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INTRODUCTION

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

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



STRATEGY (cont.)

Strengths, Opportunities & Challenges

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

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

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

Three
To increase student enrollment, lower the cost per degree, increase four-year graduation rates, and improve student outcomes, New College is investing in the following initiatives:
1. Educating for 21 st Century Work

2021 ACCOUNTABILITY PLAN New College of

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PERFORMANCE-BASED FUNDING

1. (\$25,000+)

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

PERFORMANCE-BASED FUNDING METRICS (cont.)

6.

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

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

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

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

| FALL |
|------|------|------|------|------|------|------|------|
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |



KEY PERFORMANCE INDICATORS (...

Teaching & Learning

6. FCS AA



KEY PEREORMANCE INDICATORS () Teaching & Learning ()

11.



ENDOLLMENT DIANNING

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

UNDERGRADUATE	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	861	838	808	703	646					







Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (25,000+) One Year After Graduation:

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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. students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within

practice). Source: University of West Florida student data reported to the Florida Board of Governors.

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



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KPI-17: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards,



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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



