

# CULTIVATING CURIOSITY. UNLEASHING POTENTIAL.

The Strategic Plan for New College of Florida  
(2018-2028)



**New College**  
THE HONORS COLLEGE of Florida

# CULTIVATING CURIOSITY. UNLEASHING POTENTIAL.

## The Plan for New College of Florida 2018-28

(Updated with 2020-21 Accountability Plan data)

**Why** do we exist?

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

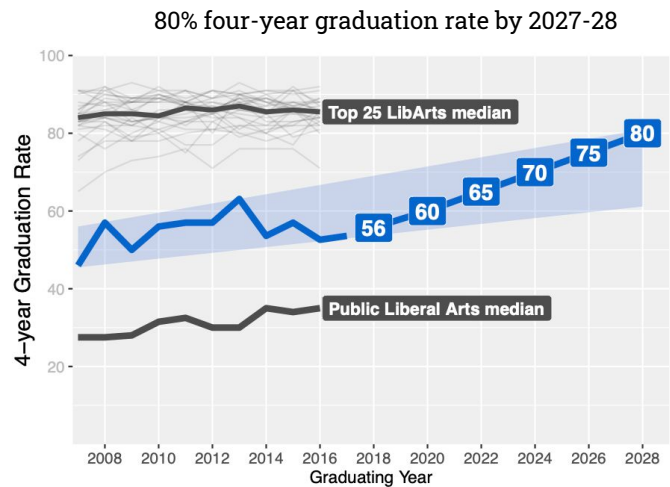
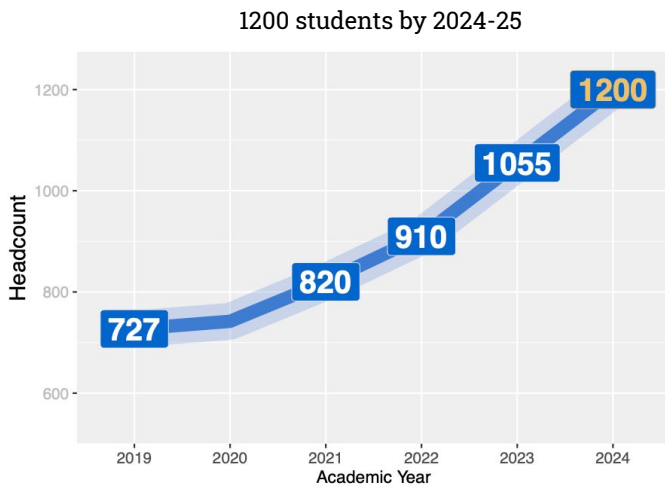
**Where** are we headed?

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New College will be recognized among the top 20 liberal arts colleges in the nation, public or private.

**What** will we achieve?

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**How** will we do it?

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- 1. Recruit more students who will thrive at New College**
  - a. Tell the New College story
  - b. Target intellectually curious, high-ability students
  - c. Enroll students who reflect Florida's racial and economic diversity
- 2. Keep them here four years**
  - a. Make campus a place where students want to be
  - b. Immerse students in curricula that inspires
  - c. Work with each student to knit together a superlative education
- 3. Make their degree more valuable**
  - a. Build pathways for academic and career success
  - b. Make Sarasota an educational destination
  - c. Intensify links with alumni and communities

**Which** work will we not do?

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We will not promote silos.  
We will not duplicate when we can collaborate.

## Cultivating Curiosity. Unleashing Potential. About the Plan

In 2016, the BOG and the state of Florida invested in New College, pledging to support a multi-year plan to increase the number of students to 1200 and the faculty proportionately to ensure the maintenance of our student to faculty ratio. The ultimate goal of the New College growth plan is to raise our four-year graduation rate to over 80%. With the first fifteen months of the growth plan behind us, and the 60th anniversary of the College's founding approaching in 2020, the time is particularly appropriate to review our progress and to place the College's future plans and aspirations in a larger context. Hence, this strategic plan: *Cultivating Curiosity. Unleashing Potential.*

Since graduating its first class in 1967, New College has provided students an exceptional education. Over eighty percent of New College graduates pursue further studies. New College graduates receive doctoral degrees, such as PhDs, MDs, and JDs, at the highest rate of any public university in the US. Over 12% of New College graduates earn PhDs in mathematics and sciences, a staggering rate exceeded by only eight universities, all private. So high is the percentage, that tiny New College produces a significant proportion of Florida's scientists. This overproduction is mirrored in other areas as well. Over the last two decades, with less than one third of one percent of students in the State University System, New College has produced one fourth of Florida's Fulbright winners.

New College has a four-year graduation rate of 54%, above the 2025 SUS Strategic Plan goal, but considerably lower than the public institutions ahead of us in the U.S. News & World Report ranking of national liberal arts colleges (West Point at 78%, Air Force Academy at 83%, Naval Academy at 89%), let alone the top privates. With the implementation of the growth plan, and during the lifetime of this plan, we will achieve that 80% goal. Our aspirations are higher yet: eventually we want that rate to exceed 90%, which will put us on par with the top twenty national liberal arts colleges, public or private.

This plan outlines in some detail the steps we will take over the next ten years to achieve our eventual goal, with particular emphasis on the first three years. Although, we have framed where we are going in terms of rankings, our ultimate rationale is not to win a rankings war, but to provide our students with a superlative education, while we supply Florida and the nation with more of the talented New College graduates needed to maintain competitive advantage in the global economy.

The Strategic Plan derives from the College's mission and incorporates input from the campus community and Board of Trustees. The senior administration and board set the Why and Where after surveying the community, and the community fleshed out the Whats and Hows. Trustee John Lilly, who chairs our BOT Strategic Planning Committee and is an expert strategic planner, shared the 5Q1P® approach with us, and we are grateful.

