

**New College of Florida Board of Trustees
Sudakoff Conference Center
Draft Minutes for April 19, 2022**

Call to Order

The meeting was called to order and at 3:03 pm and a quorum was established.

Trustees Present: Mary Ruiz (Chair), Ron Christaldi (Vice Chair), James Stewart, Felipe Colon, David Harvey, Sofia Lombardi, Sarah Mackie, Garin Hoover, and Lance Karp. **Trustees Absent:** Mark Aesch, Charlie Lenger

Acknowledgment of Notice of Meeting

General Counsel Fugett confirmed the meeting had been duly noticed.

Call for Public Comment

No request for public comment was received.

Announcements

President Okker stated she completed the Boston Marathon and received a nice welcome at mile marker 20 by alumni with a New College flag. President Okker then introduced the recently elected President and Vice-President of the New College Student Association – Grace Keenan (President) and Xabier Rezola (Vice-President). Ms. Keenan and Mr. Rezola provided some brief remarks to the full board. Finally, President Okker introduced Dr. Matt Lepinski who was recently elected to chair the faculty. Dr. Lepinski gave a few remarks expressing his enthusiasm to begin his work as faculty chair and trustee of the college.

Consent Agenda

The Consent Agenda was then presented and a request was made by Chair Ruiz that it be approved.

A motion to approve the consent agenda was made, seconded and approved by unanimous vote.

The Action Items approved as part of the consent agenda are:

- Approval of the Amended Minutes of the January 11, 2022, meeting
- Approval of the Minutes of the March 15, 2022, meeting
- Approval of the New Members to the NCF Foundation Board of Directors

Finance and Administration Committee

- Approve Amendment to the Collective Bargaining Agreement with the Police Benevolent Association
- Approve Amendment to the Collective Bargaining Agreement between New College of Florida and the American Federation of State, County and Municipal Employees

Informational Items provided to the Board for their review as part of the Consent Agenda included:

- Reports from the President's Council

President's Report

President Okker was excited to present to the board the 'New College Challenge.' She recalled a profile of New College that was prepared in 1964 which stated "New College was named for a purpose. It is not, and never will be *another* college. It is, and will always remain, the *new* college, seeking new solutions to new educational needs."

The hope is that the New College Challenge will put the college on a path to a stronger, more resilient New College. President Okker then walked the board through the process of the 'Charrette Model' that the college will be using for the challenge. A charrette is an intensive planning session where citizens, designers and others collaborate on a vision. This will include a meeting in which all stakeholders in a project attempt to resolve conflicts and map solutions.

Resilience in the New College context should include:

- Intellectual Resilience
- Social Resilience
- Environmental Resilience
- Economic Resilience

Chair Ruiz commented that this is a great opportunity to build on our foundation and move forward.

Finance and Administration Committee

Chris Kinsley, Vice President of Finance and Administration, introduced an action item to approve an update to the board approved 2021-22 carry forward spending plan for fixed capital outlay projects. VP Kinsley explained that on August 21, 2021, the Board approved the College's 2021-22 Carry Forward Spending Plan, and authorized the President to make necessary adjustments during the fiscal year. He provided the board with the updated Fixed Capital Outlay Projects list that was reviewed by the Finance and Administration Committee on April 4, 2022, and was approved for consideration by the full board of trustees.

Trustee Hoover led a discussion on deferred maintenance at the college and what the full picture of needed maintenance at the college looks like. Trustee Hoover suggested that the college look at the current amount of money available for scholarships and, if possible, use some of those funds for deferred maintenance. VP Kinsley stated that he would look into it and provide a report addressing this at a future board meeting.

A motion was made through the Finance and Administration Committee to consider approval of the update to the Board approved 2021-22 Carry Forward Spending Plan for Fixed Capital Outlay Projects. Motion approved unanimously.

Amendments to Regulation Chapter 2 – The Board of Trustees

Chair Ruiz introduced an action item to approve proposed amendments to certain New College Regulations involving the Board of Trustees. A summary of the proposed regulation amendments is as follows:

2-1003(2), (4), and (8): This proposed regulation amendment 1) conforms the regulation to the current practice of the Board of Trustees with regard to operating without an Executive Committee and having the Secretary's designee provide the agenda and other matters to the Board of Trustees in advance of the full board meeting, and 2) clarifies that the Chair of the Board of Trustees, in consultation with the

President of the college, shall prepare the agenda for Board of Trustees meetings comprising such matters as are referred for consideration by the Board of Governors, Board of Trustees, and others as designated in the proposed regulation amendment.

2-1004(4)(f): This proposed regulation amendment clarifies that a Presidential Search Committee makes recommendations to the full Board of Trustees subject to Regulation 1.002 of the Board of Governors.

2-1005(4)(g), (6), and (8): This proposed regulation amendment 1) clarifies that the Presidential Search Committee performs its responsibilities in conformance with Board of Governors Regulation 1.002, 2) clarifies that the Chair of the Board of Trustees, in consultation with the President of the college, shall prepare the agenda for Board of Trustees meetings, and 3) removes language that appears to be in conflict with Board of Governors Regulation 1.002.

2-1006 (1)-(8) Committees: This proposed regulation amendment 1) conforms the regulation to the current practice regarding the lack of an Executive Committee, 2) clarifies notice requirements for committee meetings, 3) combines the Academic Affairs Committee and Student/External Affairs Committee into the Academic, Student and External Affairs Committee, 4) adds language confirming that the Audit and Compliance Committee is responsible for financial reporting and internal controls of any direct support organization, and 4) deletes some superfluous acronyms that are non-substantive.

A motion was made to approve proposed Amendments to Regulations 2-1003(2),(4), and (8) Meetings; 2-1004(4)(f) Powers and Duties of the Board of Trustees; 2-1005(4)(g), (6), and (8) Officers of the BOT; and 2-1006(1)-(8) Committees. Motion, second and approved unanimously.

Amendments to the Statutes of the New College Student Alliance (the Great Book)

Trustee Sofia Lombardi, President of the New College Student Alliance (NCSA), introduced an action item on proposed changes to the NCSA Statutes (the Great Book).

The proposed amendments to the New College Student Alliance Statutes, commonly referred to as The Great Book, were approved through majority vote of the New College student body on March 30, 2022. The proposed changes are generally self-explanatory and are reflected in the full text of the proposed regulations which were provided to the full board for review in advance of this meeting.

Possibly the most significant change involves the date certain NCSA officers officially start their term of office (see Chapter 205 Installation of Officers). NCSA officers (with some possible exceptions) elected in the spring elections will now take office on May 1st, instead of July 1st. This change will allow a smoother transfer of power while the spring semester is still in session and will allow the new NCSA President to be brought up to speed by the current President before the summer break. This also brings NCSA practice in line with many of the other SUS institutions whose student government presidents take office towards the end of the spring semester, and not during the summer.

This matter is before the Board of Trustees pursuant to New College Regulation 2-1004 (3)(d) which states that the Board of Trustees “shall approve the internal procedures of student government associations.”

A motion was made to approve proposed changes to the New College Student Alliance Statutes (The Great Book). Motion, second, and approved unanimously.

2022 Accountability Plan for New College of Florida

Bradley Thiessen, Chief of Staff, introduced New College of Florida's 2022 Accountability Plan that needs to be presented to the Board of Governors by May 2, 2022.

Dr. Thiessen explained that, in accordance with Florida Statute 1001.706 and Board Regulation 2.002, New College of Florida's 2022 Accountability Plan outlines the College's top priorities and strategic directions, and reports performance on previously approved institutional and system goals. The Plan also includes a specific endorsement of the BOG's Statement on Free Expression (as recommended by the BOG Strategic Planning Committee in March).

The full accountability plan was provided to the board for review in advance of the meeting, and shows that New College surpassed its goals and improved its performance on six of the Performance-Based Funding metrics. These outcomes, once normalized for changes made to the metrics and benchmarks, earn New College a Performance-Based Funding score of 66 (and a non-normalized score of 60). While this is +2 points greater than our score in 2021, any school earning fewer than 70 points must submit a student success plan to the BOG for consideration at its September meeting. If the student success plan is approved in September and a monitoring report is approved in March, New College will earn 50% of the state's investment in Performance-Based Funding.

Further, the plan provides new institution-specific metrics related to career readiness, achievement gaps, and outcome gaps. Goals for total headcount enrollment align with goals approved within last year's Accountability Plan. The Academic Program Coordination page expresses our intention to develop a new Master's program in Biology.

A motion was made to consider approval of New College of Florida's 2022 Accountability Plan to be submitted to the Board of Governors by May 2, 2022. The Accountability Plan will be presented at the June meeting of the Board of Governors. Motion, second and approved unanimously.

As part of the discussion on the accountability plan, Trustee Hoover suggested that he would like to make a motion to change the name of New College to New University of Florida. After a short discussion, it was agreed that General Counsel Fugett will report at the next board meeting on the process/procedure should the board desire to change the name of the college

Other Business

- MaryAnne Young, Vice President of Advancement, reported on the 24 Hour Giving Challenge for non-profits (including New College).
- Resolution honoring the service of Trustee (and NCSA President) Sofia Lombardi. The full resolution is attached to these minutes.
- The next New College Board of Trustees meeting is scheduled for Wednesday, June 22, 2022, at 3:00 pm in the Music Room of College Hall.

Adjournment

There being no other business, the meeting was adjourned at 4:54 pm.

Respectfully Submitted,

David A. Fugett
General Counsel

**RESOLUTION OF THE NEW COLLEGE OF FLORIDA
BOARD OF TRUSTEES RECOGNIZING TRUSTEE
SOFIA LOMBARDI'S EXCEPTIONAL SERVICE**

Whereas New College of Florida serves a distinctive mission as Florida's residential honors college for the liberal arts and sciences, educating intellectually curious students for lives of great achievement; and

Whereas Sofia Lombardi came to New College from northern Virginia, just outside of Washington, D.C.; and

Whereas Sofia is a current New College student pursuing a bachelor's degree with a double major in Political Science and Sociology; and

Whereas before her election to the Presidency of the New College Student Association (NCSA) she served as a Student Program Coordinator and Peer Coach for the New College of Florida Student Success Office; and

Whereas her experience before becoming a New College Trustee includes interning on two separate congressional campaigns; and

Whereas she has served as a staff writer, then Online Editor and then Copy Editor for The Catalyst student newspaper; and

Whereas Sofia has served as a People & Culture Summer Intern at the District Alliance for Safe Housing (DASH) in Washington, D.C.; and

Whereas just after her first year as a student Sofia was elected to a one year term as NCSA President in 2020 and then re-elected NCSA President for a second term in 2021; and

Whereas Sofia currently serves on the Executive Board of the Florida Student Association (FSA) as the External Vice-Chair; and

Whereas the FSA is comprised of the student body presidents from the 12 public universities in the State of Florida and represents over 350,000 students at the university, local, state and federal level; and

Whereas Sofia is responsible for the pre-planning and execution of the FSA's lobbying efforts (including lobbying efforts in the state capitol and Washington, D.C.), coordinates the legislative agenda for the FSA, drafts legislation and seeks out sponsorship from state legislators, maintains communication with university and statewide lobbyists from all 12 State University System institutions and student government associations from across the nation; and

Whereas Sofia is the primary organizer of newly established statewide town halls, a statewide conference, an internship data base, legislative “report cards” and a civic engagement campaign, all on behalf of students; and

Whereas Sofia has served honorably and well as a valued voting member of the New College Board of Trustees for the last two years; and

Whereas during her two years as a Trustee of New College she served on the External Affairs/Student Affairs Committee, the Academic Affairs Committee and the 2022 Presidential Evaluation Committee; and

Whereas Sofia served as the only student member of the New College of Florida Presidential Search Committee which resulted in the successful confirmation of Dr. Patricia Okker as the first woman to be permanently appointed as President of New College of Florida; and

Whereas Sofia has provided wise counsel to two different New College Presidents and the entire New College leadership team; and

Whereas, Sofia enjoys cooking, writing, spending time with friends and (of course) tirelessly advocating for New College students,

Be it therefore resolved, that this Board of Trustees offers its deepest and most profound gratitude in addition to its best wishes for continued good health, happiness and success to Sofia Lombardi on this 19th day of April, 2022.

New College of Florida
Board of Trustees

Attested by

By: _____
Patricia Okker

By: _____
Mary Ruiz

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES
Meeting Date: June 22, 2022

SUBJECT: Metz Culinary Management Purchase Orders

PROPOSED BOARD ACTION

Authorize the President to execute a purchase order with Metz Culinary Management not to exceed \$2,000,000 in total for fiscal year 2022-2023. Amounts paid to Metz will be based on actual meal plan sales per our operating agreement.

BACKGROUND INFORMATION

NCR Regulation 3-1010 – Purchasing stipulates that any single procurement contract for commodities or services in excess of \$1,000,000 must be approved by the College's Board of Trustees.

The College collects meal plan sales revenue from students through its routine billing process. The funds are then dispersed to Metz throughout the year as Metz invoices the College for actual sales made during the period covered under the invoice. The purchase order will permit the College to pay Metz for actual sales credited to the meal plan.

Supporting Documentation Included: None

Facilitators/Presenters: Vice President for Finance and Administration Chris Kinsley and
Assoc. Vice President Christie Fitz-Patrick

Additional Supporting Documentation Available: None

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES
Meeting Date: June 23, 2022

SUBJECT: 2022-23 Preliminary Operating and Capital Budgets

PROPOSED BOARD ACTION

1. Approve the College's 2022-23 Preliminary Operating and Capital Budgets as proposed.
2. Authorize the President to make necessary adjustments to these budgets during the operating year.

BACKGROUND INFORMATION

New College must provide documentation to the Florida Board of Governors on or before June 23, 2022 confirming that a 2022-23 operating budget has been approved by the College's Board of Trustees. With such confirmation, the State's Chief Financial Officer will make cash available for operations effective July 1, 2022.

The preliminary budget is based on the 2021-22 approved budget for all budget entities of the College plus any adjustments made by the College or state allocations appropriated by the 2022 Legislature.

Preliminary operating and capital budget details are summarized on pages accompanying this agenda.

These budgets may be adjusted during the course of the fiscal year to include:

1. Funding to support property, casualty and other insurance payments.
2. Funding provided by the New College Foundation.
3. Actions taken by the BOT during the new fiscal year.
4. Various other adjustments as directed by the College President.

Revised operating and capital budgets will be presented to the Trustees for review and final action no later than November 2022.

Supporting Documentation Included:

2022-23 Preliminary Operating & Capital Budgets Proposal, Summary of Sources and Uses

Facilitators/Presenters: VP Kinsley, Assoc. VP Finance & Admin Christie Fitz-Patrick

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: June 22, 2022

SUBJECT: 2023-24 Universities of Distinction Legislative Budget Request

PROPOSED BOARD ACTION

Consider approval of New College of Florida's 2023-24 Universities of Distinction Legislative Budget Request to be submitted to the Board of Governors for consideration.

