploration is in areas of technology, particularly in the practical application of artificial intelligence. We will hire and partner with experienced A.I. professors and developers and dedicate space in order to establish the best, most innovative techne program in the state. Over the next few years, we expect to have robust options for students who are interested in the entrepreneurial, A.I., and venture capital world.

Other initiatives that we are exploring include online programs for high school students, parents, and the community so that New College may extend its impact beyond its physical campus. Additionally, we are reviewing the potential for short-term travel-study programs, similar to study-abroad programs, but for the greater community; the initial focus would be the classical world. Such programs may issue certificates. The college is similarly launching a lecture series of historic and topical issues by noted speakers. Further, the college is investigating the implementation of a Reserved Officer Training Corps (ROTC) program.

## Growth: Sports

New College launched an athletics department in April 2023 with the goal of elevating our school's brand and building a sense of community on campus and in the community.

In our first few months, our athletics department began a nationwide search for student-athletes that lined up with our goal of becoming the nation's premier liberal arts college.

The inaugural sports are:

- men's soccer
- women's soccer
- men's basketball
- women's basketball
- men's baseball
- women's softball

Although we began athletics late in the 2023 recruiting cycle, we were able to communicate with approximately 10,000 prospective student-athletes, leading to 560 applications in the first few months.

As of July 2023, we have approximately 120 enrolled student-athletes in our inaugural class.

Athletics Department	
Deposits Paid / Enrolled	120
Students who were accepted	154
Students who were denied	76
Total athletes in the pipeline	560

### Conference Affiliation

New College Athletics aims to compete for championships in the National Association of Intercollegiate Athletics (NAIA) and we have begun the certification process. Once membership in the NAIA has been attained, we aim for admission into the Sun Conference, which consists of schools mostly in Florida and a few in Georgia. In order to achieve these goals, we will increase the number of teams we field to 23 by 2027 (11 men's and 12 women's).

## **Coaching Staff**

Several of our coaches have high-level professional and collegiate experience including our athletic director and head baseball coach Mariano Jimenez Jr., whose background has various leadership roles including as a Major League hitting consultant training several first round draft picks and a pro baseball sports agent. He is a former NCAA coach who also helped build national prep school powerhouses IMG Academy and Inspiration Academy, serving in roles ranging from head coach to athletic director.

Mariano will be assisted by former Kansas City Royals pitcher Eric Skoglund.

Scott Martin, who will be heading up our Bass Fishing team, has been a world-famous full-time professional angler for the last 22 years. He hosts a fishing television show on ESPN and the Discovery Channel.

Kate Leavell has been named the women's lacrosse coach and is a Wall Street Journal best-selling author and nationally acclaimed speaker. She is also a veteran NCAA head coach who has deep ties to high-level lacrosse programs across the mid-Atlantic.

Louisiana State University hall-of-famer Russ Buller is finalizing a deal to oversee our strength and conditioning program. His background includes sports performance roles in NCAA Division 1 at Tulane University and Major League Baseball with the San Diego Padres.

Dr. Glodi Konga comes to New College after head coaching stints at University of Valley Forge and Eastern University. He achieved his doctorate degree in Sports Leadership and finished his pro playing career in Philadelphia after graduating from Liberty University.

Other athletics department coaches include men's basketball coach Andrew Wingreen, who was last assisting at D1 Stetson University after being a D3 head coach. Debbie Pekel (women's soccer), comes to New College as a former assistant at Bob Jones University. Brian Cruz (women's basketball) is a HS state championship winning coach and former assistant at Warner University.

And finally, softball head coach Aly Bermudez, a highly sought-after softball instructor from a powerhouse high school program in southwest Florida.

## **Facilities**

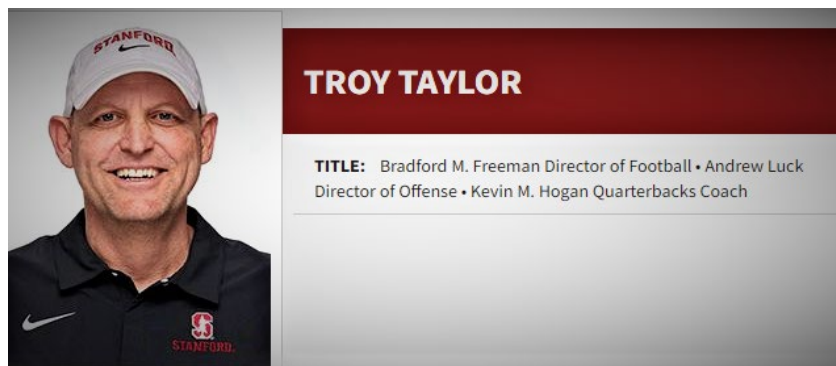
In the short-term athletic facilities, NCF will be partnering with various institutions across Manatee and Sarasota County. We are currently negotiating with IMG Academy and State College of Florida to host practices and games.

We will also be utilizing the existing car museum space on campus, and remodeling it to house a state-of-the-art strength and conditioning facility.

## Athletics Sponsorship Partners

Our athletics department has a unique opportunity to partner with national brands that want to link arms with our community of free thinkers, risk takers and trailblazers. We will provide sponsorships and naming right opportunities to everything from athletics uniforms to naming rights on facilities and sports titles.

The proximity of our sports facilities to the airport may also present opportunities to partner with brands who want to advertise to customers in a unique way. An example of a sports title sponsorship is shown below where Stanford University has renamed their *Director of Football* position, the *Bradford M. Freeman Director of Football* position.



## Exposure Camps

NCF athletics will provide opportunities throughout the year for prospective student-athletes to come to Sarasota and get a “week in the life” experience of our campus. These camps will be enticing during the winter months where families can come down and experience live at NCF and our Sarasota communities while exposing NCF as a fit for their college choice. Through youth camps, we can also develop relationships with local younger amateur players who will grow up wanting to play ball at NCF.

## Leadership Clinics

The Tampa Bay region is a hotbed of talented student-athletes so developing relationships with their high school/amateur coaches across the region will be important. Hosting coaches’ clinics on our campus where NCF personnel become a “thought-leader” in the community will be critical to keep the best and brightest of our region home for college.

## **Future of Athletics Teams**

We aim to provide opportunities for athletes who are ready to compete for national championships and for those athletes who need some additional development time.

In academics, students' progress at different rates. It's the same in sports.

Each of our athletics teams will have a varsity team and a developmental team. This will allow our freshmen who aren't quite ready to compete at a national championship level, the time that they need to be nurtured in a player development system.

This will also allow us to bring in outstanding academic student-athletes who may not be ready to compete at the national championship level we expect from our sports teams.

## Athletics Enrollment Projections

The following shows our anticipated sports and participation numbers from 2023 to 2027:

Fall 2023				
Men's				Women's
Soccer				Soccer
Basketball				Basketball
Baseball				Baseball
2023 Anticipated Student-Athlete Enrollment 140				

Fall 2024				
Men's (5)				Women's (7)
Soccer				Soccer
Basketball				Basketball
Baseball				Softball
Lacrosse				Lacrosse
Bass Fishing				Bass Fishing
				Beach Volleyball
				Indoor Volleyball
2024 Anticipated Student-Athlete Enrollment 200				

Fall 2025				
Men's (8)				Women's (10)
Soccer				Soccer
Basketball				Basketball
Baseball				Softball
Lacrosse				Lacrosse
Bass Fishing				Bass Fishing
Golf				Beach Volleyball
Tennis				Indoor Volleyball
Rowing				Rowing
				Golf
				Tennis
2025 Anticipated Student-Athlete Enrollment 250				

Fall 2026				
Men's (10)				Women's (11)
Soccer				Soccer
Basketball				Basketball
Baseball				Softball
Lacrosse				Lacrosse
Bass Fishing				Bass Fishing
Golf				Beach Volleyball
Tennis				Indoor Volleyball
Rowing				Rowing
Cross Country				Golf
Swimming				Tennis
				Cross Country
2026 Anticipated Student-Athlete Enrollment 300				

Fall 2027				
Men's (11)				Women's (12)
Soccer				Soccer
Basketball				Basketball
Baseball				Softball
Lacrosse				Lacrosse
Bass Fishing				Bass Fishing
Golf				Beach Volleyball
Tennis				Indoor Volleyball
Rowing				Rowing
Cross Country				Cross Country
Swimming				Tennis
Dance				Golf
				Dance
2027 Anticipated Student-Athlete Enrollment 350				

By filling in our championship and developmental rosters across each sport, we anticipate growing from 140 student-athletes in 2023 to 350 by Fall 2027. Additional sports are subject to the president's approval and pending facility construction.



## Athletics Enrollment Context

New College intends to grow its athletic program in parallel with growing its academic program. At maturity, the number of varsity athletes at the school will be approximately 25% to 30%, with the current projections placing the percent of athletes at about 29%. For context, the *U.S. News* #1 ranked university, Princeton, has about 20% varsity athletes and the #1 ranked liberal arts college, Williams, has about 36% student athletes. Many top liberal arts colleges have a student body wherein more than 30% of the students participate in varsity sports.

School	Varsity athletes	Percent of enrollment
Williams College	737	36
Bowdoin College	653	36
Bates College	643	36
Colby College	664	35
Haverford College	423	33
Amherst College	593	32
Hamilton College	609	32
New College	350	29
Washington and Lee	515	28
Swarthmore College	402	26
Middlebury College	629	25
Davidson College	428	24
Grinnell College	386	23
Wesleyan University	623	22
Colgate University	592	21
Dartmouth College	889	21
Princeton University	988	20

## Growth: Master Plan

New College's vision starts with branding, the student experience, and the curriculum, but it extends into the future with a campus that embodies its mission: to be the best liberal arts college in America. The new campus vision takes as its core mission the materialization of collaborative, cohesive spaces for a small community of scholars.

This new master plan not only envisions a campus that is capable of being the beating heart of the public liberal arts but is aesthetically imbued with the spirit of Sarasota.

The process of updating the college's campus master plan has begun, as required by S. 1013.30 Florida Statutes. The update of the plan will require several steps before approval of the update by the Board of Trustees. This includes 1) An informal public information session; 2) A formal public hearing; and 3) A second public hearing, which may be held in conjunction with the Board of Trustees meeting at which the update will be considered for adoption. Following adoption of the master plan, the College will begin negotiations on the campus development agreement with the host local government, the City of Sarasota.

While a more detailed timeline is being developed by the architectural firm, we anticipate that the second public hearing will be held no later than Dec. 1, 2023.

Examples of possible Master Plan overviews and facilities:

Bay Campus – Main – Overview



## Caples – Overview



## Bay Campus – Main – Street view



Bay Campus – Main – Street views



## Caples Restoration



Caples – Boathouse



Freedom Institute



East Campus – Athletics – Main Entrance





East Campus – Athletics – Pool



East Campus – Athletics – Baseball Field



## Better Student Experience

### Student Experience

Essential to new branding is the authenticity of the message. To deliver on and reinforce the branding, New College will need to deliver a significantly better student experience. To achieve this alignment between brand and experience, New College has already begun the process with significant renovations, improving the quality and variety of food, and invigorating student and campus life.

Once these improvements are in progress, students will be drawn to our beautiful geographical location with amenities that enhance student quality of life, including housing updates, improving food quality and availability, and a new investment in athletics.