### About New College

#### Florida Statute § 1004.32:

New College of Florida with a campus in Sarasota County serves a distinctive mission as the residential liberal arts honors college of the State of Florida. To maintain this mission, New College of Florida has the following goals:

- (a) To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- (b) To engage in educational reform by combining educational innovation with educational excellence.
- (c) To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.
- (d) To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.

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

(approved by the NCF Board of Trustees on 01/03/2014; Florida Board of Governors on 03/20/14)

## Tactics and Lead Measures

### 1. Recruit more students who will thrive at New College

| Tactics  | Lead Measures  |
|--|--|
| <b>a. Tell the New College story</b>   |  |
| <b>i. Build and market the NCF brand</b> <ul style="list-style-type: none"> <li>- Develop consistent messaging and graphic identity system</li> <li>- Promote NCF brand promise to target audiences</li> </ul>   | <ul style="list-style-type: none"> <li>- High school counselor ratings of NCF</li> <li>- % enrolled with NCF as first-choice school</li> </ul>   |
| <b>ii. Enhance visibility and name recognition</b> <ul style="list-style-type: none"> <li>- Increase visibility through advertising initiatives and increased service, event, and organization participation</li> <li>- Add externally facing campus signage to enhance the visibility of the physical campus (pedestrian bridge/entrance/border with Ringling)</li> </ul>   | <ul style="list-style-type: none"> <li>- Private gift revenue per student</li> <li>- # of inquiries</li> <li>- Admissions yield</li> <li>- Website traffic</li> </ul>  |
| <b>iii. Enhance academic reputation</b> <ul style="list-style-type: none"> <li>- Promote curriculum and programs of distinction</li> <li>- Highlight faculty accomplishments</li> <li>- Highlight student and alumni accomplishments</li> </ul>  | <ul style="list-style-type: none"> <li>- Academic peer ratings of NCF (reported through U.S. News &amp; World Report rankings)</li> </ul>  |
| <b>iv. Communicate the New College experience to prospective students</b> <ul style="list-style-type: none"> <li>- Improve ncf.edu functionality, effectiveness; focus on prospects' needs</li> <li>- Develop a social media strategy to build brand &amp; engage key audiences</li> <li>- Sustain a robust communication with students and families through admissions funnel to reinforce the value of a New College education</li> <li>- Clarify the NCF experience</li> </ul>                              | <ul style="list-style-type: none"> <li>- Tuition discount rate</li> <li>- Web metrics - sources, bounce rate, conversions</li> <li>- Social media follows, replies</li> <li>- # of applications</li> <li>- Admissions yield</li> </ul>   |
| <b>b. Target intellectually curious, high-ability students</b>   |  |
| <b>i. Identify characteristics of students most likely to succeed at NCF</b> <ul style="list-style-type: none"> <li>- Implement findings from research on NCF students, applicants, and graduates</li> <li>- Employ predictive models to inform admissions decisions</li> </ul>  | <ul style="list-style-type: none"> <li>- # of recommendations implemented</li> <li>- Model predictive accuracy (retention, graduation)</li> </ul>  |
| <b>ii. Target high-ability FTIC prospects</b> <ul style="list-style-type: none"> <li>- Target honors societies and high schools with AP (Advanced Placement), AICE (Advanced International Certificate of Education), and IB (International Baccalaureate) courses and programs</li> <li>- Connect top 10% high school students with state's honors college</li> <li>- Target financial aid to high-ability prospects</li> <li>- Increase faculty involvement in recruitment efforts</li> </ul>                | <ul style="list-style-type: none"> <li>- Acceptance rate</li> <li>- Average ACT/SAT scores; HSGPA; admit scores</li> <li>- % incoming class from IB, AICE, honors schools</li> <li>- 1st years: avg. incoming credits (AP, dual enroll)</li> <li>- CIRP survey results: academic preparation</li> </ul>  |
| <b>iii. Target high-ability transfer students</b> <ul style="list-style-type: none"> <li>- Enhance relationship with SCF (State College of Florida) to encourage transfers</li> <li>- Pursue other schools in college system for partnership opportunities</li> <li>- Develop additional pathways from State College of Florida into NCF programs</li> <li>- Investigate alternative advising models for transfer students</li> </ul>  | <ul style="list-style-type: none"> <li>- # of transfer inquiries, applications</li> <li>- Transfer student yield rate</li> <li>- Average transfer student GPA</li> <li>- # of pathways into NCF AOCs developed</li> </ul>  |
| <b>c. Enroll students who reflect Florida's racial and economic diversity</b>  |  |
| <b>i. Increase student diversity</b> <ul style="list-style-type: none"> <li>- Highlight events/activities/orgs attractive to underrepresented students</li> <li>- Increase recruiting in areas with higher underrepresented populations</li> <li>- Focus alum book award program on awards to underrepresented students</li> <li>- Increase recruiting presence in targeted areas outside Florida (US/International)</li> <li>- Engage alumni from under-represented populations to support efforts</li> </ul> | <ul style="list-style-type: none"> <li>- % of incoming class: protected race/ethnic class</li> <li>- % of incoming class: outside Florida</li> <li>- % of degrees awarded to (diversity categories)</li> <li>- Graduation rate differential (majority vs. non-)</li> <li>- NSSE: interactions with diverse populations</li> <li>- Diversity of applicant pools; employees</li> </ul> |
| <b>ii. Increase access</b> <ul style="list-style-type: none"> <li>- Outreach campaign targeting financial aid info to Pell eligible applicants</li> <li>- Increase recruiting visits to Title I schools in Florida</li> <li>- Proactive summer communication plan to prepare students &amp; families</li> </ul>  | <ul style="list-style-type: none"> <li>- # of FTIC students enrolled each year</li> <li>- # of transfer students enrolled each year</li> <li>- Graduation rate differential (Pell vs. non-Pell)</li> </ul>   |
| <b>iii. Follow-through with existing enrollment plans</b> <ul style="list-style-type: none"> <li>- Implement Strategic Enrollment Management (SEM) Plan</li> <li>- Finish implementation of Growth Plan</li> </ul>   | <ul style="list-style-type: none"> <li>- (SEM &amp; Growth Plan goals built into this plan)</li> <li>- Accomplish all Growth Plan tasks by July 2020</li> </ul>  |