BACKGROUND

In 2019, the BOG identified the *Universities of Distinction* (UoD) as one of three Pillars of Excellence to support the nine non-preeminent institutions in the SUS. UoD was formally established in FS § 1001.7065(7).

UoD proposals are to represent a “unique focus” for each institution by identifying a “program or program area that is a core competence capable of reaching national or state excellence.” UoD proposals must “demonstrate how current or future workforce needs will be addressed, with a focus on producing high-quality talent” and identify metrics for measuring success.

New College of Florida is leading the way in career preparation:

- NCF is a *College of Distinction* recognized for Career Development
- The NCF Community-Driven Internship Program — a program that increases equity and enhances access to paid arts and humanities-related internships through community-driven projects — earned the prestigious *2022 Cooperative Education & Internship Association (CEIA) Best Practices Award*
- NCF's Center for Career Engagement and Opportunity (CEO) launched a new *Certificate in Leadership: Liberal Arts Work in the Real World program*
- NCF and State College of Florida recently launched the *Launch [!] Student Entrepreneurship Program* for students to harness their entrepreneurial thinking into viable businesses
- NCF's *Novo Career Advantage* helps students prioritize their professional development by integrating career readiness throughout their entire academic experience
- NCF established a goal for 100% of students to complete an academic internship prior to earning their baccalaureate degree. To reach this goal:
 - The CEO secured funding from the Isermann Foundation, the Bishop Parker Foundation, an Andrew W. Mellon Foundation II grant, and a Mellon I grant to expand internship opportunities.
 - The CEO launched CEO Micro-Grants through private donors and the Cowles Charitable Trust to help students with internship travel-related expenses.
 - The CEO awarded *New Admit Internship Scholarships* to enroll and provide internship opportunities to first-generation and economically-disadvantaged students.

This 2023-24 Legislative Budget Requests demonstrates that career preparation and workforce readiness remain among the College's highest tactical priorities. It requests \$1.24 M to revolutionize career preparation.

Supporting Documentation Included: 2023-24 Universities of Distinction proposal; BOG Guidance Document

Facilitators/Presenters: CEO Executive Director, Dwayne Peterson

CEO Assoc. Dir. of Employer Relations and Work-based Learning, Maddie Tympanick
Chief of Staff, Brad Thiessen

Other Support Documents Available: N/A

**State University System
Education and General
2023-2024 Legislative Budget Request
Form I**

University(s):	New College of Florida
Request Title:	Educating for 21st Century Work
Date Request Approved by University Board of Trustees:	June 22, 2022
Recurring Funds Requested:	\$ 1,100,000
Non-Recurring Funds Requested:	\$ 140,000
Total Funds Requested:	\$ 1,240,000
Please check the request type below:	
Shared Services/System-Wide Request	<input type="checkbox"/>
Unique Request	<input checked="" type="checkbox"/>

I. Purpose - 1. Describe the overall purpose of the plan, specific goal(s) and metrics, specific activities that will help achieve the goal(s), and how these goals and initiatives align with strategic priorities and the 2021 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services. University of Distinction proposals should also address the requirements outlined in the separate guidance document.

New College of Florida – Florida’s designated honors college – leads the way in career preparation with national recognition for its comprehensive, integrated, and individualized approach:

- NCF was again recognized as a national *Career Development College of Distinction* in 2022-23
- NCF was highlighted in a national *Career-Connected Learning* panel discussion, a *Showcase on Best Practices*, and in the Chronicle’s *New Pathways from College to Career* publication
- NCF’s Community-Driven Internship Program – a program to enhance access to paid arts- and humanities-related internships through community-driven projects – earned the prestigious *2022 Cooperative Education & Internship Association (CEIA) Best Practices Award*

The centerpiece of NCF’s career preparation efforts is the Novo Career Advantage Program. Developed and implemented by NCF’s Center for Career Engagement and Opportunity (CEO), the Novo Career Advantage program partners all undergraduate students with career coaches to integrate and prioritize career planning throughout their academic careers. To

further enhance career outcomes, the CEO launched the following innovative initiatives in 2021-22:

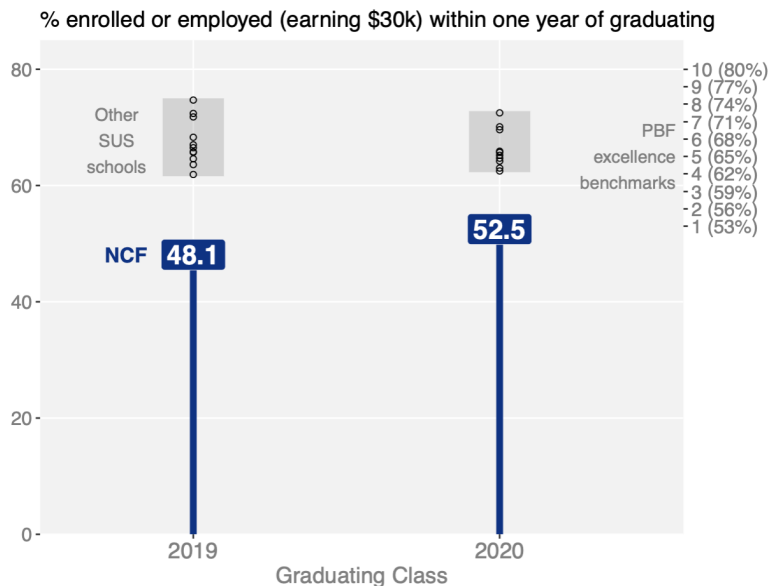
- A *Certificate in Leadership: Liberal Arts Work in the Real World* program
- The *Launch []! Student Entrepreneurship Program*, a joint program with State College of Florida, to harness students' entrepreneurial thinking into viable businesses

This focus on integrating career preparation with NCF's honors academic program pays-off for students in the long-run. According to payscale.com, NCF graduates attain a median mid-career salary of \$106,300. This ranks NCF #2 among SUS schools and within the top 300 public and private universities in the nation.

School	Mid-Career Salary (as of 2021)
UF	\$117,300
NCF	\$106,300
FSU	\$105,400
FAMU	\$97,100
FGCU	\$86,700
UWF	\$86,100
FIU	\$70,900
UCF	\$66,600
USF	\$66,200
UNF	\$65,500
FAU	\$64,800

Values represent median salary for those with 10+ years experience
 Source: [Payscale.com](https://payscale.com)

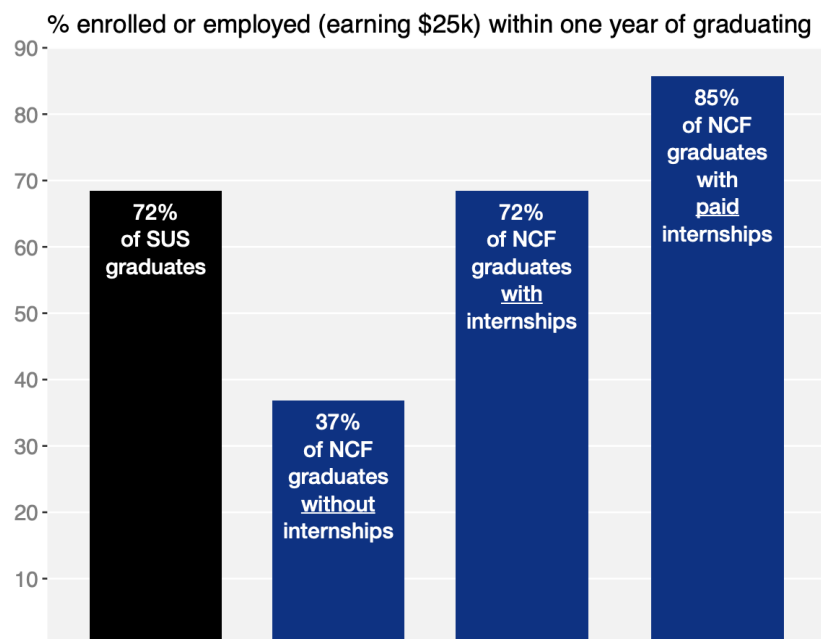
While our students achieve great long-term success, New College lags behind the other SUS schools in the percent of students who enroll in continuing education or find employment (earning at least \$30,000) within one year of graduation:



To propel our students to successful careers *immediately* after graduation, we took a close look at our student outcomes and noticed something startling: students completing at least one internship at NCF were more than twice as likely to be employed or enrolled within one year of graduating.

Over the past three years, roughly 50% of NCF graduates have been enrolled or employed (earning \$25k) within one year of graduation. When we look at whether or not those graduates completed an academic internship while enrolled at New College, we find:

- 85% of graduates who completed a paid internship were enrolled or employed
- 72% of graduates who completed any internship were enrolled or employed
- Only 37% of graduates who did NOT complete an internship were enrolled or employed



This Universities of Distinction proposal aims to make internships accessible to all students so that **100% of NCF students complete at least one academic internship prior to graduation**. Achieving this goal (which is articulated in NCF's 2022 Accountability Plan) will double the percent of our graduates employed or enrolled within one year of graduation. As will be explained, this will have the added benefit of increasing enrollment at New College and increasing the number of NCF graduates who remain in Florida and contribute to Florida's innovation economy.

But we're not stopping there. **We intend to revolutionize career preparation in higher education** and make a lasting, positive impact on the state and local economy through this \$1.24M request to fund three initiatives:

- (1) New Admit Internship Scholarships
- (2) Work-based Learning Pathways to Careers
- (3) Experiential Learning through Digital & Virtual Reality Technology

(1) New Admit Internship Scholarships

(a) What is it?

If academic internships are vital to post-graduation employment, what's stopping all students from completing internships? How can we make internships accessible to all students?

When we asked our students, we learned that for many, affordability is the primary concern. Participating in an internship comes at a cost, whether it's the cost of transportation to-and-from the internship site or a reduction in income from reducing hours worked at a job for hours participating in an internship. Many students simply feel as though they cannot afford to take on an unpaid or underpaid (below minimum wage) internship.

To remedy this, New College piloted a New Admit Internship Scholarship program that awards newly admitted students \$2,000 scholarships and \$500 travel stipends to be used toward unpaid or underpaid internships.

We propose expanding this initiative to provide internship scholarships to all incoming NCF students and place those students into academic internships.

(b) Is this a new initiative?

No. NCF piloted this scholarship program with 10 students in 2021-22 and an additional 20 students for Fall 2022. The pilot targeted students coming from Title I schools and first-generation college students who are more likely to face barriers to internship participation.

To fund this and other scholarship programs, NCF's Center for Career Engagement and Opportunity:

- secured funding from the Isermann Foundation, the Bishop Parker Foundation, an Andrew W. Mellon Foundation II grant, and a Mellon I grant to expand internship opportunities, and
- launched CEO Micro-Grants through private donors and the Cowles Charitable Trust to help students with internship travel-related expenses.

We will continue to seek and secure private funding to supplement this legislative budget request in order to provide new admit internship scholarships to all incoming NCF students.

The pilot of the New Admit Internship Scholarship program is showing early indications of success. Nine of the ten students awarded scholarships in 2021 were retained in 2022. And while gains can't be entirely attributed to the scholarship program, Fall 2022 deposits from new first-time-in-college and transfer students are currently up an incredible 40% year-over-year.

(c) Alignment with:

(i) Recommendations from Project Sunrise and the Chamber of Commerce 2030 reports

The [Florida Chamber of Commerce 2030 Report](#) survey of Florida business leaders found:

- 70% indicate new employees require additional training to be ready to work.
- 75% believe internships and apprenticeships are “extremely valuable” and “a core component” when it comes to evaluating and hiring talent

These leaders emphasized that **work-based learning should be a central aim of education and of developing employability skills.**

This initiative is focused entirely on ensuring 100% of NCF students complete an academic internship (work-based learning experience) prior to graduation.

(ii) System Strategic Plan

In placing students into academic internships, this initiative aligns with the SUS Strategic Plan productivity goal within Community and Business Engagement: *Increase faculty and student involvement in community and business engagement activities.*

(iii) NCF's 2022 Accountability Plan

In recruiting and enrolling entrepreneurial students interested in developing their career skills, this initiative aligns with the following opportunities and key initiatives articulated in NCF's 2022 Accountability Plan:

Opportunity: *New College of Florida must fully realize the transformative power of integrating career education with a challenging honors curriculum. While New College has received national recognition for its best practices in career education and work-based learning, we can do more. We have set a goal to have 100% of our students to complete at least one academic internship or apprenticeship prior to graduation. We are also developing stronger, deeper relationships with employers and closing the skills gap as we contribute to the Florida 2030 Blueprint.*

Key Initiative: *Attract innovative entrepreneurs*
Capitalizing on our strength in producing entrepreneurs, New College of Florida is investing in initiatives to connect with prospective students who want to develop their entrepreneurial passions. Through enhanced marketing efforts, the development of programs and support for gig-economy and freelancing, the launch of an incubator for student entrepreneurs, and the implementation of a mentorship program linking students with industry professionals, New College of Florida will recruit, enroll, and develop curious, risk-takers.

(d) What impact will it have?

The goals of this initiative are to:

- Support students in the pursuit of internship experiences, which are critical to post-graduation early career success and will help us meet our 100% of students completing an internship goal.
- Increase New College's enrollment by signaling to prospective students and their parents/families that we will support students' career pursuits and help them gain experience to get there.
- Increase New College's retention by encouraging students to engage in high-impact practices through an academic internship and enrolling entrepreneurially-minded students who succeed at NCF.

Funds requested for this initiative would support all newly enrolled NCF students, so that they are able to complement their honors college curriculum with real-world application and skill development in industries key to Florida's future.

Specific metrics (from NCF's 2022 Accountability Plan) targeted by this initiative include:

- Headcount enrollment (FTIC: New)
- PBF Metric #1: Percent of bachelor's graduates enrolled or employed (\$30k+) in the U.S. one year after graduation
- PBF Metric #2: Median wages of bachelor's graduates employed full-time one year after graduation
- PBF Metric #5: Academic progress rate (2nd year retention with GPA above 2.00)
- PBF Metric #7: University access rate (percent of undergraduates with Pell grants)
- PBF Metric #10: Percent of FTIC graduates completing 3+ high-impact practices
- Institution-specific goal: Percent of students completing an academic internship prior to graduation
- Institution-specific goal: Outcome Gap - Difference in the percent of white and underrepresented minority students employed full-time or enrolled within one year of graduation

Section II details the expected gains in these metrics as a result of the proposed initiatives.

(e) What resources are needed?

To expand this initiative to cover all incoming NCF students, we request \$650,000 in financial aid (\$2,500 per student for 260 students per year). We also request \$80,000 for a 1.00 FTE Internships Program Coordinator to build relationships with local employers to cultivate opportunities to place all NCF students in academic internship opportunities.