In addition to addressing deferred maintenance, we are also investing in facilities that are competitive with nationally recognized liberal arts colleges, both residence halls and academic/mixed-use spaces, and cutting-edge technology. Our goal is for the appearance and usefulness of our physical campus to match the quality of our academic program.

### **Improve Student Experiences and Infrastructure**

As described in the Accountability Plan, one of New College's greatest challenges is improving the Student Life Experience. At New College, while E&G expenses per student has increased significantly, auxiliary revenues, which are based on fixed per capita fees, are lower than in 2016, when New College had peak FTE. Thus, at a time when universities are engaged in what has been described as an "arms race" for America's best and brightest scholars, New College has been without ammunition, with increasingly shabby student amenities (housing, dining, fitness, health, recreation).

Auxiliary revenues are vitally needed to enhance the student life experience, all the more so given New College's residential mission. Increasing student fees would be counterproductive to increasing enrollment. Accordingly, New College plans to deploy carry-forward reserve funds towards expenses that would typically come from increased auxiliary revenues.

Here is a sample of New College's current actions and future plans:

### **Completed and On-going Renovations**

Thanks to the generous support from the Florida Legislature this past session, New College has embarked on an unprecedented level of campus improvements. So far, over \$12 million has been committed to address renovation and repairs, and to decrease the \$61 million deferred maintenance backlog as quickly as time and funds permit. We have implemented substantial improvements to our campus residence halls, with major efforts being made to renovate them both inside and out.

### Physical Plant (at or near completion)

- Contracted long-overdue mold assessment and initiated actions on its findings.
- Dort and Goldstein interior renovations, setting up these adjacent dorms as the ideal learning community for incoming students.
- Landscaping, including strategic use of artificial turf outside Jane Bancroft Library.
- Painting to refresh the appearance of light poles, benches and trash cans that previously tarnished the appearance of the campus.
- Exterior renovation of V and W Dorms. All residence halls are receiving the attention needed to not only prolong their useful life, but make them appealing living quarters for current and future students.
- Interior renovation of Letter Dorms.
- Exterior renovation of X and Y Dorms.
- Painting of bike racks, swings and backflow preventers at Letter Dorms.
- Blue wall demolished at Hamilton Hall, as part of improvements to the primary food-service building at New College.
- Cook Hall kitchen refurbished to create a better office environment needed to recruit top professionals.
- Planting and trimming conducted to improve aesthetics of Heiser entrance.
- New banners placed campus-wide as an aesthetic improvement.
- Sidewalk pads added where necessary for ADA compliance.
- Blue phones all functional.

### Physical Plant (ongoing)

- Renovations at the Florida Car Museum property. New College has negotiated immediate availability of a portion of the complex and will take full control of the facility before the end of the calendar year for additional redevelopment.
- Renovations and upgrades to Four Winds.
- Fitness/Recreation center renovated and painted; pool and pool deck refurbished. A jumbotron video screen will be added to the building's exterior during the fall semester to enhance the event-hosting capacity of the facility.
- 58<sup>th</sup> Street connector install to create additional entrance and egress point to the Bayfront Campus, an import aspect of improving not only campus accessibility but also campus safety.
- Circus Hall of Fame improvements, converting desolate portions of the west campus into athletic practice and student outdoor recreation space.
- Landscaping improvements, including the strategic placement of artificial turf in portions of campus where the survival of natural plant life and the usability of the land under natural conditions were unsustainable.
- Electrical outlets added for concessions operations at Caples Fine Arts building and in the ACE Lounge.
- Extensive pressure washing to remove dirt and grime from areas it had long settled due to the failure of past administrations to carry out suitable upkeep.

- General Twining Road resurfacing to smooth over a rough pothole-riddled roadway, another long ignored and neglected aspect of the campus.
- Caples Fine Arts exterior improvements to resolve water intrusion issues.
- Caples Mansion air quality improvements.
- Exterior repairs and painting at Sainer Pavilion.
- Roof repairs conducted at CFA, Cook Hall, Heiser and Pritzker.
- Bon Seigneur exterior painting.
- Additional blue phones installed to improve public safety on campus.
- Repair of Sudakoff Conference Center partitions.
- Demolition of outdated greenhouse facility and replacement to fit the changing aesthetic of the campus (image below is the greenhouse to be constructed, ETA December 2023).



### Physical Plant (proposed)

- Caples Beach improvements to meet and exceed the waterfront experience.
- Demolitions of Palmer A, B, C, D, E, 58th Street House - Reichert/Knight/Dioceses House – These demolitions are essential to the pursuit of an updated facilities master plan.
- Relocation of IT server from Palmer A to ACE, placing the essential infrastructure of the New College network in a more secure location.
- Campus camera replacement and additions to provide long overdue security upgrades.
- Installation of additional boat lift docks.
- Campus overpass improvements to maintain the necessary connection of the campus where it is parted by Tamiami Trail.
- Campus fencing and natural barriers to improve campus safety and sustainability while being careful to avoid any degradation of the natural beauty of New College.
- ACE and Heiser generator upgrades.
- Heiser strobic fan motor replacement and AHU motor replacement.
- Access control for housing to promote campus safety.

- Solar charging stations to promote sustainable vehicle use.
- Replace doors, renovation of restroom and roof replacement at Robertson Hall, all direly needed.

### **Food Quality and Variety**

New College has already invested over \$500,000/year in the quality of food being served, improving from “D” rated food to “A” rated. New College is also actively negotiating to bring more food options to campus, starting as soon as this Fall.

The college is negotiating with a local food vendor to open a permanent location in the heart of campus where there are no other food choices. (Targeted opening: August-September 2023.) The college has contracted with local restaurateur to develop an open-air space with firepits, food and live music to increase food and entertainment options and encourage greater on-campus community. (Targeted opening: August 2023.)

### **Student Life, Co-Curriculars, Extra-Curriculars**

To significantly improve extra-curriculars, New College has launched a major initiative: an athletics program. (See athletics section for more details.)

## Housing Plan

New College of Florida has a unique statutory charge; it is the only Florida public university with a residential mission. Most of the other state universities attempt to house first-year students on campus, but university housing alone is not sufficient. Thus, affiliated and unaffiliated housing surrounds these larger institutions. This is not the case at New College, and geography now precludes the development of robust off-campus offerings.

Within five years, New College will enroll 1200+ students. This means our campus must grow to house 1000 students (75-80% of those enrolled).

Yet, the conundrum is that New College has only 630 beds and at least 100 are permanently offline due to their poor condition, including air quality issues. According to a recent feasibility study, the cost to rehabilitate the I.M. Pei Residences was estimated at more than \$24M, or \$8M per hall based on 2021-22 cost data, and \$30M if slated for 2026-27 completion. And while designed in the 1960s by IM Pei, the design is far from today's best practice for student living and learning communities in terms of safety or building relationships, not to mention lacking common amenities expected by current students.

If New College had another 400 new beds, it could easily fill them and pay the associated debt service cost from the associated housing revenues. However, the enrollment struggles of the past decades have closed New College's access to the capital markets; adding beds is perceived as too risky. The solution for New College is the same as it is for Florida's private colleges: borrow against a fraction of operating revenues (perhaps 10%). With general operations as the backstop, the capital markets would provide funds that could be used to build new housing. Student housing fees would cover the debt service costs and the operating revenue backstop would likely never be touched.

Further, New College's failure to maintain and supply adequate housing has contributed to broader financial problems, because housing is one of primary cash-flow positive areas across the SUS. A well-managed university housing system provides a remarkable value proposition: an affordable housing option for students compared to off-campus options, particularly in high economic growth zones such as Sarasota and a proven boost to academic achievement and source of financial stability for the college.

## Financial Stability

New College has long focused on academic excellence to the detriment of business considerations. Business and academic interests must be aligned, and the college must build a viable and sustainable business model. From there, the opportunities and necessary leverage to achieve academic excellence will become possible.

### **Enrollment**

It is paramount for any stability strategy to optimize student enrollment, not only bringing in higher numbers of new FTIC and transfer students, but also bringing down high attrition rates. High attrition and low graduation rates are not only a general signal of the college's poor performance, but they are also key contributors to inefficient spending and resource allocation.

Over the past twenty years, New College's total enrollment has ranged from 659 to 885 with an annual variance often >10%. In the same period, its entering FTIC headcount has ranged from 147 to 261, often with >10% annual variance and no consistency. Increasing the variability is the college's woeful freshman retention rate of about 80% during this period and 4-year graduation rate often under 60%. These low student enrollment numbers and the high variability of downstream metrics make for an insufficient and unreliable financial foundation.

Objective 1: Sustainability and Predictability. In the next five years, we will achieve a 1200-student college in part by solving our long-standing attrition problems and graduating nearly 300 students per year. This result would be about double the college's historical average and deliver a foundation from which to optimize the college's enrollment numbers. Our co-equal goal is to improve and stabilize the college's retention rates in order to establish the predictability the college requires to manage a business. New College's small size has always meant that what would be minor variations to some schools have great impact here. New College requires greater predictive metrics and greater control over their inputs than larger schools require. Therefore, our primary method for achieving 1200 students is by growing enrollment while decreasing and stabilizing attrition.

We will stabilize attrition by two primary methods: first, by improving student quality of life on campus with improved facilities (including dorms), food (quality and options), social, co-curricular, and extra-curricular programming. In the past, New College assigned most of these quality-of-life issues to students, and such programs were often implemented on an ad hoc basis, according to student interest and impulse. Going forward, we will approach these issues pro-actively and programmatically.

Second, we will measure and focus significantly on admissions metrics that inform retention and graduation metrics, specifically college readiness and demonstrated interest. While New College has always assessed college readiness in its admissions process, it often admitted students whose college readiness was sub-optimal. Further, due to the college's low yield, the students who were most college-ready were admitted but did not attend. More recently, New College has not

received a sufficient quantity of highly college-ready applicants, and thus admitted applicants that may not have been fully prepared for New College’s academic rigor.

Demonstrated interest is an admissions strategy that assesses whether the student is motivated to attend the college. New College has not had the market leverage to adequately deploy this strategy. In order to do so, New College will need to develop market leverage.

Both of these strategies are to be deployed in parallel with the branding strategy, as that strategy will be informed by the quality-of-life objectives, above, and then develop the market leverage required to actively make admissions decisions based in part on demonstrated interest.

<i>Academic Year Starting</i>	Actual						Projected					
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
Enrollment	835	808	702	646	632	669	600	750	850	950	1100	1200
Freshmen Retention	76%	86%	80%	79%	75%	75%	75%	85%	86%	87%	87%	88%
Graduating Number	164	177	213	183	158	156	120	150	187	218.5	264	300

After the first five-year period of stabilizing the college at a 1200 headcount and establishing the new brand, New College will turn to optimizing its position (in headcount, brand, and otherwise) by increasing to 1800 students while continuing to improve retention and graduation metrics.

<i>Academic Year Starting</i>	Actual						Projected					
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	<u>2032</u>	<u>2033</u>	<u>2034</u>
Enrollment	600	750	850	950	1100	1200	1300	1400	1500	1600	1700	1800
Freshmen Retention	75%	85%	86%	87%	87%	88%	88%	90%	90%	92%	92%	93%
Graduating Number	120	150	187	219	264	300	260	280	330	368	408	432



**New College Foundation**

When New College joined the state system, stakeholders recognized that the cost to educate a New College student was higher than the cost to educate a student elsewhere in the state university system. The Foundation’s mission was to fund the cost difference. In the ensuing decades, this financial mission was lost.