AOC = area of concentration (major); CIRP = Cooperative Institutional Research Program Freshmen Survey; FTIC = First Time in College; NSSE = National Survey of Student Engagement

## 2. Keep them here four years

| Tactics   | Lead Measures  |
|---|--|
| <b>a. Make campus a place where students want to be</b>   |  |
| <b>i. Provide an accessible, attractive, and sustainable physical campus</b> <ul style="list-style-type: none"> <li>- Plan and build multi-use facility</li> <li>- Explore private partnerships for attractive, affordable student housing</li> <li>- Update Campus Master Plan maintenance and renovation priorities</li> <li>- Improve access for students with disabilities</li> </ul>   | <ul style="list-style-type: none"> <li>- Environmental sustainability</li> <li>- Financial sustainability (ratios)</li> <li>- BSS: % satisfied w/ physical campus appearance</li> <li>- Deferred maintenance</li> <li>- Classroom and residence hall capacity/usage</li> </ul>   |
| <b>ii. Support student health, wellness, and safety</b> <ul style="list-style-type: none"> <li>- Expand physical wellness opportunities (fitness, sports, waterfront)</li> <li>- Social norming campaign on alcohol and other drug usage</li> <li>- Increase access to student mental and physical health services</li> <li>- Improve communication among police, faculty, and students</li> <li>- Clarify expectations for student performance; promote healthy study habits</li> </ul>  | <ul style="list-style-type: none"> <li>- National College Health Assessment</li> <li>- BSS: % satisfied with personal safety</li> <li>- # of incidents (Clery report)</li> <li>- % of students participating in physical activities</li> <li>- Wellness professionals to student ratio</li> <li>- Percentage of Responsible Employees trained</li> </ul>   |
| <b>iii. Ensure a welcoming social environment</b> <ul style="list-style-type: none"> <li>- Offer programming: Intergroup Dialogue; Conflict Resolution</li> <li>- Build four-year co-curricular experience to develop skills</li> <li>- Expand social activities (CCA joint calendar; student transportation)</li> <li>- Use social media and technology to enhance student interactions</li> <li>- Implement findings from research on NCF students, applicants, &amp; graduates</li> </ul>  | <ul style="list-style-type: none"> <li>- Student-faculty ratio</li> <li>- BSS: % satisfied with NCF environment</li> <li>- Climate survey: connection to campus</li> <li>- % of faculty, staff, admin from protected classes</li> <li>- Retention rate gap (majority vs. non-majority)</li> <li>- % students completing co-curricular pathways</li> </ul>  |
| <b>iv. Improve customer service</b> <ul style="list-style-type: none"> <li>- Improve access (one-stop shop; online forms, expand hours)</li> <li>- Develop and empower staff (customer service training)</li> <li>- Compensate staff commensurate with national rank peers</li> <li>- Improve communication, transparency, &amp; information/data sharing</li> <li>- Acknowledge/incentivize staff performance (budgeting)</li> <li>- Ensure continuity of operations (desktop procedures, cross-training)</li> <li>- Increase opportunities for training, mentoring, career advancement</li> </ul> | <ul style="list-style-type: none"> <li>- BSS: % satisfied with Registrar, Financial Aid, etc.</li> <li>- BSS: % satisfied with NCF services</li> <li>- Job satisfaction survey</li> <li>- Staff turnover % (and turnover differential)</li> <li>- Staff compensation (vs. rank peers)</li> <li>- Retention of staff receiving "effective+" appraisals</li> <li>- % of positions filled with internal candidates</li> </ul> |
| <b>b. Immerse students in curricula that inspires</b>   |  |
| <b>i. Develop attractive academic programs that are important to Florida</b> <ul style="list-style-type: none"> <li>- Investigate new academic programs (pre-professional; certificates)</li> <li>- Enhance programs of distinction as identified by the BOG</li> <li>- Infuse STEM and global competitiveness into the curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>- BOG metrics for programs of distinction (TBD)</li> <li>- # of AOCs added/eliminated</li> <li>- Student-credit-hours generated per AOC</li> </ul>  |
| <b>ii. Employ cutting-edge pedagogical practices</b> <ul style="list-style-type: none"> <li>- Enhance faculty development (peer evaluations/feedback)</li> <li>- Encourage innovation (team teach; linked courses; distance/online)</li> </ul>  | <ul style="list-style-type: none"> <li>- Student and peer evaluations of instruction</li> <li>- % of class sections with &lt;20, 30, 40, 50 students</li> <li>- % of course sections taught by full-time faculty</li> <li>- % of courses infused with technology</li> </ul>  |
| <b>iii. Engage students in high-impact practices (HIPs)</b> <ul style="list-style-type: none"> <li>- Link co-curricular transcript and pathways to contract system</li> <li>- Re-envision the Liberal Arts Curriculum to include HIPs</li> <li>- Increase externally-funded faculty research involving students</li> <li>- Add study abroad, international research opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>- # of AOCs that require at least 2 HIPs</li> <li>- % of students completing one HIP by 5th contract</li> <li>- % of students engaged in research with faculty</li> <li>- Instruction, research, support spending per FTE</li> <li>- Carnegie Community Engagement by 2020/2025</li> </ul>  |
| <b>iv. Attract and retain top faculty</b> <ul style="list-style-type: none"> <li>- Compensate faculty commensurate with national rank peers</li> <li>- Expand faculty recruitment efforts</li> <li>- Increase external research funding</li> </ul>  | <ul style="list-style-type: none"> <li>- % of faculty with terminal degrees in their fields</li> <li>- Faculty compensation (vs. rank peers)</li> <li>- % failed searches; % 1st choice candidates hired</li> <li>- % faculty engaged in externally-funded research</li> <li>- Externally-funded research \$\$\$</li> </ul>  |
| <b>c. Work with students to help each knit together a superlative education</b>   |  |
| <b>i. Enhance academic and co-curricular support services</b> <ul style="list-style-type: none"> <li>- Intervention plan for students with incompletes or unsat designations</li> <li>- Develop first-year seminar or program</li> <li>- Investigate new student advising models; multi-layered advising</li> <li>- Further integrate writing and quantitative resources into academic program</li> <li>- Engage alumni and community mentors for underrepresented students</li> </ul>  | <ul style="list-style-type: none"> <li>- % of students with unsats receiving intervention</li> <li>- % of students completing 1st-year program</li> <li>- BSS: % satisfied with academic advising</li> <li>- # of writing and quant-infused courses offered</li> <li>- % completing writing/quant-infused courses</li> </ul>   |
| <b>ii. Maximize effectiveness of distinctive NCF features</b> <ul style="list-style-type: none"> <li>- Incorporate student reflection in academic contract system</li> <li>- Demonstrate/enhance effectiveness of ISPs, narrative evals, mini-classes</li> </ul>  | <ul style="list-style-type: none"> <li>- % of seniors not completing thesis</li> <li>- % unsat or incomplete contracts each term</li> <li>- % unsat or incomplete ISPs</li> </ul>  |