This investment will increase NCF's capacity to place all students in work-based learning experiences.

New Admit Internship Scholarships

Item	Recurring	Nonrecurring	Total
Financial aid (\$2500 internship scholarships for new admits)	\$650,000	\$0	\$650,000
Internships Program Coordinator (1.00 FTE A&P staff position)	\$80,000	\$0	\$80,000
TOTAL	\$730,000	\$0	\$730,000

(2) Work-based Learning Pathways to Careers

What is it?

Florida’s economy is rapidly evolving and New College needs to be agile enough to produce graduates who can fill essential skills gaps identified by employers. One way to do this would be to partner with local employers, gain insight into their needs, and then develop new academic programs that fill those needs. The problem with this approach is that it takes too long!

What if we lean on NCF’s mission and strengths in developing individualized academic experiences?

What if New College could help support industries with high talent needs, such as education, the life sciences, or behavioral health, *without* creating new academic programs?

What if employers could partner with New College to help shape students’ educational pathways to fill specific employment needs?

This proposed Pathways to Careers initiative is a unique educational “on-the-job training” model that would invite industry to partner with NCF faculty and career educators to develop structured employment pathways that would shape and train students to meet emerging workforce needs.

The best way to explain this initiative is through an example:

Florida needs qualified teachers. A [February 2022 report from the Florida Department of Education](#) identifies 4,489 vacant teaching positions in 2021-22 (with a projected 9,079 vacancies for 2022-23). Florida does not produce enough teachers each year to fill this need, as fewer than [3,300 Florida students completed teacher training in the 2019-20 academic school year](#). Manatee County alone hires about 250 teachers each year, with [76 open positions reported in 2020](#).

How can New College of Florida prepare students to fill these in-demand teaching positions without taking years to create and seek accreditation for a new teacher education program?

We can do it with this Pathways to Careers initiative. An Instructional Designer will partner with local school districts, NCF faculty, and NCF students to craft pathways for students to gain the skills they will need to become effective teachers. Through individualized tutorials, independent study projects, and in-the-classroom practicum experiences (including a capstone work-based learning experience), New College will develop graduates who can fill the specific needs of our local school districts. Instead of asking the school districts to wait for teachers to be produced, and then spend resources searching for a teacher that fits their needs, these school districts can work directly with NCF to shape students who will be prepared to graduate and seek certification while filling school district needs.

We intend to take this model and apply it to other high-need fields, such as behavioral health and the life sciences.

Is this a new initiative?

Not entirely. While no college-wide initiative exists, individual NCF faculty have developed pathways. For example, one Anthropology professor has partnered with the Elling Eide Center Research Library and Preserve in Sarasota to hire multiple student interns to help with archival/library research, as well as anthropological, archaeological, and environmental tourism related projects. As another example, the NCF Director of Writing offers a *Writing for Nonprofits & Communities* course that integrates writing, an internship component (focused on marketing, grant writing, or campaign writing), and career education. This initiative will expand these one-off projects into a comprehensive pathways to careers program that applies in-classroom learning to real-world problems through work-based learning opportunities. These opportunities will lead directly to careers that fill regional workforce needs.

(c) Alignment with:

(i) Recommendations from Project Sunrise and the Chamber of Commerce 2030 reports

The [Florida Chamber of Commerce 2030 Report](#) concludes with five next steps:

1. *Establish a transformative model to build state and regional talent pipelines, that addresses skill gaps and creates meaningful career pathways for a range of workers with varying skillsets.*
2. *Develop and implement sector strategies that are demand driven and industry sector-focused and engage “talent pipeline contributors” and employers.*
3. *Connect all partners, including chambers, economic development, workforce, education and employers, in creating talent pipelines for critical growth industries and strengthening employability skills for incoming and incumbent employees.*
4. *Develop, in partnership with employers, programs that support the creation of diverse talent pipelines. (i.e. pre-apprenticeships, apprenticeships, customized training, on the job training)*
5. *Develop advocacy policies that incentivize investments in talent pipeline programs that include both hard (technical and academic) and soft skills (employability skills).*

This proposed Work-based Learning Pathways to Career initiative attempts to take these steps by developing partnerships with employers to build career pathways and talent pipelines in demand-driven industries.

(ii) System Strategic Plan

In developing career pathways with employers, this initiative aligns with all three SUS Strategic Plan productivity goals within Community and Business Engagement:

1. *Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.*
2. *Increase faculty and student involvement in community and business engagement activities.*
3. *Increase the percentage of graduates who continue their education or are employed full-time*

(iii) NCF's 2022 Accountability Plan

This initiative aligns with the following key initiatives articulated in NCF's 2022 Accountability Plan:

1. *Strengthen partnerships with local employers contribute to the Florida 2030 Blueprint.*
To improve student outcomes and increase our contribution to Florida's economy, New College of Florida is enhancing its engagement with the local business community. Through the establishment of an industry advisory group for our undergraduate programs and regular collaboration with state and local business groups, New College is creating a symbiotic partnership with Florida businesses. This investment of effort – in addition to a financial investment in facilities to encourage interactions with the business community – will ensure New College of Florida produces graduates with the technological, language, and cultural skills to drive Florida's economy.
2. *Attract innovative entrepreneurs*
Capitalizing on our strength in producing entrepreneurs, New College of Florida is investing in initiatives to connect with prospective students who want to develop their entrepreneurial passions. Through enhanced marketing efforts, the development of programs and support for gig-economy and freelancing, the launch of an incubator for student entrepreneurs, and the implementation of a mentorship program linking students with industry professionals, New College of Florida will recruit, enroll, and develop curious, risk-takers.

(d) What impact will it have?

The primary goal of this initiative is to align NCF's academic programs with local and regional industries and employers facing significant workforce needs. We intend to focus initially on behavioral health, K-12 education, and the life sciences.

Specific metrics (from NCF's 2022 Accountability Plan) targeted by this initiative include:

- PBF Metric #1: Percent of bachelor's graduates enrolled or employed (\$30k+) in the U.S. one year after graduation
- PBF Metric #2: Median wages of bachelor's graduates employed full-time one year after graduation

- Institution-specific goal: Outcome Gap - Difference in the percent of white and underrepresented minority students employed full-time or enrolled within one year of graduation

Section II details the expected gains in these metrics as a result of the proposed initiatives.

(e) What resources are needed?

Three investments are needed for this initiative to work:

- (1) Faculty need the opportunity, time, and resources to collaborate with local and regional employers to identify workforce needs and develop educational experiences (courses, internships, practicum experiences) that instill within students the competencies to fill those skills gaps. \$60,000 will support 20 faculty each year to do this work-based learning curriculum development.
- (2) NCF needs a faculty expert – an Instructional Designer – who can partner with regional employers and NCF faculty to design these individualized work-based learning pathways. \$100,000 will cover salary and benefits for a 1.00 FTE faculty position to coordinate the efforts of 20 faculty (and their industry partners) each year.
- (3) NCF needs to place students into on-the-job training opportunities, such as capstone internship experiences, in which students will develop on-the-job skills to meet employer needs. \$150,000 will provide \$2,500 in funding for 60 students to fill workforce needs each year (at no or very low cost to employers in high-demand industries).

This investment will directly fill regional workforce needs.

Work-based Learning Pathways to Career

Item	Recurring	Nonrecurring	Total
Instructional Designer (1.00 FTE faculty position)	\$100,000	\$0	\$100,000
Work-based learning curriculum development (20 @ \$3k)	\$60,000	\$0	\$60,000
Pathways to Career (60 @ \$2.5k)	\$150,000	\$0	\$150,000
TOTAL	\$310,000	\$0	\$310,000

(3) Experiential Learning through Digital, Augmented, and Virtual Reality Technology

What is it?

We intend to provide immersive, simulated career preparation and skills training through digital, augmented, and virtual reality technologies. Technology-supported experiential learning places

individuals in immersive, interactive learning environments, either physically or virtually. The goal is to give all students the opportunity to engage in simulated real-world scenarios to teach particular skills or techniques.

While these technologies are already actively used for training involving high-stakes scenarios (surgeons, pilots) or for worker safety and development in the skilled trades, organizations are successfully implementing digital/virtual experiential learning in fields such as social work ([Michigan State University](#)), animal handling ([BioMed Central](#)), global health training ([The Lancet](#)), business/supply chain ([Celemi](#)), marketing ([Mimic Pro](#)), and teacher preparation ([Mursion](#)).

New College intends to employ these technologies to provide simulated work-based learning experiences that develop the hard and soft skills employers demand.

Is this a new initiative?

Yes, this is a new initiative for New College. While some organizations have adopted virtual and augmented reality technologies for experiential learning, those initiatives have focused primarily on the transfer of knowledge (or skills-development within the trades). We intend to incorporate technology into experiential learning experiences that develop hard and soft skills Florida employers need.

(c) Alignment with:

(i) Recommendations from Project Sunrise and the Chamber of Commerce 2030 reports

Again, the [Florida Chamber of Commerce 2030 Report](#) survey of Florida business leaders found:

- 70% indicate new employees require additional training to be ready to work.
- 75% believe internships and apprenticeships are “extremely valuable” and “a core component” when it comes to evaluating and hiring talent

If work-based learning should be a central aim of education and of developing employability skills, then we need to get 100% of NCF students into work-based learning opportunities. For many students, the internship scholarship and work-based learning pathways will provide these opportunities.

But it's not enough.

Some work-based learning experiences aren't easily accessible for all students. For example, students interested in international diplomacy may need to travel overseas. Through augmented or virtual reality technologies, students can experience simulated international diplomacy work-based learning without the high-cost of travel. As another example, students interested in animal care or laboratory research may need specific skills or safety training that isn't typically provided by NCF. Placing students in simulated, technology-supported experiences would allow them to participate without putting themselves or others in danger. Students can learn proper care skills before actually handling live animals. Virtual work-based learning also opens

opportunities for neurodiverse student populations, as recent research points to the effectiveness of virtual reality experiential learning in supporting the education of neurodiverse students.¹

This initiative is focused entirely on ensuring 100% of NCF students complete an academic internship (work-based learning experience) prior to graduation.

(ii) System Strategic Plan

In placing students into academic internships, this initiative aligns with the SUS Strategic Plan productivity goal within Community and Business Engagement: *Increase faculty and student involvement in community and business engagement activities.*

(iii) NCF's 2022 Accountability Plan

In recruiting and enrolling entrepreneurial students interested in developing their career skills, this initiative aligns with the following opportunities and key initiatives articulated in NCF's 2022 Accountability Plan:

Opportunity: *New College of Florida must fully realize the transformative power of integrating career education with a challenging honors curriculum. While New College has received national recognition for its best practices in career education and work-based learning, we can do more. We have set a goal to have 100% of our students to complete at least one academic internship or apprenticeship prior to graduation. We are also developing stronger, deeper relationships with employers and closing the skills gap as we contribute to the Florida 2030 Blueprint.*

Key Initiative: *Attract innovative entrepreneurs*
Capitalizing on our strength in producing entrepreneurs, New College of Florida is investing in initiatives to connect with prospective students who want to develop their entrepreneurial passions. Through enhanced marketing efforts, the development of programs and support for gig-economy and freelancing, the launch of an incubator for student entrepreneurs, and the implementation of a mentorship program linking students with industry professionals, New College of Florida will recruit, enroll, and develop curious, risk-takers.

(d) What impact will it have?

The goals of this initiative are to:

- Make internships and work-based learning experiences accessible to all NCF students.
- Solidify New College of Florida as an innovative leader in career preparation and work-based learning

Specific metrics (from NCF's 2022 Accountability Plan) targeted by this initiative include:

¹ See:

Boyd, L.E., et al. (2018). Leveling the Playing Field: Supporting Neurodiversity Via Virtual Realities. *Technology & Innovation*, 20(1). doi:10.21300/20.1-2.2018.105

Li, R.C. & Ip, H. (2021). Experiential learning for children with autism spectrum disorder using virtual reality headsets: a preliminary report. *International Journal of Innovation and Learning* 30(3):317-333. doi:10.1504/IJIL.2021.10041577

- PBF Metric #1: Percent of bachelor’s graduates enrolled or employed (\$30k+) in the U.S. one year after graduation
- PBF Metric #2: Median wages of bachelor’s graduates employed full-time one year after graduation
- Institution-specific goal: Outcome Gap - Difference in the percent of white and underrepresented minority students employed full-time or enrolled within one year of graduation

Section II details the expected gains in these metrics as a result of the proposed initiatives.

The impact of this initiative will go beyond these metrics. Incorporating digital and virtual reality experiential learning opportunities will allow Florida students to connect with immersive work-based learning experiences anywhere across the globe.

(e) What resources are needed?

The investment needed to maximize the effectiveness of this initiative includes:

- Non-recurring start-up funds to secure a technical partner that can design a digital and virtual reality experiential learning program. \$140,000 represents the initial, one-time investment in technology.
- Ongoing funds for technology maintenance and support, as well as program development. \$60,000 will support these needs and allow the program to expand over time.

This investment will make work-based learning experiences accessible to all students and will have a direct positive impact on students and regional employers.

Experiential Learning through Digital & Virtual Reality Technology			
Item	Recurring	Nonrecurring	Total
Technology (Acquisition, maintenance)	\$60,000	\$140,000	\$200,000
TOTAL	\$60,000	\$140,000	\$200,000

II. Return on Investment - Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes. University of Distinction proposals should also address the requirements outlined in the separate guidance document.

Year 1 Accomplishments

New College is primed to move quickly and aggressively to implement these proposed initiatives. The following table summarizes what we fully expect to accomplish by the end of the first year of implementation:

Year 1 Accomplishments	Current	Year 1 Expectation
Number of deposits from newly admitted students for upcoming Fall semester (as a result of the new admit internship scholarships)	250 (as of May 2022)	+20% (300 deposits)
New Admit Internships Scholarships awarded	20 (Fall 2022)	+1200% (260 scholarships)
Positions filled: Internships Program Coordinator and Instructional Designer	0	100% (fill both positions)
Number of NCF students completing internships or service learning experiences for academic credit	108 (2021-22)	+50% (162 internships)
Percent of students completing an academic internship prior to graduation	39% (2021-22)	+11% (50% complete internships)
Work-based Learning Pathways created	0 (2021-22)	+4 (4 pathways: education, behavioral health, and two other fields)

Improvement Over Time

Beyond the implementation success expected in the first year, our market research strongly suggests this initiative will increase enrollment (especially among students from underserved populations) and improve student retention. Furthermore, this initiative will result in *significant* improvements on metrics where New College has historically struggled:

Metric	Current Performance	Expected Improvement
PBF Metric #1: Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) in the U.S. One Year After	52.5% (2020 graduates)	+27.5% (80% for 2028 graduates)
PBF Metric #2: Median Wages of Bachelor's Graduates Employed Full-time	\$32,400 (2020 graduates)	+50% (\$48,600 for 2028 graduates)

One Year After Graduation		
PBF Metric #5: Academic Progress Rate (2nd year retention with GPA above 2.0)	78.8% (2020-21)	+6.2% (85% for 2024-25)
PBF Metric #7: University Access Rate (Percent of UGs with Pell grants)	30.4% (Fall 2020)	+4.6% (35% for Fall 2024)
Percent of students completing an academic internship prior to graduation	39% (2021-22)	+61% (100% by 2029)
Outcome Gap - Difference in the percent of white and underrepresented minority students employed full-time or enrolled within one year of graduation	12% pts (2020 graduates)	No gap (2028 graduates)
Headcount enrollment	660 (Fall 2022)	+51.5% (1000 by Fall 2029)

Return on Investment to Florida

New College excels at preparing students with timeless liberal arts and sciences skills needed to navigate their futures and adapt with a rapidly changing society. NCF graduates with 10 or more years experience earn a median salary of \$106,300 (ranking #2 among all SUS schools). According to NSF data, NCF also ranks #1 among all public universities in the nation in producing students who go on to earn doctoral degrees in science and engineering.