While enrollment optimization enables organic financial stability in college operations, improving the Foundation’s performance is also critical. As branding and initial enrollment objectives gain traction, we will improve the Foundation’s performance, both in raising funds and in returns. None of the Foundation’s fifteen employees from 2022 remain at the Foundation, and the Foundation is currently undergoing a renewal of focus and determination, with a new chief executive.

In recognition of the fact that an elite public liberal arts college is of immeasurable value to the state and the nation, and that such a college cannot succeed without private support, the Foundation is again focused on its original mission of funding, together with the State, the cost difference. From March 1 to June 30, 2023, the Foundation received almost \$1.4M of its \$2M goal (or about 67% of its 2022-23 fiscal year goal) and closed the fiscal year with approximately \$2.5M total received (125% of goal).

The Foundation’s endowment is currently about \$42M. Here are our audacious but necessary goals for the Foundation through 2028.

<u>Foundation Growth</u>						
	<i>Academic Year Starting</i>					
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
Endowment	\$ 42,000,000	\$45,000,000	\$50,000,000	\$58,000,000	\$70,000,000	\$88,000,000
New Contributions	\$ 2,000,000	\$ 4,000,000	\$ 6,000,000	\$10,000,000	\$15,000,000	\$20,000,000

## **Flexible Funding**

As previously noted, New College presently requires a significant capital investment and requires funding flexibility to build a sustainable path forward. Such flexibility would permit the college to use operational savings to fund capital improvements so that we could compete with other schools of our size and scale. Ringling, Eckerd, Rollins, and Flagler all can borrow and fund capital improvements from savings via state-sponsored financing mechanisms. However, public colleges are prohibited from participation.

The private school model places the school, not the state, at risk. New College requests to be permitted to operate under that same model that will enable the college to take the risk to succeed.

The State of Florida has previously invested significant financial resources in New College. In 2001, when New College was first made independent of USF, state support totaled \$11,181,000. At the time, New College had 634 students. Move forward 20 years to 2021, and the state appropriated some \$38,445,000 for 659 students. For 2023, the State of Florida has made an even more significant commitment to New College, with E&G funds totaling some \$64,209,363 for a projected 700 students.

Yet, while a one-time infusion of additional E&G funds will increase New College's student count, the historical record indicates that the results may be short lived. Why? From a financial perspective, the answer is clear: the lack of funding flexibility.

To use an analogy, it is similar to making bread. The right combination of flour, water, yeast, heat, and time will result in a loaf of bread. Simply increasing one variable will not make more bread.

In the same way, increasing E&G support has been important, but Auxiliary funds are important too.

Until New College reaches sufficient size, funding flexibility will allow New College to 1) Grow Enrollment and 2) Increase Revenues without increasing fees. Under the modest growth scenario proposed, New College would grow to 1200 students in 5 years, while increasing revenues from the growth in FTE by some \$2,000,000. Over ten years, revenue growth is projected to be about \$5,000,000. Otherwise, without funding flexibility, FTE and revenues will actually decrease.

Money is not the only important ingredient; policy changes will play an important part. Throughout the history of New College, from its inception in 1960, is that the funding model has never been set correctly. It was wrong for a private institution, wrong as a subordinate component of USF and wrong under the SUS funding model designed for large research institutions where the student body is measured in the tens of thousands. Getting this right is a key component for a sustainable financial future.

NEW COLLEGE OF FLORIDA							
HISTORY OF FUNDING							
2001-02 THROUGH 2022-23							
	Fiscal Year	# of Students	E&G Initial Budget	E&G Final Budget	E&G Expenditures	Total College Initial Budget	Total College Expenditures (ALL Sources)
	2001-02	634	not in fact book these years	\$11,181,000	\$10,219,000	not in fact book these years	\$15,316,000
	2002-03	650		\$12,761,000	\$11,358,000		\$17,248,000
	2003-04	671		\$14,374,000	\$13,193,000		\$19,834,000
	2004-05	692		\$15,452,000	\$15,107,000		\$22,228,000
	2005-06	761	\$16,984,000	\$16,984,000	\$16,422,000	\$24,285,000	\$26,019,000
	2006-07	746	\$20,469,000	\$20,429,000	\$19,403,000	\$28,271,000	\$26,716,000
	2007-08	767	\$22,738,000	\$22,738,000	\$21,373,000	\$31,949,000	\$31,506,000
	2008-09	785	\$21,480,000	\$21,480,000	\$20,953,000	\$32,073,000	\$31,135,000
	2009-10	825	\$20,830,000	\$20,674,000	\$20,674,000	\$32,613,000	\$31,475,000
	2010-11	801	\$22,241,000	\$22,486,000	\$21,556,000	\$35,109,000	\$33,269,000
Michelson Retire	2011-12	845	\$20,507,000	\$20,581,000	\$20,423,000	\$33,624,000	\$32,139,000
O'Shea Start	2012-13	832	\$19,983,000	\$19,679,000	\$21,464,000	\$32,914,000	\$33,887,000
	2013-14	793	\$23,152,000	\$22,678,000	\$22,894,000	\$36,533,000	\$35,451,000
	2014-15	834	\$24,332,000	\$24,332,000	\$24,100,000	\$33,970,000	\$39,700,000
	2015-16	861	\$24,260,000	\$24,260,000	\$25,057,000	\$38,755,000	\$38,890,000
Begin Grad. Program	2016-17	875	\$24,523,000	\$24,698,000	\$25,680,000	\$40,064,000	\$39,236,000
Yr 1 Growth	2017-18	859	\$34,564,000	\$34,564,000	\$30,507,000	\$50,694,000	\$45,121,000
Yr 2 Growth	2018-19	837	\$36,006,000	\$36,006,000	\$35,859,000	\$52,423,000	\$50,948,000
Yr 3 Growth	2019-20	726	\$40,804,000	\$40,907,000	\$37,768,000	\$56,641,000	\$52,848,000
O'Shea Retire	2020-21	675	\$38,216,000	\$38,445,000	\$39,735,000	\$54,057,000	\$54,057,000
Okker Start	2021-22	659	\$39,739,000	\$39,763,000	\$39,445,000	\$56,701,000	\$53,967,000
Okker End Jan'23/Corcoran Start	2022-23	690	\$32,759,000	\$48,667,000		\$53,967,000*	

The growth limitations of the current funding model:

NEW COLLEGE OF FLORIDA			
Current Funding Model			
Projected FTE and Funding			
Projected	2023-24	700	\$67,914,606
Projected	2024-25	800	\$42,280,563
Projected	2025-26	900	\$42,851,963
Projected	2026-27	900	\$42,851,963
Projected	2027-28	850	\$42,566,263
Projected	2028-29	825	\$42,423,413
Projected	2029-30	800	\$42,280,563
Projected	2030-31	750	\$41,994,863
Projected	2031-32	725	\$41,852,013
Projected	2032-33	700	\$41,709,163

The flexible funding model:

<b>NEW COLLEGE OF FLORIDA</b>			
<b>Proposed Flexible Funding Model</b>			
<b>Projected FTE and Funding</b>			
<i>NOTE - Proposed State Funding Remains Constant; Fees are NOT Increased</i>			
<i>Projected</i>	<b>2023-24</b>	700	\$67,914,606
<i>Projected</i>	<b>2024-25</b>	800	\$42,280,563
<i>Projected</i>	<b>2025-26</b>	900	\$42,851,963
<i>Projected</i>	<b>2026-27</b>	1000	\$43,423,363
<i>Projected</i>	<b>2027-28</b>	1100	\$43,994,763
<i>Projected</i>	<b>2028-29</b>	1200	\$44,566,163
<i>Projected</i>	<b>2029-30</b>	1300	\$45,137,563
<i>Projected</i>	<b>2030-31</b>	1400	\$45,708,963
<i>Projected</i>	<b>2031-32</b>	1500	\$46,280,363
<i>Projected</i>	<b>2032-33</b>	1600	\$46,851,763
<i>Flexible Funding Model - Up to the greater of \$4,000,000 or 10% base recurring budget (\$42,280,563) may be spent for Auxilliary purposes.</i>			

### **Required Legislative Changes**

In order to achieve funding flexibility, New College requires legislative language changes. Below are the proposed language changes to achieve funding flexibility and adjacent funding.

### **Spending Authority Language**

Existing law (s. 1011.90) provides for a level of funding flexibility that has not been utilized by New College to support its statutory mission as the residential honors college of Florida (s. 1004.32). In order to provide for full public transparency and accountability, New College will be seeking from the Legislature clear authorization to expend state appropriations to achieve its residential mission and enrollment goals.

#### **1011.90 State university funding.**

(1) Planned enrollments for each university as accepted or modified by the Legislature and program cost categories shall be the basis for the allocation of appropriated funds to the universities.

(2) In addition to enrollment-based appropriations, categorical programs shall be established in universities which are not directly related to planned student enrollment. Such programs shall be based upon the assigned missions of the institutions and shall include, but not be limited to, research and public service programs and authority to spend fee revenues collected pursuant to subsection (5) and s. 1009.24. Appropriations by the Legislature and allocations to universities

shall be based upon full costs, as determined pursuant to subsection (1), and priorities established by the Legislature.

(3) New College of Florida is hereby authorized to expend up to \$4,000,000 per year from its end of year balance of funds for any program cost category, regardless of the original appropriation category, including, but not limited to any purpose authorized by s. 1009.24, Florida Statutes.

## **Bonding and Projects**

SECTION XX. Pursuant to section 1010.62, Florida Statutes, and section 11(d) and (f), Art. VII of the State Constitution, the following fixed capital outlay projects may be constructed, acquired, and financed by a university or university direct support organization. Financing mechanisms may include any form of approved debt or bonds authorized by the Board of Governors. New College may secure such debt with any revenues authorized pursuant to section 1010.62, Florida Statutes, in addition such debt maybe secured by the College's base recurring state appropriation:

- Multi-Purpose Facility Supporting Enrollment Growth
- Student Success and Living Learning Facility
- Housing Phase I

## **Sarasota Bradenton International Airport Land Acquisition**

Section XX. Funds from in Specific Appropriation XXX, \$10,000,000 in nonrecurring funds from the Public Education Capital Outlay and Debt Service Trust Fund are provided to New College of Florida for land acquisition of the Sarasota Bradenton International Airport property, including all improvements thereon, currently being leased by New College.

## **New College License Plate Language**

### **320.08056 Specialty license plates.**

(f) Notwithstanding paragraph (a), on January 1 of each year, the department shall discontinue the specialty license plate with the fewest number of plates in circulation, including license plates exempt from a statutory sales requirement. The department shall mail a warning letter to the sponsoring organizations of the 10 percent of specialty license plates with the lowest number of valid, active registrations as of December 1 of each year. This paragraph does not apply to collegiate license plates established under s. 320.08058(3).

### **320.08058 Collegiate License Plates.**

(3)(a) The department shall develop a collegiate license plate as provided in this section for state and independent universities domiciled in this state. However, any collegiate license plate created or established after October 1, 2002, must comply with the requirements of s. 320.08053 other than the presale requirements in 320.08053(3)(b) and be specifically authorized by an act of the Legislature. Collegiate license plates must bear the colors and design approved by the department as appropriate for each state and independent university. The word "Florida" must be stamped across the bottom of the plate in small letters.