AOC = area of concentration (major); BOG = Board of Governors; BSS = Baccalaureate Student Survey; CCA = Cross-College Alliance

HIPs = high-impact practices (e.g., internships, study abroad, learning communities, capstone projects, research with faculty, collaborative projects)

### 3. Make their degree more valuable

| Tactics  | Lead Measures  |
|--|--|
| <b>a. Build pathways for academic and career success</b>   |  |
| <b>i. Enhance effectiveness of the academic program</b> <ul style="list-style-type: none"> <li>- Investigate effectiveness of course schedule; AOC pathways; acad. calendar</li> <li>- Implement and support AOC improvement plans</li> <li>- Develop early warning system for at-risk students</li> <li>- Provide more timely feedback on student performance</li> <li>- Reduce thesis anxiety and provide more support for thesis success</li> <li>- Thesis: investigate alternative pathways for students (timeline; alternatives)</li> <li>- Clarify expectations for student performance and promote healthy life habits</li> </ul> | <ul style="list-style-type: none"> <li>- External learning assessment (e.g., VALUE, CLA)</li> <li>- BSS: Academic effectiveness</li> <li>- SAPA: % of students meeting expectations</li> <li>- Average GRE scores</li> <li>- % of AOCs completing improvement plans</li> <li>- Alumni survey: effectiveness of program</li> <li>- AOCs aligning outcomes to outside expectations</li> <li>- % sat contracts and courses each term</li> <li>- % of March expected graduates finishing thesis</li> </ul> |
| <b>ii. Develop pathways to immediate employment and continuing education</b> <ul style="list-style-type: none"> <li>- Enhance career-readiness, continuing education, and post-graduation programming (e.g., <i>What's Next?</i>) with additional pathways and articulation agreements</li> <li>- Normalize career readiness through four-year pathway</li> <li>- Engage alumni and community support from under-represented populations to provide mentors and internships.</li> <li>- Develop pathways from NCF to graduate programs</li> <li>- Support faculty to foster service learning and internship opportunities</li> </ul>     | <ul style="list-style-type: none"> <li>- % employed full-time within 1 year</li> <li>- Median salary within 1 year</li> <li>- Feedback from internship providers</li> <li>- # of graduates earning prestigious fellowships</li> <li>- # of graduates studying overseas</li> <li>- % enrolled within 1 year</li> <li>- Law, medical school acceptance rates</li> <li>- % of students completing internships</li> <li>- % students completing co-curricular pathways</li> </ul>                          |
| <b>iii. Reduce time to degree and excess hours</b> <ul style="list-style-type: none"> <li>- Develop four-year pathways for all AOCs (including joint-AOCs)</li> <li>- Develop two-year AOC pathways for transfer students</li> <li>- Clarify distance learning</li> </ul>  | <ul style="list-style-type: none"> <li>- Average time to degree</li> <li>- % graduating with ≤7 contracts</li> <li>- % of students completing 4+ units each term</li> <li>- % of AA transfer students graduating in 2 years</li> </ul>   |
| <b>iv. Minimize student debt</b> <ul style="list-style-type: none"> <li>- Optimize textbook and materials costs</li> <li>- Increase work study and on-campus employment opportunities</li> <li>- Raise funds for scholarships</li> </ul>   | <ul style="list-style-type: none"> <li>- % of students with financial need fully met</li> <li>- % of students graduating with no debt</li> <li>- Average debt load for graduates</li> <li>- Costs: Tuition, fees; textbooks, housing</li> </ul>  |
| <b>b. Make Sarasota an educational destination</b>   |  |
| <b>i. Leverage the Cross College Alliance (CCA)</b> <ul style="list-style-type: none"> <li>- Develop a Center for Creativity, Collaboration, and Competitiveness (C4)</li> <li>- Expand faculty development and collaboration opportunities</li> <li>- Develop support services for international students</li> <li>- Develop shared calendar of events</li> </ul>   | <ul style="list-style-type: none"> <li>- # faculty participating from each CCA institution</li> <li>- # of support services developed and offered</li> <li>- # of events on shared CCA calendar each year</li> </ul>   |
| <b>ii. Share when possible</b> <ul style="list-style-type: none"> <li>- Investigate additional shared services (library, counseling/wellness, chiller, police)</li> </ul>  | <ul style="list-style-type: none"> <li>- \$ saved from shared services</li> </ul>  |
| <b>iii. Collaborate with research, artistic, medical organizations and businesses</b> <ul style="list-style-type: none"> <li>- Mellon Grant (connect arts and humanities in the local region)</li> <li>- Establish Local Global Center</li> </ul>  | <ul style="list-style-type: none"> <li>- # of collaborations</li> <li>- Economic impact on Sarasota</li> </ul>   |
| <b>iv. Cultivate faculty networks with professional, scientific organizations</b> <ul style="list-style-type: none"> <li>- Enhance grant activities</li> </ul>   | <ul style="list-style-type: none"> <li>- % faculty engaged in externally-funded research</li> <li>- Externally-funded research \$\$\$</li> </ul>   |
| <b>c. Intensify links with alumni and communities</b>  |  |
| <b>i. Build alumni affinity</b> <ul style="list-style-type: none"> <li>- Revamp chapter regional chapter events</li> <li>- Young alumni engagement and philanthropy education program</li> <li>- Track and promote alumni participation in giving</li> <li>- Track and highlight alumni careers and profiles</li> </ul>  | <ul style="list-style-type: none"> <li>- Alumni donor participation rate</li> <li>- Alumni survey – impact of NCF on success</li> <li>- \$ donated by alumni</li> <li>- Alumni event attendance</li> <li>- % of alumni employed/enrolled (5, 10, 20 years)</li> <li>- Median salary of alumni (5, 10, 20 years)</li> </ul>   |
| <b>ii. Engage the community</b> <ul style="list-style-type: none"> <li>- Robust lecture series to bring learning opportunities to community</li> <li>- Small gatherings of community influencers/philanthropists with President - raise visibility of New College in SRQ</li> <li>- Strategic use of BOT/BOD at community events/organizations to increase connection, engagement with and awareness of NCF</li> </ul>   | <ul style="list-style-type: none"> <li>- Community Engagement measures (from Carnegie Community Engagement Classification application)</li> <li>- DEO Challenge statistics</li> </ul>  |
| <b>iii. Collaborate with the NCF Foundation to identify and fund key priorities</b>  | <ul style="list-style-type: none"> <li>- Fundraising goals for specific priorities</li> </ul>  |