Through this Educating for 21st Century Work initiative, we will jumpstart the careers of our students so they find *immediate* success after graduation and fill the needs of regional employers.

Increasing the number of NCF graduates by 50%, the median starting salary of those graduates by 50% (from \$32,400 to \$48,600), and the percent who find immediate employment by 27.5% (from 52.5% to 80%) will **increase the total earnings of our graduating classes by more than \$6.6 million per year.**

Placing 300 students into internships and on-the-job training experiences will provide **more than \$700,000 of skilled labor to local employers each year.** These employers will also benefit from the productivity of those interns, the increased productivity of other employees (due to interns reducing their workload), the supervisory experience opportunities (of employees supervising interns), and improved loyalty and retention among interns converted to full-time employees. Furthermore, these employers will have direct access to a talent pool through the Work-based Learning Pathways to Career initiative. Based on the average consulting fee charged to small businesses, this service will **provide more than \$470,000 in talent recruitment assistance to regional employers.**

Florida's Return on Investment

\$6.6 million annual increase in the total salary earned by New College graduates (by 2029)

\$702,000 annually to local businesses by placing New College student interns (by 2028)

\$478,000 annually in talent recruitment services to Florida businesses

\$7,780,000 = total annual ROI to Florida

Elevation to Excellence and Prominence

New College has long been recognized as a top public, liberal arts college in the nation (just behind the military academies). In meeting the performance targets for this initiative, New College will continue its ascent into the top tier of all public *and private* liberal arts colleges in the nation by 2030.

Beyond our continued recognition as a leading liberal arts college, this initiative will result in continued national recognition for New College's career preparation services. We will earn national recognition by 2026 and will be ranked among the top 20 best career schools in the nation by 2030.

Elevation to Excellence	2019-20	2021-22	Expectation
U.S. News and World Report: Best Liberal Arts Colleges (rank among all private and public schools)	102	82 (+20)	50 (+34 by 2030)
Washington Monthly: Liberal Arts College Rankings (rank among all private and public schools)	53	32 (+21)	10 (+22 by 2030)
National Association of Colleges and Employers (NACE) recognition of New College's career preparation program			Target Date: 2025
New College will be ranked among Princeton Review's top 20 "Best Career Services" schools in the nation.			Target Date: 2030

III. Personnel – Describe personnel hiring and retention plans, making sure to connect both plans to initiative(s) and goal(s) described in section I. State the amount of faculty FTE and staff FTE and estimated funding amounts used for retention and new hires in each category. In describing faculty hires, provide overall hiring goals, including academic area(s) of expertise and anticipated hiring level (e.g. assistant professor, associate professor, full professor. Please describe how funds used for faculty or staff retention will help the institution achieve its stated goals. University of Distinction proposals should clearly note how anticipated hires or retained individuals will help the institution elevate a program or area to national or state excellence.

Two new hires will be needed to implement this proposal as described:

Initiative	Position (type)	Area of expertise (hiring level)	FTE	\$ for new hires	\$ for retention
(1) New Admit Internship Scholarships	Internships Program Coordinator (staff)	Internships (Coordinator)	1.00	\$80,000	\$0
(2) Work-based Learning Pathways to Careers	Instructional Designer (faculty)	Instructional Design (Assoc. Professor)	1.00	\$100,000	\$0
(3) Experiential Learning through Digital, Augmented, and Virtual Reality Technology	(none)	-	-	-	-
Total			2.00	\$180,000	\$0

The Internships Program Coordinator will build partnerships with regional employers and will ensure 100% of NCF students complete an internship prior to graduating.

The Instructional Designer will work closely with employers, NCF faculty, and students to build individualized career pathways.

Through the efforts of these two positions to implement all three initiatives within this Universities of Distinction proposal, New College will further enhance its reputation as a leader in career preparation. Within a few years of implementation, we anticipate being recognized as a revolutionary leader in career preparation within higher education.

IV. Facilities (If this issue requires an expansion or construction of a facility, please complete the following table.):

This initiative does not require expansion or construction of a facility.

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	(not applicable)			

2023-2024 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: New College of Florida
Issue Title: Educating for 21st Century Work

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	1.00	0.00	1.00
Other (A&P/USPS)	1.00	0.00	1.00
	-----	-----	-----
Total	2.00	0.00	2.00
	=====	=====	=====
Salaries and Benefits	\$180,000	\$0	\$180,000
Other Personal Services	\$0	\$0	\$0
Expenses	\$210,000	\$0	\$210,000
Operating Capital Outlay	\$140,000	\$60,000	\$200,000
Electronic Data Processing	\$0	\$0	\$0
Financial Aid	\$650,000	\$0	\$650,000
Special Category (Specific)			
	\$0	\$0	\$0
<hr/>	\$0	\$0	\$0
<hr/>	\$0	\$0	\$0
<hr/>	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$140,000	\$60,000	\$1,240,000
	=====	=====	=====

Universities of Distinction Guidance:

The proposal should identify one existing core program that is capable of reaching national or state excellence. This may include multiple degree programs that support an area like health, or a more specific program, such as increasing the number of registered nursing graduates to produce a stronger qualified workforce for the state of Florida and/or a particular region of the state. Proposals should demonstrate a unique focus for the institution.

The proposal must identify appropriate metrics and goals to measure progress and success as outlined below. Metrics currently reported in the Accountability Plans may be used if appropriate. A single metric may be used to satisfy multiple requirements. The Board of Governors may also recommend additional metrics.

- At least one metric must demonstrate a year-one accomplishment or success.
- At least two metrics must demonstrate a return on investment to the state.
- Metrics that demonstrate how the program has improved over time as a result of the funding.
- Metrics and/or rankings to demonstrate program elevation to excellence and prominence.

Institutions may use funds for faculty recruitment and/or hiring, lab equipment, technology, staff hiring, financial aid, stipends, and other expenses as permitted. Institutions may also use funds to support innovative ideas and partnerships with Florida College System institutions and the business community. Funding for facilities-related expenses is not allowed.

Proposals should consider the recommendations from the Florida Council of 100's Project Sunrise Report and the Chamber of Commerce 2030 report to increase the output of high-caliber talent from the SUS and to make Florida a place where talent thrives. Proposals must clearly describe how the program will address current or future workforce needs, with a focus on producing high-quality talent. Proposals must include appropriate documentation of those needs, similar to the documentation required for new academic degree programs.

For this program to ignite success and be effective, funding should be recurring. Requests for non-recurring expenses may be included as appropriate to support program elevation. The proposal must include a detailed spending plan for the amount requested. The amount requested must reflect what can realistically be spent in a single fiscal year or include a detailed multi-year spending plan.

Universities of Distinction proposals will be evaluated by Board staff:

- The proposal aligns with the System strategic plan, the institution's strategic plan, and the institution's 2022 accountability plan.
- The program is a core competence capable of reaching national or state excellence.
- The program will meet documented state workforce needs now and into the future, including needs that may further diversify Florida's economy.
- The proposal includes appropriate documentation of workforce needs.
- The proposal clearly articulates how the program will foster an innovation economy that focuses on areas such as health, security, and STEM.
- The proposal identifies the required metrics.
- The proposal identifies the institution's current national ranking or status.
- The proposed use of funds is appropriate.
- The proposal includes a detailed spending plan.
- The amount requested realistically reflects what the institution can spend in a single year, or if applicable, what the institution can realistically spend over multiple years.

Universities that submitted a University of Distinction proposal for 2022-2023 should submit a proposal for the same area of distinction. Universities should use LBR Forms I and II and address the additional requirements outlined in the separate guidance document.



Capital Improvement Plan

FY 2023-2028

NARRATIVE

NCF Capital Improvement Plan 2023-28 Narratives

PECO-ELIGIBLE PROJECTS REQUEST

Priority 1: Hamilton Classroom Building Remodeling will encompass a series of remodeling priorities in this 1960's era building. This project will remodel existing space needed to provide enhancements to Student Affairs' services operations that are an integral part of the College's goal of increasing its 4-year graduation rate and, subsequently, enrollment growth. Work includes, but is not limited to, support for organizations and programming to support successful transition to the first year of college life. Remodeling will also create a much-needed interior restroom facility. At present, the building has no restrooms, so individuals must cross the exterior plaza (open to the weather) to Hamilton Center. This project will also address recommendations from the ISES facilities assessment survey, including electrical distribution upgrades, upgrading the fire alarm system, ADA accessibility enhancements, repairing exterior mortar & expansion joints, and installation of energy efficient and shatter resistant glass windows that will comply with the Florida Building Code. The roof and insulation will be replaced along with the existing fan coil units. The auditorium space will be remodeled to meet accessibility requirements. New fixed tables and seating will be provided for 80. Finally, the deteriorated 50-year-old Mexican tile pavers in the exterior plaza will also be replaced to eliminate numerous accessibility and safety concerns.

Priority 2: Pritzker Marine Biology Service Core Addition Remodeling will add a new exterior elevator core to enhance ADA accessibility to this high demand STEM laboratory and provide enhanced access for frequent delivery of heavy equipment and supplies to this elevated single-story building. This project also includes the replacement of the current HVAC controls and mechanical units. Also included is an upgrade of the electrical system, room lighting and ceilings to improve energy efficiency and meet current codes.

Priority 3: Old Caples House and Carriage House Mechanical Renovation will focus on two buildings constructed in 1930. Work will include life safety code corrections; ADA accessibility enhancements; as well as roofing, upgrading electrical systems, room lighting and ceilings to improve energy efficiency and meet current Florida Building codes. In addition to the work just described, these historic buildings will undergo significant structural renovations, to include addressing the deteriorated 80-year-old windows and doors, interior plaster repairs and exterior stucco repairs to align them with current regulations as well as preserving them for history. This project will facilitate growth in existing academic programs that will result from improved 4-year graduation rates and, subsequent, enrollment growth.

Priority 4: Multi-Purpose Building Supporting Enrollment Growth. This request was the highest ranked project on the College's 2020-21 PECO priority list and the second highest ranked project on the Board of Governors' 2020-21 SUS PECO priority list. Although the Legislature was not able to identify the \$6 million in planning funds requested for FY 2021-22, if the planning funds are appropriated in FY 2023-24, and the remainder of the funds in 2024-25, the project will be well positioned to support the timing of the planned growth. The project includes multi-use space supporting the academic program (classrooms, labs, auditorium, study, gymnasium, and offices), student development (space for health and wellness, student life and advising), administrative support (campus safety, records & registration, financial affairs, employee support services) and various site improvements to include reconfiguring the College's fiber optic backbone and network cabling hub for the new facility and campus. It is anticipated that new residence halls will be constructed using Public-Private Partnership (P3) private financing.

NCF Capital Improvement Plan 2023-28 Narratives

The \$6 million in planning funds will guide decisions on how best to configure the new multi-use facility in accordance with future growth of the student body and with the principles of the campus master plan. Total all-in project costs are estimated at \$53 million.

Priority 5: College Hall Service Core Addition Renovation will focus on a building constructed in 1924 by adding a service core consisting of ADA restrooms, stairs and mechanical/electrical areas, elevator, interior finish upgrades, and other building code upgrades. This includes installation of new cold & hot water lines allowing replacement of the aging HVAC system with a much more efficient central chilled water-cooling system.

Priority 6: Cook Hall Mechanical Renovation will focus on a building constructed in 1926. Work will include replacing the heating, ventilating, air conditioning systems and connection to the existing chilled water system; Florida Building Code and life safety code corrections; ADA accessibility enhancements; and upgrading electrical systems, room lighting and ceilings to improve energy efficiency and meet current codes.

CAPITAL IMPROVEMENT TRUST FUND (CITF) PROJECT REQUEST

Improvements and Renovations to the Hamilton Center, Four Winds Café, Fitness Center, Caples Boat Pavilion and Campus Outdoor Space Improvements. These projects will address improvements and renovations in and around these facilities.

CIP-2

SUMMARY OF PROJECTS

CIP-2A

PECO PROJECTS

**State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28**

Summary of Projects - PECO-Eligible Projects

University New College of Florida

Contact: Mr. Chris Kinsley
(name)

(941) 487-4444
(phone)

ckinsley@ncf.edu
(email)

PECO-ELIGIBLE PROJECT REQUESTS (ONLY)

Priority No.	Project Title	Total Supplemental (Non PECO) funding	Total Prior PECO Funding	Projected Annual PECO Funding Requested					Programs to Benefit from Project	Net Assignable Sq. Ft. (NASF)	Gross Sq. Ft. (GSF)	Total Project Cost	Project Cost Per GSF	EPS Recommendation Date & Rec. # ⁽¹⁾
				FY 23-24	FY 24-25	FY25-26	FY26-27	FY27-28						
1	Hamilton Classroom Building Renovation, Remodeling (P, C, E)	\$ 1,700,000		\$ 6,143,184	\$ -	\$ -	\$ -	\$ -	All Programs	9,486	15,399	\$ 7,843,184	\$ 509.35	Survey BOT Approved dated 04/23/2019
2	Pritzker Marine Biology Service Core Addition & Renovation and Remodeling (P, C)			\$ 598,872	\$ 5,157,899	\$ -	\$ -	\$ -	Academic	6,853	8,920	\$ 5,756,771	\$ 645.41	Survey BOT Approved dated 04/23/2019
3	Old Caples House and Carriage House Mechanical Renovation and Remodeling (P, C)	\$ 115,000		\$ 1,478,511	\$ 11,509,133	\$ -	\$ -	\$ -	Academic	5,071	8,154	\$ 13,102,644	\$ 1,606.86	Survey BOT Approved dated 04/23/2019
4	Multi-Purpose Facility Supporting Enrollment Growth - (Phase 1&2) (Added by BOG in January 2017) (P, C, E)			\$ -	\$ 7,177,216	\$ 20,462,726	\$ 5,259,350	\$ 25,874,439	All Programs	76,404	106,965	\$ 58,773,730	\$ 549.46	Survey BOT Approved dated 04/23/2019
5	College Hall Service Core Addition, Renovation and Remodeling (P, C, E)			\$ -	\$ -	\$ 1,706,344	\$ 7,139,804	\$ 5,145,886	All Programs	9,868	21,441	\$ 13,992,034	\$ 652.58	Survey BOT Approved dated 04/23/2019
6	Cook Hall Mechanical Renovation and Remodeling (P, C, E)			\$ -	\$ -	\$ 1,270,115	\$ 5,644,955	\$ -	All Programs	5,264	12,047	\$ 6,915,070	\$ 574.00	Survey BOT Approved dated 04/23/2019
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1) EPS recommendation is required as per F.S. 1013.31.