(b) A collegiate plate annual use fee is to be distributed to the state or independent university foundation designated by the purchaser for deposit in an unrestricted account. The Board of Governors of the State University System shall require each state university to submit a plan for approval of the expenditure of all funds so designated. These funds may be used only for academic enhancement, including scholarships and private fundraising activities.

(c) If a collegiate license plate has previously been discontinued pursuant to this section, the department may reauthorize the collegiate license plate if the university resubmits the collegiate license plate for authorization.

## The Best Liberal Arts College

In the final analysis of the next five years, New College will be nationally recognized as one of the best small liberal arts colleges in America. New College will purposefully prepare students to think about the human condition by studying the great canonical works that meditate on and address the human condition and respond to its challenges. We aim for students to live an examined life. This is the foundation for preparing an educated person to go out into the world and wrestle with issues he or she will confront.

New College will use this foundation to ensure that every student graduates with the ability to engage in valuable work as measured by their own personal goals, as well as wages. Courses that aim to provide these skills will go beyond the technical content to teach mindsets so that students are prepared for a rapidly changing world. With these two goals, we are creating a curriculum of innovative substance and positive consequence. No other college or university in the country has implemented such a college-wide forward-thinking program, combining the best of the past and the promise of the future.

We start with a differentiated academic structure and a unique mission among public colleges. And we have the beginnings of a solid foundation, as evidenced by New College's current and recent rankings:

#1 in Florida Most Innovative (*U.S. News*)

#1 in Florida Best Liberal Arts Colleges (*U.S. News*)

#1 in Florida Alumni network (Princeton Review, public schools)

#1 in Florida for Making an Impact (Princeton Review, public schools)

#1 in Florida Best Value (*U.S. News*)

#1 in Florida for Financial Aid (Princeton Review, public schools)

#1 in Florida for producing Fulbright Scholars. In fact, the 56 Fulbright Scholar awards won by New College students over the past 15 years account for 77% of all Fulbrights awarded to Florida college students, public and private.

*Colleges That Make a Difference.* Only 44 colleges are chosen nationally, and New College is the sole selection in Florida.

*Earned doctorates.* According to a 2021 study, New College graduates earned more doctorates (as a percentage of graduates) than any other college in Florida, Princeton, Yale, Harvard, Williams or Amherst – in both total doctorates and science/engineering doctorates.

Not long ago, the *Wall Street Journal* concluded after reviewing “the background of more than 5,000 students starting at more than a dozen top business, law and medical schools this fall,

including names like Harvard Law and the Wharton MBA,” that New College was the second best feeder school to the nation’s most competitive professional schools. New College ranked ahead of every other college in Florida – public and private – and the University of Virginia, the University of California-Berkeley, and UNC-Chapel Hill.

These rankings represent a solid starting point for a luxury brand, a national beacon of public liberal arts. New College will be a college on a bay, the eyes of the people upon us, and provide a safe harbor for those seeking free speech, free inquiry, and free debate, seeking innovative education, seeking the fulfillment of the promise of a public liberal arts education.

New College has already begun the transformation. In addition to the new curriculum, the college has seen a number of successes in the just past few months:

- Record new student enrollment, more than 300 new FTIC and transfer students, including more than 100 student-athletes.
- Massive investments in residential life and on-campus food and beverage service that provide essential enhancements to the student experience and will improve both recruitment and retention.
- New core curriculum standards established to merge the intellectual growth fostered by the liberal arts with the practical skills needed for graduates to achieve high-wage careers.
- Abolition of DEI bureaucracy and prioritizing of equality over equity to ensure all students and prospective students are assessed on their individual merits.
- Accepted the Critical Learning Test (CLT) as a substitute for the ACT and SAT to expand opportunities for elite homeschool and classically educated students to apply to New College.
- \$50 million in new legislative appropriation funds to refocus New College on its students and rebuild from the neglect of prior administrations.
- Launch of intercollegiate athletics program that has six teams prepared to compete in 2023-24 that has already brought more than 100 student-athletes to campus, and hiring coaches to field additional sports in 2024-2025.
- Ongoing recruitment of faculty, with more than a dozen new visiting professors signed so far. Faculty in tenure track positions at other institutions are actively seeking roles at New College.
- Creation of the Presidential Scholar in Residence position to bring elite scholars with a mix of research accomplishments, professional experience and teaching acumen to campus.
- Expanded guaranteed transfer pathways to include 14 member institutions in the Florida College System and SUNY Orange.

## **Professors**

As New College grows, it will expand its faculty through intentional and sustained recruitment. We will recruit, hire, train, and invest in the development of world-class faculty who are aligned with these our goals. Recently, New College established the Presidential Scholar in Residence



position to bring top scholars to campus. Here's a sample of professors who will join us in 2023-24:

**Stanley Fish, Ph.D.** Fish brings more than 60 years of scholarship with him to New College, where he will serve as a Presidential Scholar in Residence. His incredible career has included teaching stops at Duke, John's Hopkins, and Cal Berkeley, where there is a dedicated library archive of his work. He has held the title of Davidson-Kahn Distinguished University Professor and Professor of Law, Florida International University since 2005, and Dean Emeritus of the College of Liberal Arts and Sciences at the University of Illinois at Chicago. The Chicago Tribune named Fish was Chicagooan of the Year for Culture in 2003. In the past thirty years, there have been some two hundred articles, books, parts of books, dissertations, and review articles devoted to his work. Fish earned his undergraduate degree at the University of Pennsylvania and his master's and Ph.D. at Yale.

**Joseph Loconte, Ph.D.** Loconte is among the first group of New College Presidential Scholar's in Residence. A *New York Times* bestselling author, Loconte brings a wealth of knowledge in the studies of western civilization. Alongside his five books, he produced three short documentaries during his time at the Heritage Foundation. Most recently he served as a distinguished visiting professor at Grove City College. He also has taught at The King's College in New York City and Pepperdine University. Loconte is a scholar of John Locke, and contributed for nearly a decade to NPR's *All Things Considered*. Loconte earned his Ph.D. at King's College London and holds a master's degree from Wheaton College in Illinois.

**Andrew Graham Humphries, Ph.D.** Humphries joins New College as a visiting professor of economics. He most recently served as a post-doctoral research scholar at the School of Civic and Economic Thought and Leadership at Arizona State. He has a particular focus in Austrian economics. He has instructed graduate-level coursework at George Mason University. Some of his recent course topics include "Great Debates in American Politics & Economics," "Great Ideas in Politics & Ethics," and "Debating Socialism." Humphries earned his Ph.D. and master's degree at George Mason University.

**David C. Ellis, Ph.D.** Ellis joins New College as a visiting associate professor of international relations and comparative politics. As president of Ellis Analytics, Inc., Ellis has displayed exemplary acumen in public and private sector governance. He was a resident senior fellow and professor at Joint Special Operations University in Tampa for six years. Before that, he held multiple roles with the Defense Intelligence Agency. Ellis earned his Ph.D. in international relations and comparative politics at the University of Florida. He holds an M.A. from The Elliott School of International Affairs at George Washington University.

**Andrew Doyle, Ph.D.** Doyle comes to New College as a Presidential Scholar in Residence. A scholar of English Literature, Doyle has emerged as a cultural icon with large followings in the United Kingdom and United States. He hosts the weekly show *Free Speech Nation* on GB News and is the writer behind the fictional character Jonathan Pie and the social media sensation Titania McGrath. Doyle's masterful use of satire and parody in his written and broadcast work, and is a renowned standup comedian. He has several books and plays that have gained critical

acclaim. He completed his doctorate for English Renaissance Literature at Oxford on a full scholarship from the Arts and Humanities Research Board, after previously earning a master's in the same area of study with distinction at the University of York.

**Richard Alexander Izquierdo, Ph.D.** Izquierdo comes to New College as a visiting assistant professor of U.S. politics, American political development, and civics. He augments his immense political science acumen with a background practicing law. He has taught in numerous prestigious programs, starting out as a teaching assistant at Stanford after leaving his legal practice. He was a Thomas W. Smith Postdoctoral Research Assistant at Princeton University, a Constitution Fellow and Visiting Lecturer at the Georgetown University Law Center, and most recently was a visiting assistant professor at SUNY Albany. He has participated in numerous conferences and colloquiums with constitutional law professors and federal judges. Izquierdo earned his J.D. at the University of Pennsylvania Law School and later his Ph.D. in political science at Stanford.

**William P. Hustwit, Ph.D.** Hustwit comes to New College as a visiting assistant professor of U.S. History. Hustwit left Birmingham-Southern College, where he was a tenured associate professor, to come to Sarasota. In addition to his teaching experience during 10 years in Birmingham, he published two books and established his credentials as a scholar of 20<sup>th</sup>-Century U.S. history, the American South, the civil rights era, and Latin America. Hustwit earned his Ph.D. and his master's, both in American History, at the University of Mississippi.

## **Institutes**

New College aims to serve as a beacon of free speech, free inquiry, and free debate in Florida and beyond. New College will adhere to the Chicago Principles, adopted by the State University System in Florida in 2019. New College will institute a segment of the required freshman orientation segment to address the importance of free speech and inquiry. New College will host symposiums with nationally recognized speakers on topics relating to the status of free speech nationally and around the world.

To further these objectives, New College will establish the Freedom Institute. This new institute will be a beacon for free speech at New College and to the nation. The New College Freedom Institute will attract scholars who teach at New College and engage the broader community.

## **New Degrees**

New College's areas of concentrations and degrees will adapt to our curricular focus of combining the wisdom of the ages with innovative skills.

## **A Destination**

And for the greater community, we hope New College becomes a destination for those interested in free-speech leadership and education innovation. The Freedom Institute is just the beginning of broadening our scope and deepening our impact from campus to community. Just as tiny Ithaca, NY receives about 32,000 tourists each year visiting Cornell, New College aims to make

northern Sarasota a destination. Flagler College reports more than \$5M annually in visitor spending, and New College could contribute even more to the Sarasota economy.

New College has received national attention. Our objective is to seize the moment: τὰν γὰρ κινᾶσθωμεν.

## Charts Summary

Below is a summary of our key projected numbers.