AOC = area of concentration (major); BSS = Baccalaureate Student Survey; VALUE, CLA = Externally-developed assessments of student learning  
 SAPA = Student Academic Program Assessment (multiple faculty provide a capstone assessment of student performance);

## Envisioning Success

### 1. Recruit more students who will thrive at New College

Success: Enrolling an additional 30 new, intellectually curious students each year to reach 1200 students by 2023-24. These students will reflect the diversity of Florida and will be prepared for the rigor of a New College education.

|   | Annual Targets |       |       |       |        |        |
|---|----------------|-------|-------|-------|--------|--------|
|   | '19-20         | 20-21 | 21-22 | 22-23 | '23-24 | '24-25 |
| (7) University access rate (% Pell recipients)                | 32%            | 33%   | 34%   | 35%   | 36%    | 36%    |
| (8b) % of first-year students in top 10% of high school class | 30%            | 30%   | 35%   | 35%   | 40%    | 40%    |
| Total headcount enrollment                                    | 727            | 742   | 820   | 910   | 1055   | 1200   |
| Number of FTIC and new transfer students enrolled each Fall   | 215            | 250   | 275   | 300   | 325    | 330    |
| % incoming class: Latino/Latina,                              | 21%            | 22%   | 23%   | 24%   | 25%    | 26%    |
| African American,   | 7%             | 9%    | 11%   | 13%   | 15%    | 16%    |
| Asian,  | 3%             | 4%    | 4%    | 5%    | 5%     | 6%     |
| Out-of-state and international                                | 16%            | 17%   | 18%   | 19%   | 20%    | 21%    |

### 2. Keep them here four years

Success: Engaging students in high-impact academic and co-curricular experiences with talented faculty and dedicated staff in a safe, welcoming environment. Top-notch academic programs and modern facilities will create a campus where students want to be, increasing retention and persistence for first-, second-, and third-year students beyond 90% by 2024 and the four-year graduation rate to 80% by 2028.

|  | Annual Targets |         |         |         |         |         |
|--|----------------|---------|---------|---------|---------|---------|
|  | '19-20         | 20-21   | 21-22   | 22-23   | '23-24  | '24-25  |
| (4) Four-year graduation rate  | 60.0%          | 62.5%   | 65.0%   | 67.5%   | 70.0%   | 72.5%   |
| (5) Academic progress (retention) rate (2nd-3rd, 3rd-4th persistence)  | 82%            | 84%     | 86%     | 89%     | 92%     | 92%     |
| (6) % of UG / graduate degrees in programs of strategic emphasis   | 52/100%        | 54/100% | 56/100% | 58/100% | 60/100% | 62/100% |
| (10) % of FTIC graduates completing 3+ high-impact practices   | 59%            | 63%     | 67%     | 71%     | 75%     | 79%     |
| Percent satisfied with (a) academic experience, (b) non-academic experience, (c) each New College service (Baccalaureate Student Survey)<br>Percent who, if they could start over, would probably or definitely choose NCF again (National Survey of Student Engagement) | 91%            | 92%     | 93%     | 94%     | 95%     | 96%     |

### 3. Make their degree more valuable

Success: Providing an effective, affordable education with clear pathways to gainful employment and continuing education. By 2023, more than two-thirds of graduates will be employed full-time or enrolled in continuing education within one year of graduation. This will set students on the path for lives of great achievement.

|   | Annual Targets |       |       |       |        |        |
|---|----------------|-------|-------|-------|--------|--------|
|   | '19-20         | 20-21 | 21-22 | 22-23 | '23-24 | '24-25 |
| (1) % enrolled or employed (earning \$25k) within one year*         | 61%            | 64%   | 67%   | 70%   | 73%    | 75%    |
| (2) Median salary of graduates one year following graduation        | \$31k          | \$34k | \$38k | \$42k | \$45k  | \$48k  |
| (3) Cost-to-student (net tuition and fees for undergraduate degree) | \$0            | \$0   | \$0   | \$0   | \$0    | \$0    |
| (9) % of students graduating without excess hours                   | 84%            | 85%   | 86%   | 87%   | 88%    | 89%    |
| PhD yield rate (# earning PhDs / # of UG degrees 9 years prior)     | 15%            | 16%   | 16%   | 17%   | 17%    | 18%    |

\* These targets apply to the current WRIS2 employment data (which does not include AL, CA, CO, HI, MA, NY)

blue = Board of Governors Performance Based Funding Metric

## Appendix I: What we will do in years 4-10.

The preceding pages detail what we will and will not do over the next three years. Beginning in the fourth year (2022), we anticipate actively pursuing four additional capital projects. Barring extraordinary good fortune, we will not have the resources or time to pursue these earlier:

**Airport:** We will begin implementation of a long range plan for acquiring the land leased from the airport on the Pei (West) Campus.