CIP-2B

CAPITAL IMPROVEMENT TRUST FUND
(CITF) PROJECTS

CIP-2C

NON-STATE SUPPLEMENTAL FUNDING

**FY 2023-24 Back of Bill (BOB)
 Fixed Capital Outlay Projects Requiring Board Approval to be Constructed, Acquired and Financed
 by a University or a Direct Support Organization**

University: New College of Florida Contact: Mr. Chris Kinsley (941) 487-4444 ckinsley@ncf.edu
 (name) (phone) (email)

Project Name *	Brief Description of Project	GSF	Project Location	Project Cost	Funding Source(s)	Estimated Annual Operating & Maintenance Cost	
						Amount (\$)	Source
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* List all proposed projects for FY 2023-24 requiring Legislative (Back-of-Bill) authorization pursuant to s.1010.62 and s.1013.71, F.S.

CIP-3

PROJECT DETAILS

PECO Project Detail

University: New College of Florida
 Project Name: Hamilton Classroom Building Remodeling
 Project Address: 5920 General Dougher Place, Sarasota, FL 34243

Priority #: 1

PROJECT NARRATIVE

This project will encompass a series of remodeling priorities in this 1960's era building. This project will remodel existing space needed to provide enhancements to Student Affairs' services operations that are an integral part of the College's goal of increasing its 4-year graduation rate and, subsequently, enrollment growth. Work includes, but is not limited to, support for organizations and programming to support successful transition to the first year of college life. Remodeling will also create a much-needed interior restroom facility. At present, the building has no restrooms, so individuals must cross the exterior plaza (open to the weather) to Hamilton Center. This project will also address recommendations from the ISES facilities assessment survey, including electrical distribution upgrades, upgrading the fire alarm system, ADA accessibility enhancements, repairing exterior mortar & expansion joints, and installation of energy efficient and shatter resistant glass windows that will comply with the Florida Building Code. The roof and insulation will be replaced along with the existing fan coil units. The auditorium space will be remodeled to meet accessibility requirements. New fixed tables and seating will be provided for 80. Finally, the deteriorated 50-year-old Mexican tile pavers in the exterior plaza will also be replaced to eliminate numerous accessibility and safety concerns.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ 6,415,200	\$ -
Value Basis/Source: NCF Estimates		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ 64,152	\$ -
Funding Source: Auxiliary		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
NEW CONSTRUCTION					
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
Subtotal NASF:	-		-		-
Other	-		-		-
Total:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION

	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
Classroom	4,789	1.62	7,774	390	3,031,835	4,789	4,789
Office	4,107	1.62	6,667	395	2,633,407	4,107	3,907
Campus Support Services	590	1.62	958	359	343,829	590	590
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Subtotal NASF:	-		-		-	-	-
Other	-		-		-	-	200
Total:	9,486		15,399		6,009,071	9,486	9,486
Grand Total:	9,486		15,399		6,009,071		

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

University: New College of Florida
 Project Name: Hamilton Classroom Building Remodeling
 Project Address: 5920 General Dougher Place, Sarasota, FL 34243

Priority #: 1

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-	6,009,071					6,009,071
Environmental Impacts/Mitigation	-						
Site Preparation	-						
Landscape / Irrigation	-						
Plaza / Walks	-	626,447					626,447
Roadway Improvements	-						
Parking : spaces	-						
Telecommunication	-						
Electrical Service	-						
Water Distribution	-						
Sanitary Sewer System	-						
Chilled Water System	-						
Storm Water System	-						
Energy Efficient Equipment	-						
Subtotal: Basic Const. Costs	-	6,635,518					6,635,518
Other Project Costs							
Land / existing facility acquisition	-						
Professional Fees	-	796,262					796,262
Fire Marshall Fees	-						
Inspection Services	-						
Insurance Consultant	-						
Surveys & Tests	-						
Permit / Impact / Environmental Fees	-	66,355					66,355
Artwork	-						
Moveable Furnishings & Equipment	-						
Project Contingency	-	345,049					345,049
Subtotal: Other Project Costs	-	1,207,666					1,207,666
Total Project Cost:	-	7,843,184					7,843,184

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
			Foundation	23-24	1,700,000	23-24	6,143,184	Should equal Total Project Cost above
		-			1,700,000		6,143,184	7,843,184

PECO Project Detail

University: New College of Florida
 Project Name: Pritzker Marine Biology Service Core Addition Remodeling
 Project Address: 381 College Drive, Sarasota, FL 34243

Priority #: 2

PROJECT NARRATIVE

This will add a new exterior elevator core to enhance ADA accessibility to this high demand STEM laboratory and provide enhanced access for frequent delivery of heavy equipment and supplies to this elevated single story building. This project also includes the replacement of the current HVAC controls and mechanical units. Also included is an upgrade of the electrical system, room lighting and ceilings to improve energy efficiency and meet current codes.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ 4,045,200	\$ -
Value Basis/Source: NCF Estimates		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ 40,452	\$ -
Funding Source: Auxiliary		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
NEW CONSTRUCTION					
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
Subtotal NASF:	-		-		-
Other	-		-		-
Total:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
Research Lab	3,417	1.30	4,448	500	2,223,954	3,417	3,417
Teaching Lab	3,250	1.30	4,230	425	1,797,559	3,250	3,250
Office	186	1.30	242	395	95,614	186	136
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Subtotal NASF:	-		-		-	-	-
Other	-		-		-	-	50
Total:	6,853		8,920		4,117,127	6,853	6,853
Grand Total:	6,853		8,920		4,117,127		

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

Priority #: 2

University: New College of Florida
 Project Name: Pritzker Marine Biology Service Core Addition Remodeling
 Project Address: 381 College Drive, Sarasota, FL 34243

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-		4,117,127		-	-	4,117,127
Environmental Impacts/Mitigation	-		-	-	-	-	
Site Preparation	-		-	-	-	-	
Landscape / Irrigation	-		-	-	-	-	
Plaza / Walks	-		44,275	-	-	-	44,275
Roadway Improvements	-		-	-	-	-	
Parking : spaces	-		-	-	-	-	
Telecommunication	-		-	-	-	-	
Electrical Service	-		-	-	-	-	
Water Distribution	-		-	-	-	-	
Sanitary Sewer System	-		-	-	-	-	
Chilled Water System	-		632,500	-	-	-	632,500
Storm Water System	-		-	-	-	-	
Energy Efficient Equipment	-		-	-	-	-	
Subtotal: Basic Const. Costs	-		4,793,902	-	-	-	4,793,902
Other Project Costs							
Land / existing facility acquisition	-		-	-	-	-	
Professional Fees	-	575,268.25	-	-	-	-	575,268
Fire Marshall Fees	-	20,091	-	-	-	-	20,091
Inspection Services	-	3,512	-	-	-	-	3,512
Insurance Consultant	-	-	-	-	-	-	
Surveys & Tests	-	-	-	-	-	-	
Permit / Impact / Environmental Fees	-		47,939	-	-	-	47,939
Artwork	-		-	-	-	-	
Moveable Furnishings & Equipment	-		-	-	-	-	
Project Contingency	-		316,058	-	-	-	316,058
Subtotal: Other Project Costs	-	598,872	363,997	-	-	-	962,869
Total Project Cost:	-	598,872	5,157,899	-	-	-	5,756,771

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						23-24	598,872	Should equal Total Project Cost above
						24-25	5,157,899	
		-					5,756,771	5,756,771

PECO Project Detail

University: New College of Florida
 Project Name: Old Caples House & Carriage House Mechanical Renovations
 Project Address: 351 & 375 Caples Drive, Sarasota, FL 34243

Priority #: 3

PROJECT NARRATIVE

This project will focus on two buildings constructed in 1930. Work will include life safety code corrections, ADA accessibility enhancements, as well as roofing, upgrading electrical systems, room lighting and ceilings to improve energy efficiency and meet current Florida Building Codes. In addition to the work just described, these historic buildings will undergo significant structural renovations, to include: addressing the deteriorated 80-year-old windows and doors, interior plaster repairs and exterior stucco repairs to align them with current regulations as well as preserve them historically. This project will facilitate growth in existing academic programs that will result in improved 4-year graduation rates and subsequent enrollment growth.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ 3,163,200	\$ -
Value Basis/Source:		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ 31,632	\$ -
Funding Source:		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
NEW CONSTRUCTION					
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
Subtotal NASF:	-		-		-
Other	-		-		-
Total:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION

	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
Classroom	991	<u>1.608</u>	1,594	<u>737</u>	1,174,430	-	-
Office	3,706	<u>1.608</u>	5,959	<u>1,698</u>	10,118,803	-	-
Campus Support Services	374	<u>1.608</u>	601	<u>359</u>	215,900	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Subtotal NASF:	-		-		-	-	-
Other	-		-		-	-	-
Total:	5,071		8,154		11,509,133	-	-
Grand Total:	5,071		8,154		11,509,133	-	-

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

Priority #: 3

University: New College of Florida
Project Name: Old Caples House & Carriage House Mechanical Renovations
Project Address: 351 & 375 Caples Drive, Sarasota, FL 34243

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-		11,509,133		-	-	11,509,133
Environmental Impacts/Mitigation	-		-	-	-	-	
Site Preparation	-		-	-	-	-	
Landscape / Irrigation	-		-	-	-	-	
Plaza / Walks	-		-	-	-	-	
Roadway Improvements	-		-	-	-	-	
Parking : spaces	-		-	-	-	-	
Telecommunication	-		-	-	-	-	
Electrical Service	-		-	-	-	-	
Water Distribution	-		-	-	-	-	
Sanitary Sewer System	-		-	-	-	-	
Chilled Water System	-		-	-	-	-	
Storm Water System	-		-	-	-	-	
Energy Efficient Equipment	-		-	-	-	-	
Subtotal: Basic Const. Costs	-	-	11,509,133	-	-	-	11,509,133
Other Project Costs							
Land / existing facility acquisition	-		-	-	-	-	
Professional Fees	-	1,266,005	-	-	-	-	1,266,005
Fire Marshall Fees	-		-	-	-	-	
Inspection Services	-	13,811	-	-	-	-	13,811
Insurance Consultant	-		-	-	-	-	
Surveys & Tests	-	13,811	-	-	-	-	13,811
Permit / Impact / Environmental Fees	-	13,811	-	-	-	-	13,811
Artwork	-		-	-	-	-	
Moveable Furnishings & Equipment	-	286,073	-	-	-	-	286,073
Project Contingency	-	-	-	-	-	-	
Subtotal: Other Project Costs	-	1,593,511	-	-	-	-	1,593,511
Total Project Cost:	-	1,593,511	11,509,133	-	-	-	13,102,644

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
			Carry Forward	23-24	115,000	23-24	1,478,511	Should equal <i>Total Project Cost</i> above
					-	24-25	11,509,133	
					-			
		-			115,000		12,987,644	13,102,644

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

University: New College of Florida
Project Name: Multi-Purpose Facility Supporting Enrollment Growth (Phase 1 & 2)
Project Address: TBD

Priority #: 4

PROJECT NARRATIVE

This project will be completed in phases. Phase 1 will occur in Year 2. Phase 2 will occur in Years 3, 4 and 5. This request was the highest-ranked project on the College's 2020-21 PECO priority list and the second-highest-ranked project on the Board of Governors' 2020-21 SUS PECO priority list. Although the Legislature was not able to identify the \$6 million in planning funds requested for FY 2021-22, if the planning funds are appropriated in FY 2023-24, and the remainder of the funds in 2024-25, the project will be well-positioned to support the timing of the planned growth. The project includes multi-use space supporting the academic program (classrooms, labs, auditorium, study, gymnasium, and offices), student development (space for health and wellness, student life and advising), administrative support (campus safety, records & registration, financial affairs, employee support services) and various site improvements to include reconfiguring the College's fiber-optic backbone and network cabling hub for the new facility and campus. It is anticipated that new residence halls will be constructed using Public-Private Partnership (P3) private financing.