<b>Total Enrollment</b>						
	<i>Academic Year Starting</i>					
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
Total	600	750	850	950	1100	1200
<i>Athletes</i>	140	200	250	300	350	350

<b>Foundation Growth</b>						
	<i>Academic Year Starting</i>					
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
Endowment	\$ 42,000,000	\$45,000,000	\$50,000,000	\$58,000,000	\$70,000,000	\$88,000,000
New Contributions	\$ 2,000,000	\$ 4,000,000	\$ 6,000,000	\$10,000,000	\$15,000,000	\$20,000,000

<b>Deferred Maintenance</b>						
	<i>Academic Year Starting</i>					
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
10 Year Deferred Maintenance Backlog (in Millions)	\$ 61	\$ 45	\$ 35	\$ 25	\$ 20	\$ 5

**A Component Unit of the State of Florida  
Statement of Net Position**

June 30, 2022

	<u>University</u>	<u>Component Unit</u>
<b>ASSETS</b>		
Current Assets:		
Cash and Cash Equivalents	\$ 1,693,510	\$ 6,593,350
Investments	17,431,472	-
Accounts Receivable, Net	960,770	301,100
Due from State	156,363	-
Due from Component Unit	527,469	-
Other Current Assets	425,617	40,710
<b>Total Current Assets</b>	<u>21,195,201</u>	<u>6,935,160</u>
Noncurrent Assets:		
Investments	-	39,606,062
Restricted Investments	595,506	-
Accounts Receivable, Net	-	275,419
Depreciable Capital Assets, Net	64,149,018	730,718
Nondepreciable Capital Assets	5,159,899	421,832
Right-to-Use Land Lease, Net	2,024,396	-
<b>Total Noncurrent Assets</b>	<u>71,928,819</u>	<u>41,034,031</u>
<b>Total Assets</b>	<u>93,124,020</u>	<u>47,969,191</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Other Postemployment Benefits	5,707,276	-
Pensions	5,330,534	-
<b>Total Deferred Outflows of Resources</b>	<u>11,037,810</u>	<u>-</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts Payable	660,546	448,503
Construction Contracts Payable	203,055	-
Salary and Wages Payable	1,616,008	-
Deposits Payable	528	-
Due to University	-	527,469
Unearned Revenue	150,496	626,153
Other Current Liabilities	176,074	-
Long-Term Liabilities - Current Portion:		
Certificates of Participation Payable	1,020,000	-
Note Payable	-	7,938
Right-to-Use Land Lease Payable	32,286	-
Compensated Absences Payable	327,659	-
Other Postemployment Benefits Payable	357,306	-
Net Pension Liability	18,603	-
<b>Total Current Liabilities</b>	<u>4,562,561</u>	<u>1,610,063</u>

	<u>University</u>	<u>Component Unit</u>
<b>LIABILITIES (Continued)</b>		
Noncurrent Liabilities:		
Certificates of Participation Payable	20,095,698	-
Note Payable	-	321,954
Right-to-Use Land Lease Payable	2,011,894	-
Compensated Absences Payable	2,690,017	-
Other Postemployment Benefits Payable	20,064,647	-
Net Pension Liability	6,157,763	-
Other Noncurrent Liabilities	-	391,170
<b>Total Noncurrent Liabilities</b>	<u>51,020,019</u>	<u>713,124</u>
<b>Total Liabilities</b>	<u>55,582,580</u>	<u>2,323,187</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Other Postemployment Benefits	7,734,181	-
Pensions	9,657,103	-
Gift Annuities and Charitable Remainder Unitrust	-	165,882
<b>Total Deferred Inflows of Resources</b>	<u>17,391,284</u>	<u>165,882</u>
<b>NET POSITION</b>		
Net Investment in Capital Assets	48,173,435	822,658
Restricted for Nonexpendable:		
Endowment	-	35,390,768
Restricted for Expendable:		
Capital Projects	723,322	-
Other	411,223	7,406,607
Unrestricted	<u>(18,120,014)</u>	<u>1,860,089</u>
<b>TOTAL NET POSITION</b>	<u>\$ 31,187,966</u>	<u>\$ 45,480,122</u>

The accompanying notes to financial statements are an integral part of this statement.

**NEW COLLEGE OF FLORIDA**  
**A Component Unit of the State of Florida**  
**Statement of Revenues, Expenses, and Changes in Net Position**  
**For the Fiscal Year Ended June 30, 2022**

	<u>University</u>	<u>Component Unit</u>
<b>REVENUES</b>		
Operating Revenues:		
Student Tuition and Fees	\$ 5,949,231	\$ -
Tuition Scholarship Allowance	(5,949,231)	-
Federal Grants and Contracts	2,203,616	-
State and Local Grants and Contracts	56,859	-
Nongovernmental Grants and Contracts	2,972,394	-
Sales and Services of Auxiliary Enterprises (\$3,904,092 Pledged for Housing Facility Revenue Certificates of Participation)	5,962,721	-
Gift and Donations	-	2,362,377
Other Operating Revenues	112,968	98,429
<b>Total Operating Revenues</b>	<u>11,308,558</u>	<u>2,460,806</u>
<b>EXPENSES</b>		
Operating Expenses:		
Compensation and Employee Benefits	34,891,921	-
Services and Supplies	9,452,289	-
Utilities and Communications	1,725,041	-
Scholarships and Fellowships	2,863,033	-
Depreciation	4,388,944	-
Other Operating Expenses	-	5,173,148
<b>Total Operating Expenses</b>	<u>53,321,228</u>	<u>5,173,148</u>
<b>Operating Loss</b>	<u>(42,012,670)</u>	<u>(2,712,342)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State Noncapital Appropriations	35,598,168	-
Federal and State Student Financial Aid	3,114,369	-
Noncapital Grants, Contracts, and Donations	1,561,682	-
Investment Loss	(496,701)	(7,180,864)
Other Nonoperating Revenues	458,820	46,196
Interest on Capital Asset-Related Debt	(1,049,998)	-
Other Nonoperating Expenses	(670,340)	-
<b>Net Nonoperating Revenues (Expenses)</b>	<u>38,516,000</u>	<u>(7,134,668)</u>
<b>Loss Before Other Revenues</b>	(3,496,670)	(9,847,010)
State Capital Appropriations	106,898	-
Contributions to Permanent Endowments	-	42,825
<b>Decrease in Net Position</b>	<u>(3,389,772)</u>	<u>(9,804,185)</u>
Net Position, Beginning of Year	34,604,278	55,284,307
Adjustments to Beginning Net Position	(26,540)	-
<b>Net Position, Beginning of Year, as Restated</b>	<u>34,577,738</u>	<u>55,284,307</u>
<b>Net Position, End of Year</b>	<u>\$ 31,187,966</u>	<u>\$ 45,480,122</u>

### Condensed Statement of Net Position

	New College of Florida Development Corporation	University	Eliminations	Total Primary Government
<b>Assets:</b>				
Due From University / Blended CU	\$ 1,742,639	\$ -	\$ (1,742,639)	\$ -
Other Current Assets	1,698,821	21,195,201	(1,698,821)	21,195,201
Capital Assets, Net	-	71,333,313	-	71,333,313
Other Noncurrent Assets	18,134,060	595,506	(18,134,060)	595,506
<b>Total Assets</b>	<b>21,575,520</b>	<b>93,124,020</b>	<b>(21,575,520)</b>	<b>93,124,020</b>
<b>Deferred Outflows of Resources</b>	<b>-</b>	<b>11,037,810</b>	<b>-</b>	<b>11,037,810</b>
<b>Liabilities:</b>				
Due To University / Blended CU	-	1,742,639	(1,742,639)	-
Other Current Liabilities	1,196,074	3,366,487	-	4,562,561
Noncurrent Liabilities	20,095,697	50,757,203	(19,832,881)	51,020,019
<b>Total Liabilities</b>	<b>21,291,771</b>	<b>55,866,329</b>	<b>(21,575,520)</b>	<b>55,582,580</b>
<b>Deferred Inflows of Resources</b>	<b>-</b>	<b>17,391,284</b>	<b>-</b>	<b>17,391,284</b>
<b>Net Position:</b>				
Net Investment in Capital Assets	-	48,173,435	-	48,173,435
Restricted - Expendable	283,749	850,796	-	1,134,545
Unrestricted	-	(18,120,014)	-	(18,120,014)
<b>Total Net Position</b>	<b>\$ 283,749</b>	<b>\$ 30,904,217</b>	<b>\$ -</b>	<b>\$ 31,187,966</b>



### Condensed Statement of Revenues, Expenses, and Changes in Net Position

	New College of Florida Development Corporation	University	Eliminations	Total Primary Government
Operating Revenues	\$ 1,083,804	\$ 10,224,754	\$ -	\$ 11,308,558
Depreciation Expense	-	(4,388,944)	-	(4,388,944)
Other Operating Expenses	(23,683)	(48,908,601)	-	(48,932,284)
<b>Operating Income (Loss)</b>	<u>1,060,121</u>	<u>(43,072,791)</u>	<u>-</u>	<u>(42,012,670)</u>
Nonoperating Revenues (Expenses):				
Nonoperating Revenue	-	40,236,338	-	40,236,338
Interest Revenue (Expense)	(1,060,121)	10,123	-	(1,049,998)
Other Nonoperating Expense	(2,491)	(667,849)	-	(670,340)
<b>Net Nonoperating Revenues (Expenses)</b>	<u>(1,062,612)</u>	<u>39,578,612</u>	<u>-</u>	<u>38,516,000</u>
Other Revenues	-	106,898	-	106,898
<b>Decrease in Net Position</b>	<u>(2,491)</u>	<u>(3,387,281)</u>	<u>-</u>	<u>(3,389,772)</u>
Net Position, Beginning of Year	286,240	34,318,038	-	34,604,278
Adjustments to Beginning Net Position	-	(26,540)	-	(26,540)
<b>Net Position, Beginning of Year, as Restated</b>	<u>286,240</u>	<u>34,291,498</u>	<u>-</u>	<u>34,577,738</u>
<b>Net Position, End of Year</b>	<u>\$ 283,749</u>	<u>\$ 30,904,217</u>	<u>\$ -</u>	<u>\$ 31,187,966</u>

### Condensed Statement of Cash Flows

	New College of Florida Development Corporation	University	Eliminations	Total Primary Government
Net Cash Provided (Used) by:				
Operating Activities	\$ 2,040,121	\$ (41,038,360)	\$ -	\$ (38,998,239)
Noncapital Financing Activities	-	40,122,379	-	40,122,379
Capital and Related Financing Activities	(2,040,121)	(1,880,869)	-	(3,920,990)
Investing Activities	-	1,980,406	-	1,980,406
<b>Net Decrease in Cash and Cash Equivalents</b>	<u>-</u>	<u>(816,444)</u>	<u>-</u>	<u>(816,444)</u>
Cash and Cash Equivalents, Beginning of Year	-	2,509,954	-	2,509,954
<b>Cash and Cash Equivalents, End of Year</b>	<u>\$ -</u>	<u>\$ 1,693,510</u>	<u>\$ -</u>	<u>\$ 1,693,510</u>

### 19. Discretely Presented Component Unit

The University has one discretely presented component unit as discussed in Note 1. This component unit comprises 100 percent of the transactions and account balances of the discretely presented component unit column of the financial statements.

**Schedule of the University's Proportionate Share  
of the Total Other Postemployment Benefits Liability**

	<u>2021 (1)</u>	<u>2020 (1)</u>	<u>2019 (1)</u>	<u>2018 (1)</u>	<u>2017 (1)</u>
University's proportion of the total other postemployment benefits liability	0.19%	0.18%	0.17%	0.16%	0.16%
University's proportionate share of the total other postemployment benefits liability	\$ 20,421,953	\$ 18,883,172	\$ 21,102,038	\$ 16,882,000	\$ 16,780,000
University's covered-employee payroll	\$ 22,305,942	\$ 21,022,328	\$ 20,086,194	\$ 17,432,167	\$ 16,540,148
University's proportionate share of the total other postemployment benefits liability as a percentage of its covered-employee payroll	91.55%	89.82%	105.06%	96.84%	101.45%

(1) The amounts presented for each fiscal year were determined as of June 30.