**Caples:** We have begun building out a strong recreational program on the Caples waterfront and are installing a dock to support sailing and marine science. The Caples Campus houses the environmental studies program and the studio arts. The Caples mansion desperately needs renovation; we plan to restore it to serve as a center for the community, possibly with part as a president's house.

**Bay Front:** The academic heart of New College resides on the Bayfront Campus. The new multi-use facility will provide accessible space that will house the functions that come with our larger size. Central, however, to what goes on at New College is the interaction between professor and student; student and student; the past and the future; the campus and world. We have two beautiful historic buildings on the bay, to the west of the multi-purpose facility: the Charles Ringling mansion (known now as College Hall) and the Hester Ringling Sanford mansion (now called Cook Hall). While these buildings are in good shape, they are not accessible to those with physical disabilities. We plan to do modest renovations to make the buildings accessible, and to have them house the central activity of New College: the purposeful interaction of faculty and students in a range of settings conducive to sustained thought. From a larger perspective, this would be the start of an academic esplanade along the Bayfront, comprising five mansions, all built in the 1920's and all state-owned: Caples (New College), Ca d'Zan (FSU-Ringling), Cook Hall (New College), College Hall (New College), and Powel Crosley (USF-SM). There is no place in Florida with this sort of historical treasure in public hands. Two of the mansions, Ca d'Zan (Charles Ringling's mansion) and College Hall (Charles Ringling's mansion) are actually built around Aeolian organs that will be restored.

**Car Museum:** Development of the Car Museum property, which the state purchased for New College in 2007, will likely be undertaken with private developers and perhaps partners from the Cross College Alliance within the last three years of this Strategic Plan. The property is prime real estate, sitting at the north entrance to Sarasota on US 41, opposite the FSU Ringling Complex and just west of the Sarasota-Bradenton International Airport on University Parkway.

Other likely projects in years 4-10 of this strategic plan include:

- The development of a competency-based academic program
- An evaluation of enrolling part-time students
- An enhanced globalized experience through international student recruitment and study abroad opportunities
- The consideration of additional masters programs
- The creation of physical space for the Cross College Alliance (CCA)



## Appendix II: Lag Measures for Long-term Goals

**Why?** New College of Florida prepares intellectually curious students for lives of great achievement

**Measures:** Alumni surveys  
Measures of graduate success 10 and 20 years out

**Where?** New College will be recognized among the top 20 liberal arts colleges in the nation

Current national rankings and ratings:

- **#90** (#5 among public) National Liberal Arts Colleges ([U.S. News & World Report](#))
- **#29** (#1 among public) Best Liberal Arts Colleges ([Washington Monthly](#))
- **#16** Best Public College Value ([Kiplinger](#))
- **Among 38** “Best Buy” colleges ([Fiske Guide to Colleges](#))
- **Among 50** Top Colleges that Create Futures ([Princeton Review](#))

The following tables display the weights used to calculate U.S. News and Washington Monthly rankings scores  
Example: Six-year graduation rate contributes 18% to the US News score and 3.4% to the Washington Monthly score.

| U.S. News & World Report metrics                 | weights      |
|--|--------------|
| <b>Graduation and Retention Rates</b>            | <b>30.0%</b> |
| Six-year graduation rate                         | 18.0%        |
| Six-year graduation rate (actual vs. expected)   | 7.5%         |
| First-year student retention rate                | 4.5%         |
| <b>Undergraduate Academic Reputation</b>         | <b>22.5%</b> |
| Peer assessment survey                           | 15.0%        |
| High school counselor’s ratings                  | 7.5%         |
| <b>Faculty Resources</b>                         | <b>20.0%</b> |
| Class size (% of sections with <20, 30, 40, 50)  | 8.0%         |
| Faculty compensation                             | 7.0%         |
| % faculty with terminal degree in field          | 3.0%         |
| % of faculty who are full-time                   | 1.0%         |
| Student-faculty ratio                            | 1.0%         |
| <b>Selectivity</b>                               | <b>12.5%</b> |
| SAT/ACT scores                                   | 8.1%         |
| % of first-years in top 10% of high school class | 3.1%         |
| Acceptance rate (admitted / applied)             | 1.3%         |
| <b>Financial Resources</b>                       | <b>15.0%</b> |
| Instruction, research, support spending per FTE  | 10.0%        |
| Alumni giving rate                               | 5.0%         |

| Washington Monthly metrics                           | weights      |
|--|--------------|
| <b>Access and Social Mobility</b>                    | <b>33.3%</b> |
| Six-year graduation rate                             | 3.4%         |
| Six-year graduation rate (actual vs. expected)       | 3.3%         |
| Affordability (net price for Florida FTICs)          | 6.7%         |
| Median earnings after 10 years (actual vs predicted) | 6.7%         |
| Loan repayment (actual; actual vs. predicted)        | 6.7%         |
| % Pell recipients                                    | 2.2%         |
| Graduation rate gap (Pell vs. Non-Pell)              | 2.2%         |
| % first-generation students                          | 1.1%         |
| Graduation rate gap (1st-gen vs. Non-1st-gen)        | 1.1%         |
| <b>Research</b>                                      | <b>33.3%</b> |
| Alumni who go on to earn PhDs                        | 22.2%        |
| Total research spending                              | 11.1%        |
| <b>Service</b>                                       | <b>33.3%</b> |
| Military service (% in ROTC)                         | 8.3%         |
| National service (% in Peace Corps)                  | 8.3%         |
| % federal work study \$ spent on service projects    | 8.3%         |
| Matching \$ for Segal AmeriCorps Education Award     | 8.3%         |