The \$6 million in planning funds will guide decisions on how best to configure the new multi-use facility in accordance with future growth of the student body and with the principles of the campus master plan. Total all-in project costs are estimated at \$53 million.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ -	\$ -
Value Basis/Source:		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ -	\$ -
Funding Source:		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross		Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
		Conversion Factor				
NEW CONSTRUCTION						
Classroom	7,776	<u>1.40</u>		10,887	<u>390</u>	4,245,999
Teaching Lab	2,723	<u>1.40</u>		3,812	<u>425</u>	1,620,186
Study	13,509	<u>1.40</u>		18,912	<u>387</u>	7,319,072
Research Lab	660	<u>1.40</u>		924	<u>500</u>	462,033
Office	35,136	<u>1.40</u>		49,190	<u>395</u>	19,429,930
Auditorium/Exhibition	2,400	<u>1.40</u>		3,360	<u>438</u>	1,471,785
Teaching Gymnasium	9,200	<u>1.40</u>		12,880	<u>295</u>	3,799,546
Campus Support Services	5,000	<u>1.40</u>		7,000	<u>359</u>	2,512,964
	-			-		-
Subtotal NASF:	-			-		-
Other	-			-		-
Total:	76,404			106,965		40,861,515

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION

	Net Sq. Ft. (NSF)	Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Subtotal NASF:	-		-		-	-	-
Other	-		-		-	-	-
Total:	-		-		-	-	-
Grand Total:	76,404		106,965		40,861,515		

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

University: New College of Florida
 Project Name: Multi-Purpose Facility Supporting Enrollment Growth (Phase 1 & 2)
 Project Address: TBD

Priority #: 4

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-			15,717,565	-	25,143,951	40,861,515
Environmental Impacts/Mitigation	-				-	-	
Site Preparation	-			1,397,825	1,397,825	-	2,795,650
Landscape / Irrigation	-				247,940	-	247,940
Plaza / Walks	-	-	-	-	506,000	-	506,000
Roadway Improvements	-	-	-	-	-	-	
Parking : _____ spaces	-						
Telecommunication	-			2,530,000	-	-	2,530,000
Electrical Service	-						
Water Distribution	-			86,848	39,652	-	126,500
Sanitary Sewer System	-						
Chilled Water System	-						
Storm Water System	-						
Energy Efficient Equipment	-	-	-	-	-	-	
Subtotal: Basic Const. Costs	-	-	-	19,732,238	2,191,417	25,143,951	47,067,605
Other Project Costs							
Land / existing facility acquisition	-	-					
Professional Fees	-	-	5,244,234		413,867		5,658,100
Fire Marshall Fees	-	-	23,534				23,534
Inspection Services	-	-			57,500		57,500
Insurance Consultant	-	-			454,050		454,050
Surveys & Tests	-	-	353,007	112,383	112,383	112,383	690,155
Permit / Impact / Environmental Fees	-	-	938,336				938,336
Artwork	-	-			235,338		235,338
Moveable Furnishings & Equipment	-	-			1,176,690		1,176,690
Project Contingency	-	-	618,105	618,105	618,105	618,105	2,472,422
Subtotal: Other Project Costs	-	-	7,177,216	730,488	3,067,933	730,488	11,706,125
Total Project Cost:	-	-	7,177,216	20,462,726	5,259,350	25,874,439	58,773,730

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						24-25	7,177,216	Should equal Total Project Cost above
						25-26	20,462,726	
						26-27	5,259,350	
						27-28	25,874,439	
		-			-		58,773,730	58,773,730

PECO Project Detail

University: New College of Florida
 Project Name: College Hall Service Core Addition Renovation
 Project Address: 351 College Drive, Sarasota, FL 34243

Priority #: 5

PROJECT NARRATIVE

This will focus on a building constructed in 1924 by adding a service core consisting of ADA restrooms, stairs and mechanical/electrical areas, elevator, interior finish upgrades, and other building code upgrades. This includes installation of new cold and hot water lines allowing replacement of the aging HVAC system with a much more efficient central chilled water cooling system.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ 8,316,000	\$ -
Value Basis/Source:		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ 83,160	\$ -
Funding Source:		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
NEW CONSTRUCTION					
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
Subtotal NASF:	-		-		-
Other	-		-		-
Total:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION

	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
Office	6,161	2.17	13,387	480	6,425,578	-	-
Classroom	1,667	2.17	3,622	480	1,738,588	-	-
Campus Support Services	2,040	2.17	4,433	480	2,127,606	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Subtotal NASF:	-		-		-	-	-
Other	-		-		-	-	-
Total:	9,868		21,441		10,291,771	-	-
Grand Total:	9,868		21,441		10,291,771		

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

University: New College of Florida
 Project Name: College Hall Service Core Addition Renovation
 Project Address: 351 College Drive, Sarasota, FL 34243

Priority #: 5

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-				5,145,886	5,145,886	10,291,771
Environmental Impacts/Mitigation	-					-	
Site Preparation	-					-	
Landscape / Irrigation	-					-	
Plaza / Walks	-					-	
Roadway Improvements	-					-	
Parking : spaces	-					-	
Telecommunication	-				-	-	
Electrical Service	-				-	-	
Water Distribution	-				-	-	
Sanitary Sewer System	-				-	-	
Chilled Water System	-				885,500	-	885,500
Storm Water System	-				-	-	
Energy Efficient Equipment	-	-	-	-	-	-	
Subtotal: Basic Const. Costs	-	-	-	-	6,031,386	5,145,886	11,177,271
Other Project Costs							
Land / existing facility acquisition	-	-	-	-	-	-	
Professional Fees	-			1,341,273	-	-	1,341,273
Fire Marshall Fees	-				-	-	
Inspection Services	-			51,901	-	-	51,901
Insurance Consultant	-				-	-	
Surveys & Tests	-				-	-	
Permit / Impact / Environmental Fees	-			55,876	-	-	55,876
Artwork	-				27,943	-	27,943
Moveable Furnishings & Equipment	-				1,080,476	-	1,080,476
Project Contingency	-			257,294	-	-	257,294
Subtotal: Other Project Costs	-	-	-	1,706,344	1,108,419	-	2,814,763
Total Project Cost:	-	-	-	1,706,344	7,139,804	5,145,886	13,992,034

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						25-26	1,706,344	Should equal Total Project Cost above
						26-27	7,139,804	
						27-28	5,145,886	
		-			-		13,992,034	13,992,034

PECO Project Detail

University: New College of Florida
 Project Name: Cook Hall Mechanical Renovation
 Project Address: 349 College Drive, Sarasota, FL 34243

Priority #: 6

PROJECT NARRATIVE

This will focus on a building constructed in 1926. Work will include replacing the heating, ventilating, air conditioning systems and connection to the existing chilled water system; Florida Building Code and life safety code corrections; ADA accessibility enhancements; and upgrading electrical systems, room lighting and ceilings to improve energy efficiency and meet current codes.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	\$ 4,672,800	\$ -
Value Basis/Source:		Total construction cost or insurable value, whichever is greater.
Estimated 1st Yr Deposit:	\$ 46,728	\$ -
Funding Source:		
Comments:		

BUILDING SPACE DESCRIPTION (account for all building space below)

	Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
NEW CONSTRUCTION						
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
		-		-		-
	Subtotal NASF:	-		-		-
	Other	-		-		-
	Total:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

	Space Type (per FICM)	Net Sq. Ft. (NSF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost	Remodeling Projects <u>Only</u>	
							BEFORE	AFTER
	Office	4,408	2.29	10,088	424	4,277,375	-	-
	Campus Support Services	856	2.29	1,959	424	830,634	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
		-		-		-	-	-
	Subtotal NASF:	-		-		-	-	-
	Other	-		-		-	-	-
	Total:	5,264		12,047		5,108,009	-	-
	Grand Total:	5,264		12,047		5,108,009	-	-

State University System
5-Year Capital Improvement Plan (CIP)
FY 2023-24 through 2027-28

PECO Project Detail

University: New College of Florida
 Project Name: Cook Hall Mechanical Renovation
 Project Address: 349 College Drive, Sarasota, FL 34243

Priority #: 6

PROJECT COMPONENT COSTS & PROJECTIONS							
	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-				5,108,009	-	5,108,009
Environmental Impacts/Mitigation	-				-	-	
Site Preparation	-				-	-	
Landscape / Irrigation	-				-	-	
Plaza / Walks	-				-	-	
Roadway Improvements	-				-	-	
Parking : spaces	-				-	-	
Telecommunication	-				-	-	
Electrical Service	-				-	-	
Water Distribution	-				-	-	
Sanitary Sewer System	-				-	-	
Chilled Water System	-				-	-	
Storm Water System	-				-	-	
Energy Efficient Equipment	-	-	-	-	-	-	
Subtotal: Basic Const. Costs	-	-	-	-	5,108,009	-	5,108,009
Other Project Costs							
Land / existing facility acquisition	-	-	-	-	-	-	
Professional Fees	-			561,769	-	-	561,769
Fire Marshall Fees	-				-	-	
Inspection Services	-			69,845	-	-	69,845
Insurance Consultant	-				-	-	
Surveys & Tests	-			76,620	-	-	76,620
Permit / Impact / Environmental Fees	-			51,080	-	-	51,080
Artwork	-				25,540	-	25,540
Moveable Furnishings & Equipment	-				511,406	-	511,406
Project Contingency	-			510,801	-	-	510,801
Subtotal: Other Project Costs	-	-	-	1,270,115	536,946	-	1,807,061
Total Project Cost:	-	-	-	1,270,115	5,644,955	-	6,915,070

PROJECT FUNDING								
Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						25-26	1,270,115	Should equal Total Project Cost above
						26-27	5,644,955	
		-						
							6,915,070	6,915,070

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: June 22, 2022

SUBJECT: Proposed Amendments Regulation 3-7001 New College of Florida Direct Support Organizations

PROPOSED BOARD ACTION

Approve proposed Amendments to Regulation 3-7001 New College of Florida Direct Support Organizations

BACKGROUND

Regulation 3-7001 New College of Florida Direct Support Organizations is a new regulation created to align with the to Florida Board of Governors (BOG) Regulation 9.011 (University Direct Support Organizations and Health Services Support Organizations).

Supporting Documentation Included:

The full text of the proposed regulations are set out following this notice. ~~Strikethrough~~ indicates deletion; Underlining indicates addition.

Facilitators/Presenters:

Chris Kinsley, Vice President of Finance and Administration

**NEW COLLEGE OF FLORIDA
REGULATIONS MANUAL**

Chapter X – XXXXXXXXX

XX_XXXX New College of Florida Direct Support Organizations

- (1) The Board of Trustees hereby establishes the following as Direct Support Organizations, “DSO”, pursuant to Board of Governors Regulation 9.011 and 1004.28, Florida Statutes, and authorizes them to receive, hold, invest and administer property and make expenditures to or for the benefit of New College of Florida:
 - a. The New College Foundation, Incorporated.
 - b. The New College of Florida Development Corporation
 - c. The New College of Florida Property Corporation
- (2) The following thresholds are established as to when specific approval by the Board of Trustees is required for the purchase of goods and services by a DSO:
 - a. All debt as defined in the State University System Debt Management Guidelines.
 - b. All public-private partnership transactions as defined in the State University System Public-Private Partnership Guidelines.
 - c. The acquisition of real property except that approval not required for the donations of real property in support of the Foundation’s mission to secure funds to support the College.
 - d. The purchase of goods, and services, including construction or renovation of facilities in excess of \$1,000,000 requires specific approval of the Board of Trustees. All other purchases shall be in accordance with the specific adopted policies of the DSO.
- (3) University personal services used by a DSO are subject to the remuneration requirements set forth in section 1012.976, Florida Statutes.
- (4) DSOs are prohibited from using state funds for travel expenses incurred by the DSO.
- (5) DSOs are prohibited from giving, either directly, or indirectly, any gift to a political committee as defined in section 106.011, Florida Statutes, for any purpose.
- (6) The Director or Chief Executive Officer of the DSO shall report to the President of the University. The Secretary/Treasurer of the DSO shall report to the President of the University.
- (7) The operating budgets of the DSO shall be prepared at least annually, and approved by the Board of Directors and subsequently submitted to the Board of Trustees for approval. Significant changes in planned expenditures in the approved budget must be reported to the Board of Trustees as soon as practicable, but no later than the deadline established by the Board of Trustees.
- (8) Each DSO shall provide for an annual audit conducted pursuant to university regulations or policies. The annual audit report shall be submitted to the Board of Trustees for review. The audit report shall be submitted to the Board of Governors, and the Auditor General.
- (9) The Board of Trustees or designee, the Board of Governors, the Auditor General, and the Office of Program and Policy Analysis and Government Accountability may require and receive any records relative to the operation of the DSO from the organization or its independent auditors.
- (10) The DSO shall submit its federal Internal Revenue Service application for Recognition of Exemption form (Form 1023) and its federal Internal Revenue Service Return of Organization Exempt from Income Tax form (Form 990) to the university Vice President for Finance and Administration on an annual basis. Copies of such forms shall be provided by each University to the Board of Governors.
- (11) The DSO may transfer funds and provide the use of DSO property, facilities or personal services without any charge to the university; may reimburse expenditures made by the University; however, it is also authorized to charge fair-value for goods and services provided at the request of the University.
- (12) The DSO shall provide equal employment opportunities to all persons, regardless of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or any other basis protected by law. Only the New College Foundation, Incorporated is authorized to have employees.

**NEW COLLEGE OF FLORIDA
REGULATIONS MANUAL**

Chapter X – XXXXXXXXX

- (13) The Chair of the Board of Trustees shall appoint at least one representative to the New College Foundation, Incorporated Board of Directors and Executive Committee. The University President or designee shall also serve on the Board of Directors and Executive Committee at the New College Foundation, Incorporated. The Board of Trustees shall approve all appointments to the New College Foundation, Incorporated, other than the Chair’s Representative(s) or the President or President’s designee. The Chair’s Designee may not be the University President; nor may the Chair and President appoint the same person to represent both the Chair and the President on the New College Foundation, Incorporated.
- (14) The Officers of the New College of Florida Development Corporation, in accordance with the bylaws of the Development Corporation are as follows:
- a. The New College President, who serves as Chair and Chief Executive Officer
 - b. BOT Chair appointee
 - c. NCF Presidential appointee
 - d. Foundation Chief Executive Officer appointee (2)
 - e. Two additional Directors elected by the Development Corporation Board (Optional)
- (15) The Officers of the New College of Florida Property Corporation, in accordance with the bylaws of the Property Corporation are as follows:
- a. BOT Chair appointee, who serves as Chair
 - b. The New College President
 - c. NCF Presidential appointee
 - d. Foundation Chief Executive Officer appointee (2)
 - e. Two additional directors elected by the Development Corporation Board (Optional)

*Authority: Art. IX, Sec. 7, Fla. Constitution; BOG Regulations 1.001 and 9.011; Florida Statute § 1004.28.
New 06-23-22*

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: June 22, 2022

SUBJECT: Proposed New College of Florida 2022-23 and 2023-24 Undergraduate Academic Calendar

PROPOSED BOARD ACTION

Approval of revisions to the New College of Florida 2022-2023 and 2023-24 Undergraduate Academic Calendars.

BACKGROUND

Florida Board of Governors Regulation No. 8.001 – University Calendars – requires each University Board of Trustees to adopt an annual calendar prior to the beginning of the fiscal year and to file it with the Chancellor’s Office by April 1.

The New College of Florida 2022-23 and 2023-24 Academic Calendars have been updated by the Office of the Registrar and reviewed by the Educational Policy Committee of the Faculty.