**Schedule of the University's Proportionate Share of the Net Pension Liability –  
Florida Retirement System Pension Plan**

	<u>2021 (1)</u>	<u>2020 (1)</u>	<u>2019 (1)</u>	<u>2018 (1)</u>
University's proportion of the FRS net pension liability	0.035561875%	0.035025983%	0.035447000%	0.032983616%
University's proportionate share of the FRS net pension liability	\$ 2,686,296	\$ 15,180,777	\$ 12,207,453	\$ 9,934,836
University's covered payroll (2)	\$ 22,305,842	\$ 21,022,328	\$ 20,086,194	\$ 17,432,167
University's proportionate share of the FRS net pension liability as a percentage of its covered payroll	12.04%	72.21%	60.78%	56.99%
FRS Plan fiduciary net position as a percentage of the FRS total pension liability	96.40%	78.85%	82.61%	84.26%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, State university system optional retirement program members, and members in DROP because total employer contributions are determined on a uniform basis (blended rate) as required by Part III of Chapter 121, Florida Statutes.

**Schedule of University Contributions – Florida Retirement System Pension Plan**

	<u>2022 (1)</u>	<u>2021 (1)</u>	<u>2020 (1)</u>	<u>2019 (1)</u>
Contractually required FRS contribution	\$ 1,608,778	\$ 1,354,754	\$ 1,163,758	\$ 1,099,113
FRS contributions in relation to the contractually required contribution	<u>(1,608,778)</u>	<u>(1,354,754)</u>	<u>(1,163,758)</u>	<u>(1,099,113)</u>
FRS contribution deficiency (excess)	\$ _____ -	\$ _____ -	\$ _____ -	\$ _____ -
University's covered payroll (2)	\$ 22,927,507	\$ 22,305,842	\$ 21,022,328	\$ 20,086,194
FRS contributions as a percentage of covered payroll	7.02%	6.07%	5.54%	5.47%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, State university system optional retirement plan members, and members in DROP because total employer contributions are determined on a uniform basis (blended rate) as required by Part III of Chapter 121, Florida Statutes.

**Schedule of the University's Proportionate Share of the Net Pension Liability –  
Health Insurance Subsidy Pension Plan**

	<u>2021 (1)</u>	<u>2020 (1)</u>	<u>2019 (1)</u>	<u>2018 (1)</u>
University's proportion of the HIS net pension liability	0.028452038%	0.028351788%	0.029248158%	0.028157684%
University's proportionate share of the HIS net pension liability	\$ 3,490,070	\$ 3,461,707	\$ 3,272,576	\$ 2,980,241
University's covered payroll (2)	\$ 9,980,315	\$ 9,844,244	\$ 9,786,732	\$ 8,933,439
University's proportionate share of the HIS net pension liability as a percentage of its covered payroll	34.97%	35.16%	33.44%	33.36%
HIS Plan fiduciary net position as a percentage of the HIS total pension liability	3.56%	3.00%	2.63%	2.15%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, and members in DROP.

**Schedule of University Contributions – Health Insurance Subsidy Pension Plan**

	<u>2022 (1)</u>	<u>2021 (1)</u>	<u>2020 (1)</u>	<u>2019 (1)</u>
Contractually required HIS contribution	\$ 177,053	\$ 167,241	\$ 163,378	\$ 162,412
HIS contributions in relation to the contractually required HIS contribution	<u>(177,053)</u>	<u>(167,241)</u>	<u>(163,378)</u>	<u>(162,412)</u>
HIS contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -
University's covered payroll (2)	\$ 10,557,053	\$ 9,980,315	\$ 9,844,244	\$ 9,786,732
HIS contributions as a percentage of covered payroll	1.68%	1.68%	1.66%	1.66%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, and members in DROP.

Athletic Revenue Comps

As New College develops an athletics programs, it will require support in the initial phases. Generally, university athletics is primarily funded by department revenue, not student fees. As the table below demonstrates, without departmental revenue, an athletic program is fiscally unfeasible without alternative support.

	<b>Athletic Fee Revenue</b>	<b>Athletic Department Revenue</b>	<b>Donor Contributions</b>	<b>Total Athletics Revenue (minimum)</b>
<b>FSU</b>	\$ 7,722,171	\$ 112,493,645	?	\$ 120,215,816
<b>UF</b>	\$ 2,189,940	\$ 204,054,028	?	\$ 206,243,968
<b>New College</b>	\$ 185,523	\$ -	N/A	\$ 185,523

## Measuring Success & Key Performance Indicators

### Measuring Success

To better track New College’s progress towards the goals established in this Plan — and to reflect the impact of recent changes on student enrollment — we propose the following changes to Performance-Based Funding metrics:

Metric	Recommendation
1 Percent of bachelor's graduates employed (\$40k+) or continuing their education (one year after graduation)	no change
2 Median wages of bachelor’s graduates employed full-time one year after graduation	no change
3 Net tuition & fees per 120 credit hours	no change
4 Four-year graduation rate (full-time FTIC)	Unit the Fall 2024 cohort graduates in 2027-28, replace with: <b>Number of new students enrolled</b>
5 Academic progress rate (2 <sup>nd</sup> year retention with GPA above 2.00)	Unit the Fall 2024 cohort returns in Fall 2025, replace with: <b>Deferred maintenance (as percent of initial \$61M).</b>
6 Bachelor’s degrees awarded in areas of strategic emphasis	Replace this metric with: <b>Number of additional Masters students, targeting 100 over five years</b>
7 University access rate (percent of undergraduates with a Pell Grant)	no change
8b Percentage of newly admitted FTICs w/ high school GPA of 4.0 or higher	no change
9a Three-year graduation rate for FCS AA transfer students	Until the Fall 2024 cohort graduates in 2026-27, replace with: <b>External (donor or grant) funds received for non-athletic programs.</b>
9b Six-year graduation rate for students who are awarded a Pell Grant in their first year	Until the Fall 2024 cohort graduates in 2029-30, replace with: <b>Endowment assets</b>
10 Percent of FTIC graduates completing 3+ high-impact practices	no change

Metric	Excellence Benchmarks									
Number of new students enrolled	10	9	8	7	6	5	4	3	2	1
	400	380	360	340	320	300	280	260	240	220
	Improvement Benchmarks (YOY increase in number of students)									
	10	9	8	7	6	5	4	3	2	1
	+30	+27	+24	+21	+18	+15	+12	+9	+6	+3

Metric	Excellence Benchmarks									
Deferred maintenance as percent of \$61M baseline from 2022-23	10	9	8	7	6	5	4	3	2	1
	\$15M	\$20M	\$25M	\$30M	\$35M	\$40M	\$45M	\$50M	\$55M	\$60M
	Improvement Benchmarks									
	10	9	8	7	6	5	4	3	2	1
	-5%	-4.5%	-4%	-3.5%	-3%	-2.5%	-2%	-1.5%	-1%	-.5%

Metric	Excellence Benchmarks									
Number of additional Masters students, targeting 100 over five years	10	9	8	7	6	5	4	3	2	1
	100	95	90	80	70	60	50	40	30	20
	Improvement Benchmarks									
	10	9	8	7	6	5	4	3	2	1
	10	9	8	7	6	5	4	3	2	1

Metric	Excellence Benchmarks				
External (donor or grant) funds received for non-athletic programs	5	4	3	2	1
	\$x	\$x	\$x	\$x	\$x
	Improvement Benchmarks				
	5	4	3	2	1
	+\$2.00M	+\$1.75M	+\$1.50M	+\$1.25M	+\$1.00M

Metric	Excellence Benchmarks				
Endowment assets	5	4	3	2	1
	\$x	\$x	\$x	\$x	\$x
	Improvement Benchmarks				
	5	4	3	2	1
	+\$10M	+\$8M	+\$6M	+\$4M	+\$2M

### Post-Restructuring Period

As the current BOG Performance-Based Funding approach may experience revisions during New College’s restructuring period (e.g. greater tailoring to reflect differences between flagship research universities, regional universities, and honors liberal arts college; measuring presidential performance based on meeting BOG metrics), no revised post-New College-restructuring BOG metrics are proposed at this time.

### Comparisons

We’ve established that the traditional metrics by which New College is measured – against colleges wholly unlike New College – consistently fail to align the college’s mission with its successes. For comparative purposes, here is New College compared to the four metrics by which reasonably comparable private colleges are measured in the state’s EASE program. Of note, we do not intend to necessarily be similar to these colleges, but this demonstrates that when compared to smaller, private colleges, New College’s metrics appear substantially different.

	<u>Undergraduate Students</u>	<u>Access/Pell</u>	<u>Retention/First Year</u>	<u>Graduation/Six Year</u>	<u>Employment</u>	<u>Affordability</u>
ECKERD COLLEGE	1800	31%	78%	65%	59%	\$6,806
FLAGLER COLLEGE	2500	40%	75%	57%	0%	\$6,103
FLORIDA SOUTHERN	2800	52%	83%	72%	52%	\$6,943
LYNN UNIVERSITY	3500	47%	76%	58%	30%	\$11,216
<b>NEW COLLEGE</b>	<b>660</b>	<b>30%</b>	<b>79%</b>	<b>64%</b>	<b>50%</b>	<b>(\$4,500)</b>
RINGLING COLLEGE	1600	41%	80%	70%	4%	\$26,275
ROLLINS COLLEGE	2100	36%	87%	84%	78%	\$6,623
SAINT LEO	2300	62%	64%	51%	66%	(\$3,586)
STETSON UNIVERSITY	3000	45%	76%	66%	59%	\$5,615
UNIVERSITY OF TAMPA	9000	27%	79%	72%	7%	\$11,830
WEBBER INTERNATIONAL	800	63%	42%	30%	38%	\$7,022

### Notes

1. The private college “postgraduate employment” standard has no minimum qualifying wage whereas public colleges have a \$40,000/year minimum qualifying wage. New College’s employment number in the above table is calculated using this minimum wage.
2. Undergraduate students are FTE rounded.
3. Report date is October 2021 for the 2020-21 academic year; six-year cohort is 2014-2020.
4. The “average” in the second table is the weighted average of the colleges excluding New College.

**Legend** (definitions from the “Effective Access to Student Education (EASE) Grant Accountability Reporting”)

1. Access Rate: Percent of Pell eligible students
2. Affordability Rate: Out of pocket expense to students considering tuition and fees less federal, state, and institutional aid

3. Graduation Rate: Percent of students from the 2014 cohort who graduated in six years or less
4. Retention Rate: Percent of students enrolled in 2019-20 who returned in 2020-21
5. Postgraduate Employment/Continuing Education Rate: Within 120 days after 2019-20 graduation, percent of undergraduate students either working or enrolled in a postgraduate education program



## Strategic KPIs

Colleges traditionally produce a significant number of metrics, but while all KPIs may be metrics, most metrics aren't KPIs. A KPI is an indicator that provides a window into an ecosystem of metrics and related quantitative factors. Essentially, a KPI is a heuristic that answers the question *are we progressing toward our end-state objective?*

Traditionally, KPIs are assigned to each business unit ("BU") within a company. While KPIs employed in this manner are fairly unique in education, we intend to instrument our operations to produce the data necessary to view our progress through a few KPIs as any well-run business would in turn-around mode.

### BU: Admissions/Marketing/Comms

**CAC.** Customer acquisition costs are the fulcrum on which many businesses succeed or fail. For colleges, this correlates to 'student acquisition cost': how much does the college spend to get a student to matriculate for the first time? CAC is a necessary component to understanding yield, as a college may drive yield up while experiencing exploding acquisition costs, which is a short-term solution but is unsustainable in the long term. CAC serves as a check-KPI to confirm that yield is being driven lower by market desirability and not extra spending. New College, like many colleges, is not instrumented to determine CAC. We will produce and then benchmark ourselves against this KPI with the objective of increasing yield while lowering CAC.