**Appendix III: Alignment to 2025 System Strategic Plan Goals**

**Teaching and Learning**

| PERFORMANCE INDICATORS   | 2025 BOG GOALS<br>REVISED 2014   | NCF BOT GOALS                                    |
|--|--|--|
| <b>EXCELLENCE</b>  |  |  |
| 1) National Rankings for Universities<br>PBF: NCF  | 1 in Top 10 Liberal Arts<br>1 in Top 10 Nation<br>1 in Top 11-25 Nation<br>1 in Top 25-50 Nation | Top 5 Public Liberal Arts<br>Top 20 Liberal Arts |
| 2) Freshmen in Top 10% of Graduating High School Class<br>PBF: NCF                                     | 50%  | 50% by 2023-24                                   |
| 3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks                             | All Exam<br>Pass Rates<br>Above Benchmarks   | N/A  |
| 4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog | 90%  | N/A  |

Detailed definitions for each metric are provided in the back of the Board of Governors’ Revised 2014 System Strategic Plan, available at [http://www.flbog.edu/board/\\_doc/strategicplan/2025\\_System\\_Strategic\\_Plan\\_Amended\\_FINAL.pdf](http://www.flbog.edu/board/_doc/strategicplan/2025_System_Strategic_Plan_Amended_FINAL.pdf).

**Teaching and Learning (continued)**

| PERFORMANCE INDICATORS  | 2025 BOG GOALS<br>REVISED 2014 | NCF BOT GOALS                           |
|---|--------------------------------|---|
| <b>EXCELLENCE</b>   |                                |   |
| 5) Average Time to Degree<br>(for FTIC in 120hr programs)                   | 4.0                            | 3.8 by 2021<br>(Accountability Plan)    |
| 6) Four-Year Graduation Rates<br>(for Full- and Part-time FTIC)<br>PBF: ALL | 50%                            | 67.5% by 2024<br>80.0% by 2028          |
| 7) Six-Year Graduation Rates<br>(for Full- and Part-time FTIC)              | 70%                            | 67% 2015-2021<br>(Accountability Plan)  |
| 8) Percent of Bachelor’s Degrees Without Excess Hours<br>PBF: ALL           | 80%                            | 90% by 2024                             |
| 9) Bachelor’s Degrees Awarded Annually<br>PBF: UCF                          | 90,000                         | 200 by 2020-21<br>(Accountability Plan) |
| 10) Graduate Degrees Awarded Annually                                       | 35,000 <sup>1</sup>            | 20 by 2020-21<br>(Accountability Plan)  |

Note 1: The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.

### Teaching and Learning (continued)

| PERFORMANCE INDICATORS  | 2025 BOG GOALS<br>REVISED 2014 | NCF BOT GOALS                                |
|---|--------------------------------|--|
| <b>EXCELLENCE</b>   |                                |  |
| 11) Bachelor's Degrees Awarded to African-American & Hispanic Students<br>PBF: FAU, FGCU, FIU   | 36,000<br>(40%)                | 56 (28%) by 2020-21<br>(Accountability Plan) |
| 12) Number of Adult (Aged 25+) Undergraduates Enrolled<br>PBF: UWF  | 75,000<br>(21%)                | 12 (1%) by 2023-24<br>(Accountability Plan)  |
| 13) Percent of Undergraduate FTE in Online Courses  | 40%                            | 5% 2020-21<br>(Accountability Plan)          |
| 14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant<br>(Related to University Access Rate)<br>PBF: ALL | All Institutions<br>Above 30%  | 35% by 2023-24                               |
| 15) Academic Progress Rate<br>(2nd Fall Retention with GPA>=2)<br>PBF: ALL  | 90%                            | 92% by 2023-24                               |

### Teaching and Learning (continued)

| PERFORMANCE INDICATORS   | 2025 BOG GOALS<br>REVISED 2014              | NCF BOT GOALS                        |
|--|---|--------------------------------------|
| <b>EXCELLENCE</b>  |   |                                      |
| 16) Bachelor's Degrees in Programs of Strategic Emphasis<br>(Categories Include: STEM, Health, Education, Global, Gap Analysis)<br>PBF: ALL            | 45,000<br>(50%)<br>(after 2012-13 revision) | 60% by 2024                          |
| 17) Bachelor's Degrees in STEM & Health<br>(Percent of Bachelor's Total)   | 30,000<br>(35%)<br>(after 2012-13 revision) | 44% by 2021<br>(Accountability Plan) |
| 18) Graduate Degrees in Programs of Strategic Emphasis<br>(Categories Include: STEM, Health, Education, Global, Gap Analysis)<br>PBF: ALL (except NCF) | 18,200<br>(60%)<br>(after 2012-13 revision) | 100% by 2024                         |
| 19) Graduate Degrees in STEM & Health<br>(Percent of Graduate Total)   | 15,200<br>(50%)<br>(after 2012-13 revision) | 100% by 2024                         |

## Scholarship, Research and Innovation (continued)

| PERFORMANCE INDICATORS  | 2025 BOG GOALS<br>REVISED 2014   | NCF BOT GOALS                 |
|---|--|-------------------------------|
| <b>EXCELLENCE</b>   |  |                               |
| 20) Faculty Membership in National Academies  | 75<br>(based on 2011)  | 0<br>(Accountability Plan)    |
| 21) Faculty Awards<br>PBF: FSU, UF  | 75<br>(based on 2011)  | 0<br>(Accountability Plan)    |
| 22) Percent of Undergraduate Seniors<br>Assisting in Faculty Research --- or ---<br>Percent of Undergraduates Engaged in Research<br>PBF: NCF | TBD<br>Board staff will work to<br>develop a standard<br>definition for this metric<br>across the System | 100%<br>(Accountability Plan) |