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Supporting Documentation Included:

- AY 2022-23 and 2023-24 Undergraduate Academic Calendar

Facilitators/Presenters: Suzanne Sherman
Provost and Vice President for Academic Affairs

NCF – Fall 2022 - Undergraduate Academic Calendar

Wed, Aug 19	Baccalaureate Exam Report Due (for August Degree Conferral)
Sat-Sun, Aug 20-28	Orientation for New Admits
Wed, Aug 24	Returning Student Check-in 9:00 AM
Thu-Fri, Aug 25-26	Mini-Classes
Fri, Aug 26	August Degree Conferral
Mon, Aug 29	Fall Classes Begin
Mon, Aug 29	Fall Off-Campus Study (OCS) Contracts & Tuition Waiver Deadline
Fri, Sept 2	Residency Reclassification Application Deadline
<i>Mon, Sept 5</i>	<i>Labor Day (Offices Closed)</i>
Thurs, Sept 8	Contract Submission Deadline
Fri, Sept 9	Late Contract Submission Period (\$50 Fee)
Fri, Sept 9	Last day for 100% Tuition Refund
Fri, Sept 9	Tuition & Fees Payment Deadline (\$100 Penalty) <i>(Registrations canceled after 5:00 PM if account is not cleared)</i>
Fri, Sept 23	Last day for 25% Tuition Refund
Fri, Sept 23	Financial Aid Unit Drop Grace Period Deadline
Fri, Oct 7	Advising Day (No Classes)
Fri, Oct 14	Module I Ends
<i>Mon-Fri, Oct 17-21</i>	<i>Fall Break</i>
Mon, Oct 24	Module II Begins
Thurs, Oct 27	Advising Day (No Classes)
Fri, Oct 28	Provisional AOC Submission Deadline <i>(for 5th Term Students)</i>
Fri, Oct 28	Thesis Prospectus Submission Deadline <i>(for 6th Term Students)</i>
Tues, Nov 1	Deadline to Request Readmission for Spring Semester
Tues, Nov 1	Off-Campus Study (OCS) Declaration Deadline
Fri, Nov 4	Final Payment Due on Payment Plans <i>(payments due 8/5, 9/9, 10/7, 11/4)</i>
Thurs, Nov 10	Spring Semester Registration Begins
<i>Fri, Nov 11</i>	<i>Veteran's Day (Offices Closed)</i>
Mon, Nov 14	Contract Renegotiation Deadline
<i>Thu-Fri, Nov 24-25</i>	<i>Thanksgiving Holiday (Offices Closed)</i>
Thurs, Dec 1	ISP Description Forms Due
Wed, Dec 7	Fall Classes End
Thu-Fri, Dec 8-9	Reading/Hurricane Make-Up Days
Fri, Dec 9	Spring Semester Registration Deadline
Mon-Fri, Dec 12-16	Week of Exams/Advising/Evaluations
Tue, Dec 20	Evaluation Submission Deadline <i>(students on probation)</i>
Wed, Dec 21	Contract Certification Deadline <i>(students on probation)</i>
Wed, Dec 28	Evaluation and Contract Submission Deadline

NCF – January 2023 Interterm and Spring 2023 – Undergraduate Academic Calendar

Tues, Jan 3	January Interterm Begins
Thurs, Jan 5	January ISP Drop/Add Deadline
<i>Mon, Jan 16</i>	<i>Martin Luther King Jr. Day (No Classes; Offices Closed)</i>
Fri, Jan 20	Baccalaureate Exam Report Due (for January Degree Conferral)
Wed, Jan 25	Orientation for New Admits
Thu-Fri, Jan 26-27	Mini-Classes
Fri, Jan 27	January Interterm Ends
Fri, Jan 27	January Degree conferral
Mon, Jan 30	Spring Classes Begin
Mon, Jan 30	Spring Off-Campus Study (OCS) Contracts & Tuition Waivers Deadline
Dec 10-Feb 3	Late Registration Period (\$50 Fee)
Fri, Feb 3	Residency Reclassification Application Deadline
Wed, Feb 8	Contract Submission Deadline
Thu-Fri, Feb 9-10	Late Contracts Submission Period (\$50 Fee)
Fri, Feb 10	Last Day for 100% Tuition Refund
Fri, Feb 10	Tuition & Fees Payment Deadline (\$100 Penalty) <i>(Registration canceled after 5:00 PM if account is not cleared)</i>
Fri, Feb 24	Last Day for 25% Tuition Refund
Fri, Feb 24	Financial Aid Unit Drop Grace Period Deadline
Fri, Mar 10	Advising Day (No Classes)
Fri, Mar 15	Final Payment Due on Payment Plans
Fri, Mar 17	Module I Ends
<i>Mon–Fri, Mar 20-24</i>	<i>Spring Break</i>
Mon, Mar 27	Module II Begins
Thurs, Mar 30	Advising Day (No Classes)
Fri, Mar 31	Deadline to Request Readmission for Fall Semester
Fri, Mar 31	Provisional AOC (PAOC) Submission Deadline <i>(for 5th Term Students)</i>
Fri, Mar 31	Thesis Prospectus Submission Deadline <i>(for 6th Term Students)</i>
Fri, Mar 31	Off-Campus Study (OCS) Declaration Deadline
Wed, Apr 12	Fall Semester Registration Begins
Fri, Apr 21	Contract Renegotiation Deadline
Mon-Wed, Apr 24-26	Baccalaureate/ Reading Days (No Classes)
Wed, May 10	Spring Classes End
Thu-Fri, May 11-12	Reading Days (No Classes)
Fri, May 12	Baccalaureate Examination Reports Due
Mon-Fri, May 15-19	Week of Exams/Advising/Evaluation
Mon, May 15	Evaluation Submission Deadline <i>(potential graduates)</i>
Tue, May 16	Certification Submission Deadline <i>(potential graduates)</i>
Fri, May 19	Commencement (May Degree Conferral)
Tue, May 23	Evaluation Submission Deadline <i>(students on probation)</i>
Wed, May 24	Contract Certification Deadline <i>(students on probation)</i>
<i>Mon, May 29</i>	<i>Memorial Day (Offices Closed)</i>
Wed, May 31	Interterm ISP Evaluation Deadline
Wed, May 31	Evaluation and Contract Submission Deadline

NCF – Fall 2023 - Undergraduate Academic Calendar

Wed, Aug 18	Baccalaureate Exam Report Due (for August Degree Conferral)
Sun-Wed, Aug 20-23	Orientation for New Admits
Wed, Aug 23	Returning Student Check-in 9:00 AM
Thu-Fri, Aug 24-25	Mini-Classes
Fri, Aug 25	August Degree Conferral
Mon, Aug 28	Fall Classes Begin
Mon, Aug 28	Fall Off-Campus Study (OCS) Contract and Tuition Waiver Deadline
Fri, Sept 1	Residency Reclassification Application Deadline
<i>Mon, Sept 4</i>	<i>Labor Day (No Classes; Offices Closed)</i>
Thurs, Sept 7	Contract Submission Deadline
Fri, Sept 8	Late Contract Submission Period (\$50 Fee)
Fri, Sept 8	Last day for 100% Tuition Refund
Fri, Sept 8	Tuition and Fees Payment Deadline (\$100 Penalty) <i>(Registration canceled after 5:00 p.m. if account is not cleared)</i>
Fri, Sept 22	Last day for 25% Tuition Refund
Fri, Sept 22	Financial Aid Unit Drop Grace Period Deadline
Fri, Oct 6	Advising Day (No Classes)
Fri, Oct 13	Module I Ends
<i>Mon-Fri, Oct 16-20</i>	<i>Fall Break</i>
Mon, Oct 23	Module II Begins
Thurs, Oct 26	Advising Day (No Classes)
Fri, Oct 27	Provisional AOC (PAOC) Submission Deadline <i>(for 5th Term Students)</i>
Fri, Oct 27	Thesis Prospectus Submission Deadline <i>(for 6th Term Students)</i>
Wed, Nov 1	Deadline to Request Readmission for Spring Semester
Wed, Nov 1	Off-Campus Study (OCS) Declaration Deadline
Fri, Nov 3	Final Payment Due on Payment Plans
Wed, Nov 8	Spring Semester Registration Begins
<i>Fri, Nov 10</i>	<i>Veterans Day Observed (No Classes; Offices Closed)</i>
Mon, Nov 13	Contract Renegotiation Deadline
<i>Thu-Fri, Nov 23-24</i>	<i>Thanksgiving Break (No Classes; Offices Closed)</i>
Fri, Dec 1	ISP Description Forms Due
Wed, Dec 6	Fall Classes End
Thu-Fri, Dec 7-8	Reading/Hurricane Make-Up Days
Fri, Dec 8	Spring Semester Registration Deadline
Mon-Fri, Dec 11-15	Week of Exams/Advising/Evaluations
Tue, Dec 19	Evaluation Submission Deadline <i>(students on probation)</i>
Wed, Dec 20	Contract Certification Deadline <i>(students on probation)</i>
Wed, Dec 27	Evaluation and Contract Submission Deadline

NCF – January 2024 Interterm and Spring 2024 – Undergraduate Academic Calendar

Wed, Jan 3	January Interterm Begins
Fri, Jan 5	January ISP Drop/Add Deadline
<i>Mon, Jan 15</i>	<i>Martin Luther King Jr. Day (No Classes; Offices Closed)</i>
Fri, Jan 19	Baccalaureate Exam Report Due (for January Degree Conferral)
Wed, Jan 24	Orientation for New Admits
Thu-Fri, Jan 25-26	Mini-Classes
Fri, Jan 26	January Interterm Ends
Fri, Jan 26	January Degree Conferral
Mon, Jan 29	Spring Classes Begin
Mon, Jan 29	Spring Off-Campus Study (OCS) Contract and Tuition Waiver Deadline
Fri, Feb 2	Residency Reclassification Application Deadline
Wed, Feb 7	Contract Submission Deadline
Thu-Fri, Feb 8-9	Late Contract Submission Period (\$50 Fee)
Fri, Feb 9	Last Day for 100% Tuition Refund
Fri, Feb 9	Tuition and Fees Payment Deadline (\$100 Penalty)
	<i>(Registration canceled after 5:00 PM if account is not cleared)</i>
Fri, Feb 23	Last Day for 25% Tuition Refund
Fri, Feb 23	Financial Aid Unit Drop Grace Period Deadline
Fri, Mar 8	Advising Day (No Classes)
Fri, Mar 15	Final Payment Due on Payment Plans
Fri, Mar 15	Module I Ends
<i>Mon-Fri, Mar 18-22</i>	<i>Spring Break</i>
Mon, Mar 25	Module II Begins
Thurs, Mar 28	Advising Day (No Classes)
Mon, Apr 1	Deadline to Request Readmission for Fall Semester
Mon, Apr 1	Provisional AOC (PAOC) Submission Deadline <i>(for 5th Term Students)</i>
Mon, Apr 1	Thesis Prospectus Submission Deadline <i>(for 6th Term Students)</i>
Mon, Apr 1	Off-Campus Study (OCS) Declaration Deadline
Wed, Apr 3	Fall Semester Registration Begins
Fri, Apr 19	Contract Renegotiation Deadline
Mon-Wed, Apr 22-24	Baccalaureate/Reading Days (No Classes)
Wed, May 8	Spring Classes End
Thu-Fri, May 9-10	Reading Days (No Classes)
Fri, May 10	Baccalaureate Examination Reports Due
Mon-Fri, May 13-17	Week of Exams/Advising/Evaluations
Mon, May 13	Evaluation Submission Deadline <i>(potential graduates)</i>
Tue, May 14	Certification Submission Deadline <i>(potential graduates)</i>
Fri, May 17	Commencement (May Degree Conferral)
Tue, May 21	Evaluation Submission Deadline <i>(students on probation)</i>
Wed, May 22	Contract Certification Deadline <i>(students on probation)</i>
<i>Mon, May 27</i>	<i>Memorial Day (Offices Closed)</i>
Wed, May 29	Interterm ISP Evaluation Deadline
Wed, May 29	Evaluation and Contract Submission Deadline

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: June 22, 2022

SUBJECT: Revised 2022 Accountability Plan

PROPOSED BOARD ACTION

Consider approval of revisions made to New College of Florida's 2022 Accountability Plan.

BACKGROUND

The Board of Trustees approved NCF's 2022 Accountability Plan on April 19, 2022. Since that time, Board of Governors staff reviewed the document and identified the following areas for revision:

Revision #1: Remove the reference to apprenticeships on page 5, since New College does not currently offer apprenticeship opportunities.

The revised Accountability Plan deletes the highlighted phrase on page 5:

2. New College of Florida must fully realize the transformative power of integrating career education with a challenging honors curriculum. While New College has received national recognition for its best practices in career education and work-based learning, we can do more. We have set a goal to have 100% of our students to complete at least one academic internship or apprenticeship prior to graduation. We are also developing stronger, deeper relationships with employers and closing the skills gap as we contribute to the Florida 2030 Blueprint.

Revision #2: Add implementation updates to the Graduation Rate Improvement Plan on page 6.

The revised Plan adds the highlighted section (and slightly rewords the Actions Taken) on page 6:

Impacts of Actions Taken in 2020-21

Expanding and enhancing the College's early alert system to intervene with at-risk students, and our Center for Career Engagement and Opportunity's strong efforts to enhance students' job-searching skills and connect them with future employers – which we believe encourages students to graduate on time to achieve their goals – were directed at improving our FTIC 4-year graduation rate, which increased from 53.9% (2016-20) to 55.3% (2017-21), exceeding our approved goal of 54.8%. These efforts are expected to also improve Academic Progress Rate, but we cannot dismiss potential negative impacts of our current low enrollment on the student experience.

Actions Taken in 2021-22

Our overarching goal this year is increased enrollment, and in Fall 2022 we expect to enroll the largest entering class overall, as well as the largest number of FTIC entering students since 2016, which was a peak enrollment year for NCF. Increased enrollment is expected to improve the student experience at NCF. In addition, President Okker formed the Retention Task Force (RTF), a team of 25 faculty, staff, and students charged with identifying and resolving obstacles to student persistence through graduation. The RTF prioritized initiatives in five areas (below), which we have partially or completely implemented this year. We expect these initiatives to improve Academic Progress Rate and Four-Year Graduation Rate moving forward.

- (1) Increase Academic Support
 - Prioritize SET SAIL first-year seminars that integrate peer leaders and support staff to cultivate a sense of belonging and develop academic/professional skills; provide a student success tutorial in Spring to students who had academic difficulty in Fall; develop first-year specific January term Independent Study Projects.
- (2) Improve Academic and Administrative Policies/Processes
 - Establish earlier course selection and advising; clarify residency requirements and transfer credit policy; clarify academic program pathways; identify intended major (area of concentration) earlier; Open a one-stop shop for Registrar, Financial Aid, Finance; improve student communications (reduce email, synthesize important information in newsletter); improve student forms.
- (3) Address Student Financial Challenges
 - Award retention/completion grants; provide student housing over break; improve communication of financial aid deadlines and processes.
- (4) Meet Student Expectations
 - Enhance student housing; conduct market research on student interest; evaluate and enhance admissions tour
- (5) Improve Data/Technology
 - Increase access to computer labs and printers; centralize online student support resources; consolidate systems and software.

Revision #3: Technical revisions to the Academic Program Coordination section (page 19).

The revised Plan updates the highlighted CIP code, areas of strategic emphasis, and other institutions with the same program

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Econometrics and Quantitative Economics (BA)	45.0603	STEM	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	No	20	3/23/23
Research & Experimental Psychology (BA)	42.2799	STEM	UNF	No	30	3/23/23
Computer Science (BA)	11.0701	STEM	POLY, UNF, UWF	No	20	3/23/23
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biology (MS)	26.0101	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UNF, USF, UWF	No	10	3/23/23
DOCTORAL PROGRAMS						
(none)						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 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 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Fine/Studio Arts (BA)	50.0702	GAP	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	no	20	March 2024
Biology	26.0101	STEM	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	FIU, UF	30	March 2024
Marine Biology	26.1302	STEM	FIU, USF, UWF	no	20	March 2024
Data Science	30.7001	STEM	FAU, POLY, UCF	no	20	March 2024
Political Science	45.1001	no	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF	FIU, UCF	20	March 2024
Theatre, Dance & Performance	50.0101	no	(none)	no	20	March 2024
Music	50.0901	no	FAMU, FAU, FIU, FSU, UF	no	20	March 2024
Health, Culture, and Societies	51.3204	HEALTH	(none)	no	20	March 2024

If approved, this revised Accountability Plan will be submitted to the Board of Governors for consideration at their June meeting.