### BU: Administrative/HR

**CPE.** Cost-per-employee is an administrative KPI that measures cash-efficiency, in this case, human resources efficiency. Any organization that's growing will necessarily spend more, but in doing so it's important that it's got visibility into its efficiency ratios, which typically informs fixed vs. variable operating leverage. If an organization increases spending and does not improve efficiency, it will find itself in a position in which its expenses are unsustainable. In many ways, this is the catastrophic end-game that many of the 100+ now-closed colleges found themselves in over the past decade. Spending must be correlated to greater efficiencies in order to sustain the mechanisms of growth. To this end, New College will instrument its core administrative functions to become more efficient. We will start by calculating and benchmarking administrative costs per employee and per student, then break that down further to administrative sub-divisions, such as HR, and assess cost-per for those divisions.

**Freshman Retention and Annual Attrition.** Retention Rate a heuristic for student satisfaction; while faculty are not wholly responsible for campus functions that produce satisfaction, they are at the fore of student sentiment. Further, New College's unique advising and contract system, which is not wholly academic, requires and produces insight into student satisfaction that standard academic systems do not. These insights, usually discovered during advisory and related sessions, can be leveraged to understand and optimize student satisfaction. It is worth noting that retention and attrition numbers alone are merely indicators, not explanations. There will always be a few students who cannot meet New College's academic requirements, and these indicators need to be instrumented so that student dissatisfaction is separated from purely academic difficulties. In all such cases, we will work closely with faculty to optimize the student experience.

Our primary financial KPI, given our unique situation, is deferred maintenance. This problem has metastasized at New College over a decade to become an unusually heavy burden. Finance will work with others at the college to drive deferred maintenance down to a manageable number. Our goal is to decrease deferred maintenance by at least 20% per year over the next five years.

Appendix: Accountability Plan

2023  
ACCOUNTABILITY PLAN  
NEW COLLEGE OF  
FLORIDA

*BOT Approved June 16, 2023*





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## INTRODUCTION

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

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

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



## STRATEGY

### Mission Statement

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

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

### Statement of Strategy

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

#### 1. Enrollment Growth

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

#### 2. Increase Funding

Successful public and private fundraising allows us to rebuild to excellence and recruit students and faculty.

#### 3. Add world-class faculty

New College should expand its faculty through intentional and sustained recruitment.

#### 4. Strengthen quality and reputation of academic programs.

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

#### 5. Be a beacon for free speech to the nation.

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

#### 6. Uniquely prepare our students to engage with the world.

NCF embraces the power of relationships and community. At a time when more and more universities move large numbers of students through classes without any real opportunity for 1:1 faculty engagement, NCF has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. It is crucial that NCF students engage with the community through coursework, internships, independent studies, and senior thesis projects.



## STRATEGY (cont.)

### Strengths, Opportunities & Challenges

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

- (1) Attracting students. To do this, New College needs to improve its academic offerings, marketing, infrastructure, co-curriculars, extracurriculars, student life, and food options.
- (2) Improving infrastructure. New College must improve its infrastructure by adding additional buildings, as well as renovating existing buildings. Inadequate residence halls, aging academic spaces, and growing deferred maintenance make it difficult to recruit top students and faculty. Our technological infrastructure also fails to meet the expectations of students and employees.
- (3) Improving student life. NCF has not historically provided a strong out-of-classroom experience. To meet student expectations, we must add an athletics program, improve the residential experience, improve dining services, and provide campus events that enhance the college experience. We will enhance athletics on campus, adding more competitive teams and providing greater support for the existing club sports.

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

### Three Key Initiatives & Investments

#### (1) Increase scholarships

Increasing FTIC and transfers through new articulation agreements and enhanced financial aid packages.

#### (2) Improve student experience and infrastructure

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

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

#### (3) Becoming the top liberal-arts college in the nation

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

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

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

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





## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

#### Academic Contract System and Block Tuition Model

New College of Florida's block tuition academic contract system — a system that charges full-time students the same tuition regardless of how many credit hours they attempt — incentivizes students to complete their degrees within four years. The effectiveness of this system is evidenced by:

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

#### Actions Taken in 2022-23

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

- (1) We started conferring degrees in January and August. This allows students who complete their degree requirements in Fall or Summer to earn their degrees in a timely manner.
- (2) We awarded \$200,000 in retention and completion scholarships to resolve short-term financial hardships before they became barriers to a student's ability to graduate on-time. Every student who received a completion scholarship in Fall 2022 graduated, demonstrating a tremendous return on investment. Furthermore, 37 of 38 students receiving retention scholarships in Fall 2022 were retained into Spring 2023.
- (3) We opened a One-Stop Shop with staff from the Offices of the Registrar, Finance, and Financial Aid to quickly resolve student concerns and improve quality service.



## STRATEGY (cont.)

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

#### Student Achievements

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

#### Faculty Achievements

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

#### Program Achievements

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

#### Institutional Achievements

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



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

#### **Metric 4: FTIC Four-Year Graduation Rate**

We have lowered graduation rate goals to 50% for students who entered New College from Fall 2020 through Fall 2023. We anticipate graduation rates will jump significantly for the Fall 2024 entering cohort.

#### **Metric 5: Academic Progress Rate**

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

#### **Metric 9a: FCS AA Transfer Three-Year Graduation Rate**

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

#### **Metric 9b: FTIC Pell Recipient Six-Year Graduation Rate**

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



## PERFORMANCE-BASED FUNDING METRICS

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

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

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

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

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

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

#### 3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

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

#### 3.2. Average Cost to the Student [\[excludes federal emergency funds\]](#)

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



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

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

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

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

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

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

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

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



## PERFORMANCE-BASED FUNDING METRICS (cont.)

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

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

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

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

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

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

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

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

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

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



## KEY PERFORMANCE INDICATORS

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

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

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

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

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

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

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

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

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

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



## KEY PERFORMANCE INDICATORS (cont.)

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

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

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

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

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

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

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

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

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

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

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

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





## KEY PERFORMANCE INDICATORS (cont.)

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

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

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

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

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

### 12. Percent of Bachelor’s Degrees in STEM & Health

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 14. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 15. Faculty Awards

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

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

#### 16. Percent of Undergraduates Engaged in Research

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

#### 17. Total Research Expenditures (\$Thousands)

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

#### 18. Research Expenditures from External Sources (\$Thousands)

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



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

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

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

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

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



## ENROLLMENT PLANNING

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

<b>UNDERGRADUATE</b>	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	808	703	646	633	671	.	.	.	.	.
APPROVED GOALS	860	825	710	592	610	630	660	710	750	.
PROPOSED GOALS	.	.	.	.	.	660	680	725	780	880
<b>GRADUATE</b>	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	29	24	29	27	20	.	.	.	.	.
APPROVED GOALS	30	35	32	28	20	35	40	40	50	.
PROPOSED GOALS	.	.	.	.	.	20	30	40	50	50

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

<b>UNDERGRADUATE</b>	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	197	150	159	165	193	205	242	257	270	290
FTIC: Returning	496	457	389	368	346	329	355	416	477	500
Transfer: FCS w/ AA	41	30	36	35	39	41	48	52	58	62
Other Undergraduates	74	64	58	61	86	100	120	130	140	183
Post-Baccalaureates	0	2	4	4	7	5	5	5	5	5
<b>Subtotal</b>	<b>808</b>	<b>703</b>	<b>646</b>	<b>633</b>	<b>671</b>	<b>680</b>	<b>770</b>	<b>860</b>	<b>950</b>	<b>1040</b>
<b>GRADUATE</b>	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	29	24	29	27	20	20	30	40	50	50
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>29</b>	<b>24</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>
<b>TOTAL</b>	<b>837</b>	<b>727</b>	<b>675</b>	<b>660</b>	<b>691</b>	<b>700</b>	<b>800</b>	<b>900</b>	<b>1000</b>	<b>1100</b>

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



## ENROLLMENT PLANNING (cont.)

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

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

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

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

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

### Percent FTE Enrollment by Method of Instruction

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

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.



## ACADEMIC PROGRAM COORDINATION

### New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 <sup>TH</sup> YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
<b>UNDERGRADUATE</b>						
<b>MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS</b>						
Master’s in Marine Mammal Science	26.1302	STEM	(none)	No	20	5/1/24
Master’s in Environmental Economics and Policy	45.0602	GAP	FSU	No	20	5/1/24
Master’s in Educational Leadership	13.0401 or 13.1206	No	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF	Yes	20	5/1/24

### New Programs for Consideration by Institution in AY 2024-26

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

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



## DEFINITIONS

### Performance Based Funding (PBF)

**PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:** This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

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

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

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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





## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

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

## Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

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

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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

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

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

## Key Performance Indicators (KPI)

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

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



## DEFINITIONS (cont.)

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

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

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

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

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

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



## DEFINITIONS (cont.)

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

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

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

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

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



## DEFINITIONS (cont.)

**KPI-16: Faculty Awards:** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

**KPI-17: Percent of Undergraduates Engaged in Research:** Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

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

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

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

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

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



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

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

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

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

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



# STATE UNIVERSITY SYSTEM OF FLORIDA





## Appendix: Student Success Plan



**2023-24  
Student Success Plan**

July 26, 2023

**Metrics of Focus**

Based on the points New College failed to earn in 2023 – and based on our consistent underperformance in career outcomes and student persistence – this Plan will focus on the two highlighted metrics:

	2023 performance	points earned		points not earned
		excellence	improvement	
<b>1 % enrolled or employed (\$40k)</b>	50.4%	0	0	<b>10</b>
2 Median salary in one year	\$34,900	7	10	0
3 Net cost of four-year degree	(\$14,510)	10	10	0
4 4-year graduation rate	58.3%	7	6	3
<b>5 Academic progress rate</b>	75.0%	0	0	<b>10</b>
6 UG pgms of Strategic Emphasis	50.6%	10	8	0
7 Access rate (% with Pell grants)	30.0%	7	0	3
8b % of new FTICs with HSGPA ≥ 4.00	55.1%	7	10	0
9a 3-year FCS AA Transfer grad rate	62.5% <sup>(a)</sup>	2	5	0
9b Pell 6-year graduation rate	57.4%	0	0	5 <sup>(b)</sup>
10 Percent completing 3+ HIPs	93.0%	10	0	0

(a) NCF scored 62.5% in 2022 (equal to 5 improvement points if the rolling 3-year avg. of 58.1% had not been used).

(b) Of the 321 Pell FTICs who entered NCF between Fall 2012 and Fall 2016, only 3 (<1%) graduated in more than six years. This demonstrates that our Pell graduation rate will only increase if we improve student retention. The plan to improve performance on Metric 5 will improve NCF’s performance on metric 9b.