## Scholarship, Research and Innovation (continued)

| PERFORMANCE INDICATORS  | 2025 BOG GOALS<br>REVISED 2014 | NCF BOT GOALS                           |
|---|--------------------------------|---|
| <b>EXCELLENCE</b>   |                                |   |
| 23) Total R&D Expenditures<br>PBF: UF                               | \$2.29B<br>(based on 2012-13)  | \$1.7M by 2021<br>(Accountability Plan) |
| 24) % of R&D Expenditures funded from External Sources<br>PBF: FAMU | 71%<br>(based on 2011-12)      | 72% by 2021<br>(Accountability Plan)    |
| <b>STRATEGIC PRIORITIES</b>   |                                |   |
| 25) Number of Patents Awarded Annually                              | 410<br>(based on 2013)         | 0<br>(Accountability Plan)              |
| 26) Number of Licenses and Options Executed Annually                | 270<br>(based on 2011-12)      | 0<br>(Accountability Plan)              |
| 27) Number of Start-Up Companies Created                            | 40                             | 0<br>(Accountability Plan)              |

## Community and Business Engagement

| PERFORMANCE INDICATORS   | 2025 BOG GOALS<br>REVISED 2014 | NCF BOT GOALS   |
|--|--------------------------------|---|
| <b>EXCELLENCE</b>  |                                |   |
| 28) Number of Universities with the Carnegie Foundation's<br>Community Engagement Classification | All                            | By 2020 or 2025   |
| <b>STRATEGIC PRIORITIES</b>  |                                |   |
| 29) Percentage of Baccalaureate Graduates<br>Continuing Education or Employed<br>PBF: ALL        | 90%                            | 70%<br>(2024 with \$25k filter applied &<br>WRIS2 data limitations) |

| SUS GOALS                           | Excellence   | Productivity  | Strategic Priorities  |
|-------------------------------------|--|---|---|
| TEACHING & LEARNING                 | 1. Strengthen Quality & Reputation of Academic Programs and Universities               | 2. Increase Degree Productivity and Program Efficiency          | 3. Increase Number of Degrees Awarded within Programs of Strategic Emphasis |
| SCHOLARSHIP, RESEARCH, & INNOVATION | 4. Strengthen Quality & Reputation of Scholarship, Research, and Innovation            | 5. Increase Research Activity and Attract More External Funding | 6. Increase Commercialization Activity                                      |
| COMMUNITY & BUSINESS ENGAGEMENT     | 7. Strengthen Quality & Recognition of Commitment to Community and Business Engagement | 8. Increase Community and Business Engagement                   | 9. Increase Community and Business Workforce                                |

| NCF Tactics         | Excellence  | Productivity   | Strategic Priorities   |   |
|---------------------|---|--|--|---|
| TEACHING & LEARNING | <p>1a <b>Tell the New College story</b><br/>iii) Enhance academic reputation</p> <p>2b <b>Immerse students in curricula</b><br/>ii) Employ cutting-edge pedagogical practices<br/>iii) Engage students in high-impact practices<br/>iv) Attract and retain top faculty</p> <p>2c <b>Superlative education</b><br/>ii) Maximize effectiveness of distinctive NCF features</p> <p>3a <b>Build pathways for academic and career success</b><br/>i) Enhance effectiveness of academic program<br/>iv) Minimize student debt</p> | <p>1b <b>Target intellectually curious, high-ability students</b><br/>ii-iii) Target high-ability prospects</p> <p>2a <b>Make campus a place where students want to be</b><br/>ii) Support student health, wellness, and safety<br/>iii) Ensure a welcoming social environment</p> <p>2c <b>Superlative education</b><br/>i) Enhance academic and co-curricular support services<br/>ii) Maximize effectiveness of distinctive NCF features</p> <p>3a <b>Build pathways for academic and career success</b><br/>i) Enhance effectiveness of academic program<br/>ii) Develop pathways to immediate employment and continuing education<br/>iii) Reduce time to degree and excess hours</p> <p>3b <b>Sarasota = educational destination</b><br/>i) Leverage the CCA<br/>ii) Share when possible</p> | <p>1b <b>Target intellectually curious, high-ability students</b><br/>ii-iii) Target high-ability prospects</p> <p>1c <b>Enroll students who reflect Florida's diversity</b><br/>ii) Increase access</p> <p>2b <b>Immerse students in curricula</b><br/>i) Develop attractive academic programs that are important to Florida</p>  |   |
|                     | SCHOLARSHIP, RESEARCH, & INNOVATION   | <p>1a <b>Tell the New College story</b><br/>iii) Enhance academic reputation</p> <p>2b <b>Immerse students in curricula</b><br/>iii) Engage students in high-impact practices</p> <p>3b <b>Sarasota = education destination</b><br/>iii) Cultivate faculty networks with professional and scientific organization</p>  | <p>1a <b>Tell the New College story</b><br/>ii) Enhance visibility and name recognition</p> <p>2b <b>Immerse students in curricula</b><br/>iii) Engage students in high-impact practices<br/>iv) Attract and retain top faculty</p> <p>3b <b>Sarasota = education destination</b><br/>iii) Cultivate faculty networks with professional and scientific organizations</p> | <p>3b <b>Sarasota = education destination</b><br/>iii) Cultivate faculty networks with professional and scientific organizations</p>  |
|                     |   | COMMUNITY & BUSINESS ENGAGEMENT  | <p>3a <b>Build pathways for academic and career success</b><br/>ii) Develop pathways to immediate employment and continuing education</p> <p>3c <b>Intensify links with alumni and communities</b><br/>ii) Engage the community</p>  | <p>1a <b>Tell the New College story</b><br/>ii) Enhance visibility and name recognition</p> <p>3c <b>Intensify links with alumni and communities</b><br/>ii) Engage the community</p> |