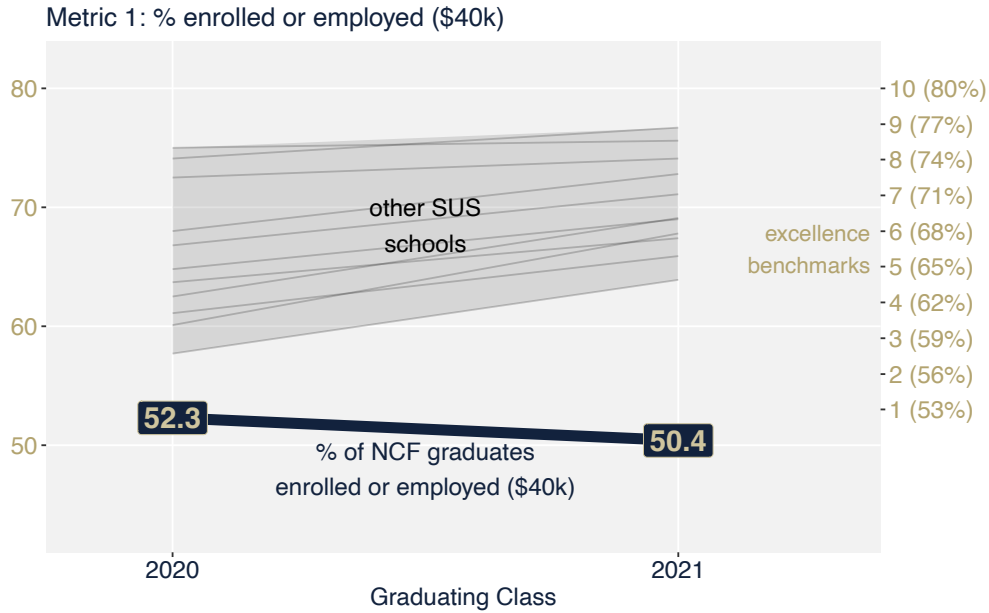
This Student Success Plan outlines our strategy for improving the post-graduation outcomes and persistence of New College students. For each metric, this Plan will articulate tasks to accomplish and targets to hit by March 2024.

Achieving the goals of this Plan will improve our performance on the two highlighted metrics, increase our scores on related graduation rate metrics (4, 9a, 9b), and raise the profile of New College as the leading public liberal arts college in the nation.

**Metric 1: Percent of Bachelor's graduates enrolled or employed (\$40,000) within one year of graduating**

**Recent Performance**

At just over 50% of graduates enrolled or employed (earning \$40,000) within one year of graduation, New College falls short of the performance of the rest of the SUS:

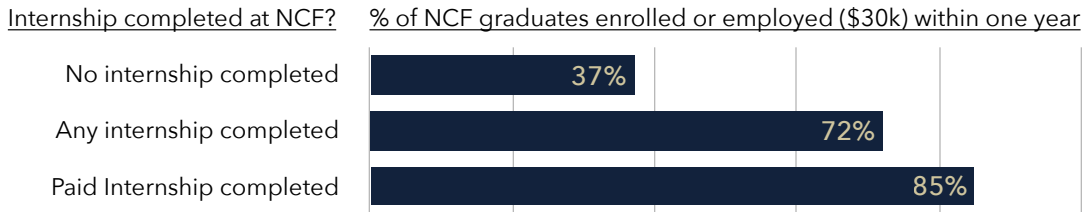


**Strategy for improvement with actions, goals, and targets**

New College graduates continue to achieve outstanding long-term success:

- Our median mid-career salary of \$97,500 ranks second-best in the SUS
- NCF ranks #1 among public schools in producing students who go on to earn doctoral degrees

Our data suggest that to improve the *immediate* post-graduation outcomes of our students, we should focus on internships. NCF graduates who participated in internships were more than twice as likely to enroll or find employment within one year:



With this in mind, our goal is for 100% of students to complete an academic internship prior to graduation. To advance toward this goal, we will award \$2,000 internship scholarships to 2023-24 incoming FTIC and transfer students. Students receiving these scholarships will be required to complete an internship prior to graduation.

**By March 2024, we will award at least 200 internship scholarships (totaling \$400,000) to 2023-24 incoming FTIC and transfer students.**

Data on recent graduates also suggest that while many go on to enroll in graduate programs, they delay in continuing their education. To better serve our students and the State of Florida, we are considering new master’s programs in Educational Leadership, Environmental Economics, and Marine Mammals Science. These are areas in which our students have expressed interest, and they are areas which will serve the needs of Florida and its employers.

By March 2024, we will have vetted pre-proposals with the CAVP Academic Coordinating Group for at least two of these master’s programs for consideration.

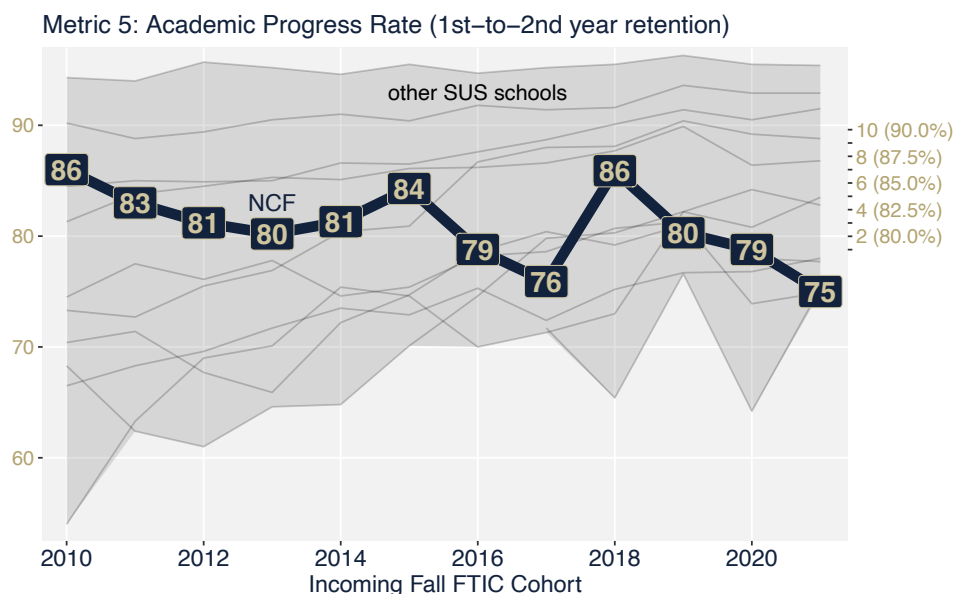
**Summary for Metric 1**

Planned action	Goal/Target for March 2024
Award internship scholarships to incoming students.	Award at least \$400,000 in internship scholarships to at least 200 students.
Develop targeted master’s programs: Educational Leadership, Environmental Economics, and Marine Mammal Science	Submit at least two program pre-proposals to the CAVP Academic Coordinating Group

## Metric 5: Academic Progress Rate (first-to-second year retention rate)

### Recent Performance

New College's academic progress rate, hovering around 80% for two decades, dropped to 75% for the 2021 incoming cohort. In just over a decade, New College's retention rate has dropped from 86% (third-best in the SUS) to 75% (tied for the lowest in the SUS).



Data on students who leave New College suggest that students primarily leave due to lackluster student life, dissatisfaction with the campus environment, poor housing quality, and academic struggles. To improve student retention, we must address these issues.

### Strategy for improvement with actions, goals, and targets

To better understand the issues our students are facing – and to give us an opportunity to intervene with solutions – we will partner with a vendor to implement an Adaptive Artificial Intelligence (AAI) chatbot and text messaging service. This service will regularly check-in with students to identify those at-risk of leaving, point students to on-campus support resources, and alert New College staff of any intervention opportunities. Furthermore, this service will also allow student support staff to prioritize and track individual interventions with students.

**We will fully implement this AAI chatbot and text messaging service prior to March 2024.**

With timely information on the needs of our students, we need to improve the coordination of student support interventions. Last year, we developed the START Center, a one-stop-shop that provided registration, finance, and financial aid services to students. Based on the success of the START Center, we will develop a one-stop shop for academic support services. Located within the Library, this one-stop shop will house Student Success, New Student Programming, the Writing Resource Center, Quantitative Resource Center, Educational Technology Services, and the IT Help Desk. Students needing tutors, writing/quantitative/study skill development, and technology support will be able to find support in a single location.

**The Academic Support one-stop shop will be operational prior to March 2024.**

Supplementing our academic support services, New College of Florida will partner with a vendor to provide students access to a 24/7 on-demand professional tutoring network. These professional tutors will be available to provide synchronous and asynchronous academic support to students.

**Students will have no-cost access to on-demand professional tutors prior to March 2024.**

Even further supporting our students academically, we will hire and train at least four Academic Coaches to provide comprehensive support for first-year students. These Academic Coaches will help students understand the academic program, work effectively with their faculty advisors, register for courses, and reach their academic goals.

**We will hire and train four Academic Coaches prior to March 2024**

New College will also improve student retention by closing the digital divide. Ensuring students have access to standard tools to complete their coursework, New College will provide laptops to incoming students who attend Orientation.

**By March 2024, we will provide at least 300 laptops to incoming students**

Finally, to improve student retention, we must address campus life and on-campus housing. If NCF students agree on anything, it's that we need to increase the number and variety of on-campus co- and extra-curricular activities; improve food quality, accessibility, and service; and improve the condition of our residence halls. We will invest significantly in these efforts, build-out an intercollegiate athletics program, and report the improvements we've made by March.

**By March 2024, we will invest at least \$5.5M to improve campus life (student activities, including Athletics), food accessibility/quality, and capital improvements to residence halls.**

### **Summary for Metric 5**

<b>Planned Action</b>	<b>Goal/Target for March 2024</b>
Gain insight into student retention/persistence issues and provide timely intervention.	Fully implement AAI chatbot and text messaging service.
Provide a one-stop shop for Academic Support services (tutors, writing/quantitative/study skill development, technology support)	The Academic Support one-stop shop will be fully operational.
Provide 24/7 on-demand access to tutors	Students will have no-cost access to on-demand professional tutors.
Hire Academic Coaches to support first-year students	Hire and train four Academic Coaches
Close the digital divide by providing laptops to incoming students	We will provide at least 300 laptops to incoming students
Invest in Campus Life	We will invest at least \$5.5M to improve campus life (student activities, including Athletics), food accessibility/quality, and capital improvements to residence halls.

## Summary of Student Success Plan

This Student Success Plan summarizes eight quick, high-impact actions we will take – and targets we will hit – to improve student retention and post-graduation outcomes.

These immediate strategies, bolstered by the longer-term strategy and improvements outlined in our Business Plan, will propel New College of Florida to be the best liberal arts college in America.

Summary of Actions and Targets to Achieve by March 2024		
Metric	Planned Action	Target
1. % enrolled or employed (\$40k)	Increase the number of students who complete internships by providing internship scholarships.	Award at least \$400,000 in internship scholarships to at least 200 students entering NCF in 2023-24.
	Develop targeted master's programs to create additional post-graduation pathways for students	Submit pre-proposals to the CAVP Academic Coordinating Group for at least two of the following programs for consideration: Educational Leadership, Environmental Economics, and Marine Mammal Science
5. Academic progress rate	Gain insight into student retention issues and provide timely intervention	Fully implement AAI chatbot and text messaging service.
	Provide a one-stop shop for Academic Support services (tutors, writing/quantitative/study skill development, technology support)	The Academic Support one-stop shop will be fully operational.
	Provide 24/7 on-demand access to tutors	Students will have no-cost access to on-demand professional tutors.
	Hire Academic Coaches to support first-year students	Hire and train four Academic Coaches
	Close the digital divide by providing laptops to incoming students	We will provide at least 300 laptops to incoming students
	Improve campus life and on-campus housing	Invest at least \$5.5 M to improve campus life (student activities, including Athletics), food accessibility/quality, and capital improvements to residence halls