Supporting Documentation Included: Revised 2022 Accountability Plan

Facilitators/Presenters:

Other Support Documents Available: N/A

2022
ACCOUNTABILITY PLAN
NEW COLLEGE OF
FLORIDA

BOT Approved 4/19/2022





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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

Mission Statement

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

Statement of Strategy

New College of Florida, the Honors College of the State University System of Florida and a top 5 public liberal arts and sciences college in the nation, continues to receive national recognition for its innovative curriculum and career education. To realize our full potential as a national leader in educating creative and curious leaders ready to develop new solutions for a world filled with local, regional, and global challenges, New College of Florida will capitalize on what is "new" about New College:

- 1. New College empowers students as individual learners**
Curiosity guides everything we do as students are expected to find their passions and take an active role in their learning. Our curriculum is structured so that students can build their skills and confidence in tackling challenges they are passionate about. In the process, they learn for themselves what they are capable of and develop the resiliency that will enrich their entire lives. Unlike many schools that offer such opportunities to a select group of students, often only in their last year, New College provides this education to every student from the moment they arrive on campus.
- 2. New College 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, New College has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. Through coursework, internships, independent studies, and senior thesis projects, New College students are engaged community members, conducting research in Sarasota Bay and Manatee River and contributing to many of the finest assets of our community, including the Multicultural Health Initiative, Mote Marine Lab, the Ringling Museum, Visions of the Black Experience Film Festival, Unidos Now, and so many more.
- 3. New College produces innovators and solutions**
New College alumni have founded transformative nonprofits, developed new technologies, opened up new areas of research, and led innovations in everything from finance and banking to education and community development. Our alumni have advised presidents, led international organizations, and created art that has transformed individuals and communities. They have also launched a staggering number of new businesses. With a curriculum that nurtures curiosity, encourages risk taking, and develops resiliency in the face of challenge, New College produces entrepreneurs to boost economic growth in Florida.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

As the legislatively designated honors college of Florida, New College of Florida provides an affordable and innovative learning experience that consistently ranks among the top public liberal arts and sciences colleges in the nation. To fully realize the New College of Florida vision, we are working to meet two challenges:

1. New College of Florida must become an inclusive community where all independent thinkers and innovators eager to learn in an engaging academic environment experience a strong sense of belonging. One strength is that 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.
2. New College of Florida must fully realize the transformative power of integrating career education with a challenging honors curriculum. While New College has received national recognition for its best practices in career education and work-based learning, we can do more. We have set a goal to have 100% of our students to complete at least one academic internship prior to graduation. We are also developing stronger, deeper relationships with employers and closing the skills gap as we contribute to the Florida 2030 Blueprint.

Three Key Initiatives & Investments

1. **Strengthen partnerships with local employers to contribute to the Florida 2030 Blueprint.**

To improve student outcomes and increase our contribution to Florida's economy, New College of Florida is enhancing its engagement with the local business community. Through the establishment of an industry advisory group for our undergraduate programs and regular collaboration with state and local business groups, New College is *creating a symbiotic partnership with Florida businesses*. This investment of effort — in addition to a financial investment in facilities to encourage interactions with the business community — will ensure New College of Florida produces graduates with the technological, language, and cultural skills to drive Florida's economy.

2. **Reimagine the fourth-year experience**

Building upon the early success of our SET SAIL first-year seminars, New College of Florida is turning attention to the fourth-year experience. Balancing New College's signature senior capstone project requirement (expanded to include internships and community-based work, as well as creative and collaborative work) with more intentional advising and mentoring will help transition New College of Florida students as they graduate.

3. **Attract innovative entrepreneurs**

Capitalizing on our strength in producing entrepreneurs, New College of Florida is investing in initiatives to connect with prospective students who want to develop their entrepreneurial passions. Through enhanced marketing efforts, the development of programs and support for gig-economy and freelancing, the launch of an incubator for student entrepreneurs, and the implementation of a mentorship program linking students with industry professionals, New College of Florida will recruit, enroll, and develop curious, risk-takers.



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:

- An average time-to-completion of 3.9 years with 80% of degrees awarded without excess hours
- 79% of resident undergraduate students completing at least 15 credit hours in Fall 2021
- An average net cost of -\$4,310 for an NCF bachelor's degree (tuition, fees, books, and supplies)

Impacts of Actions Taken in 2020-21

Expanding and enhancing the College's early alert system to intervene with at-risk students, and our Center for Career Engagement and Opportunity's strong efforts to enhance students' job-searching skills and connect them with future employers – which we believe encourages students to graduate on time to achieve their goals – were directed at improving our FTIC 4-year graduation rate, which increased from 53.9% (2016-20) to 55.3% (2017-21), exceeding our approved goal of 54.8%. These efforts are expected to also improve Academic Progress Rate, but we cannot dismiss potential negative impacts of our current low enrollment on the student experience.

Actions Taken in 2021-22

Our overarching goal this year is increased enrollment, and in Fall 2022 we expect to enroll the largest entering class overall, as well as the largest number of FTIC entering students since 2016, which was a peak enrollment year for NCF. Increased enrollment is expected to improve the student experience at NCF. In addition, President Okker formed the Retention Task Force (RTF), a team of 25 faculty, staff, and students charged with identifying and resolving obstacles to student persistence through graduation. The RTF prioritized initiatives in five areas (below), which we have partially or completely implemented this year. We expect these initiatives to improve Academic Progress Rate and Four-Year Graduation Rate moving forward.

- (1) Increase Academic Support
 - Prioritize SET SAIL first-year seminars that integrate peer leaders and support staff to cultivate a sense of belonging and develop academic/professional skills; provide a student success tutorial in Spring to students who had academic difficulty in Fall; develop first-year specific January term Independent Study Projects.
- (2) Improve Academic and Administrative Policies/Processes
 - Establish earlier course selection and advising; clarify residency requirements and transfer credit policy; clarify academic program pathways; identify intended major (area of concentration) earlier; Open a one-stop shop for Registrar, Financial Aid, Finance; improve student communications (reduce email, synthesize important information in newsletter); improve student forms.
- (3) Address Student Financial Challenges
 - Award retention/completion grants; provide student housing over break; improve communication of financial aid deadlines and processes.
- (4) Meet Student Expectations
 - Enhance student housing; conduct market research on student interest; evaluate and enhance admissions tour
- (5) Improve Data/Technology
 - Increase access to computer labs and printers; centralize online student support resources; consolidate systems and software.



STRATEGY (cont.)

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

Student Achievements:

1. Ozy Genius Award — Toni Ginsberg-Klemmt earned this award for her patent-pending GismoPower invention – a mobile solar carport with an integrated electric vehicle charger designed for the NCF campus.
2. PiLA (Princeton in Latin America) Fellowship — Ky Miller earned a fellowship to conserve ecologically critical and sensitive landscapes in rural and indigenous Latin American communities while protecting and advocating for their right to stewardship of ancestral landscapes.
3. Gilman Scholarship — Sierra Lamb, recipient of the scholarship, documented the status of Syrian refugees living in camps in Jordan for a research project for the School for International Training.
4. Boren Fellowship — Hailey McGleam earned this fellowship to support her research on creating awareness among Nanjing University & the Johns Hopkins-Nanjing Center students on the dangers of single-use plastics.
5. NSF Graduate Research Fellowships — Courtney Miller (software engineering) and Benjamin Valen (social psychology) earned fellowships to pursue Ph.D. studies.
6. Guy Harvey Fellowship — Cecilia Hampton was awarded a scholarship to support her research into bull shark movements in the Manatee River.
7. Anna Wright (Chemistry) was awarded a *Lariat Future Innovators Foundation STEM Scholar* scholarship.
8. Ellie Young was recognized in *The Computing Research Association's 2022 Outstanding Undergraduate Research Awards* competition.

Faculty Achievements:

1. The Sarasota Community Foundation funded research conducted by Lin Jiang (Bio-organic Chemistry) and student Cheyenne Nelson that revealed tropical plant dyes increase efficiency of solar cells.
2. Tampa Bay Estuary Program and Restore America's Estuaries, along with the Disney Conservation Fund, funded shark research by Jayne Gardiner (Biology).
3. Athena Rycek (Biology & Marine Science) with students Cecilia Hampton, Hannah Nations, Karianne Kapfer and Emily Garcia, published a groundbreaking paper on African Manatee vocalizations in the *Journal of the Acoustical Society of America*.
4. Rebecca Black (Chemistry) secured an Undergraduate New Investigator Grant from Petroleum Research Fund (maintained by the American Chemical Society) to cover several years of student-faculty STEM research.

Program Achievements:

1. NCF's Career Engagement and Opportunity (CEO) Center secured grants from the Isermann Family Foundation, the Cowles Charitable Trust, and the Bishop Parker Foundation to support internships. NCF's Sarasota-Manatee Arts & Humanities Internship earned the *National Award for Best Practices* from the Cooperative Education and Internship Association (CEIA)
2. National Endowment for the Humanities awarded a planning grant for NCF's *Health, Culture, and Societies* program led by Humanities Chair Miriam Wallace in coordination with the Multicultural Health Institute.

Institutional Achievements:

- Ranked #5 (U.S. News & World Report) and #4 (Washington Monthly) among public liberal arts colleges
- Top 10 Best Buy public college in the nation (Fiske Guide to Colleges)
- *College of Distinction* with recognition for Career Development and Equity & Inclusion
- #27 *Best Value Public College* (The Princeton Review)
- *Highest Voter Registration* and *Highest Voter Turnout* awards (ALL IN Campus Democracy Challenge)
- Named to Phi Theta Kappa's 2022 Transfer Honor Roll, which recognizes excellence in the development and support of dynamic and innovative pathways for community college transfer students



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

New College of Florida did not adjust any Performance-Based Funding goals in this Accountability Plan. We remain committed to achieving these established goals, and to contributing to the goals established in the 2025 System Strategic Plan.



PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	61.9	48.1	52.5	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	54	55	56	57	58

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	26,700	25,900	29,700	36,500	32,400	.	.	.	.	.
APPROVED GOALS	27,000	27,400	28,000	31,000	36,000	37,000	38,000	39,000	40,000	.
PROPOSED GOALS	.	.	.	.	.	37,000	38,000	39,000	40,000	41,000

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	5,990	-1,060	-1,400	-2,000	-4,310	.	.	.	.	.
APPROVED GOALS	6,020	6,750	6,000	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	53.6	55.7	57.9	53.9	55.3	.	.	.	.	.
APPROVED GOALS	55	55	57.5	60	54.8	57	59	62	66	.
PROPOSED GOALS	.	.	.	.	.	57	59	62	66	67

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	78.8	75.9	85.9	80.3	78.8	.	.	.	.	.
APPROVED GOALS	85	80	80	82	80	82	84	85	86	.
PROPOSED GOALS	.	.	.	.	.	82	84	85	86	87



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	51.2	48.0	52.6	57.9	46.2	.	.	.	.	.
APPROVED GOALS	49	51	50	52	43.7	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50	50

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

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	29.5	33.3	31.7	28.4	30.4	.	.	.	.	.
APPROVED GOALS	29.3	30	31	32	30	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	31	32	33	34	35

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	38.2	37.3	21.6	24.5	21.4	.	.	.	.	.
APPROVED GOALS	38	41	40	30	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18*	2017-19*	2018-20*	2019-21*	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	.	26.1	29.3	25.0	22.6	.	.	.	.	.
APPROVED GOALS	22	24	27	33	40	.
PROPOSED GOALS	24	27	33	40	50

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

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

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	64.3	60.0	62.1	60.6	65.2	.	.	.	.	.
APPROVED GOALS	.	.	.	.	68.4	55	60	62	64	.
PROPOSED GOALS	.	.	.	.	.	55	60	62	64	65

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	46.7	57.9	65.7	86.2	93.1	.	.	.	.	.
APPROVED GOALS	.	55	55	59	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]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	5	5	4	4	4	.	.	.	.	.
APPROVED GOALS	5	5	5	5	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	4	4	4	4	4

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	38	37	22	25	21	.	.	.	.	.
APPROVED GOALS	38	41	40	30	25	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3.8	3.9	3.9	3.8	3.9	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.8	3.8	3.8	3.8	3.8

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	83	83	87	80	80	.	.	.	.	.
APPROVED GOALS	.	83	83	84	80	82	84	86	88	.
PROPOSED GOALS	.	.	.	.	.	82	83	84	85	86



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]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	65	60	64	64	66	.	.	.	.	.
APPROVED GOALS	64.6	60.5	62	64	66	59	60	65	70	.
PROPOSED GOALS	.	.	.	.	.	59	60	65	70	71

6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	*	*	*	*	*
APPROVED GOALS	.	.	.	64	66	68	70	72	74	.
PROPOSED GOALS	62	64	66	68	70

Note: An asterisk (*) is used to protect student privacy when cohorts are less than 25.

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

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	59	51	55	47	54	.	.	.	.	.
APPROVED GOALS	.	.	.	60	50	55	60	65	67	.
PROPOSED GOALS	.	.	.	.	.	50	55	60	62	64

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	164	177	213	183	158	.	.	.	.	.
APPROVED GOALS	164	180	190	200	158	160	150	150	170	.
PROPOSED GOALS	.	.	.	.	.	160	150	150	170	175

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	7	7	16	9	12	.	.	.	.	.
APPROVED GOALS	7	7	15	10	12	15	15	20	25	.
PROPOSED GOALS	.	.	.	.	.	16	8	12	20	25



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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	20	20	13	22	15	.	.	.	.	.
APPROVED GOALS	20	22	22	20	15	25	26	27	28	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	28	29

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

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	3	3	3	5	6	.	.	.	.	.
APPROVED GOALS	1	1	2	2	4	4	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	4	5	5	5	5

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	41	40	38	46	38	.	.	.	.	.
APPROVED GOALS	40	41	42	43	37	38	39	40	41	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	41	42

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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

	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

15. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	100	100	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	100	100	100	100	100

Note: New College of Florida requires all graduating seniors to complete an honors thesis project

17. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	998	875	962	999	960	.	.	.	.	.
APPROVED GOALS	1,000	1,100	1,300	1,000	970	1,000	1,100	1,150	1,200	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,100	1,150	1,200	1,250

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	528	492	606	455	495	.	.	.	.	.
APPROVED GOALS	.	.	.	615	430	550	625	700	800	.
PROPOSED GOALS	.	.	.	.	.	550	625	700	800	850



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0



KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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

Percent of Students Completing an Academic Internship Prior to Graduation

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	42	48	38	35	39	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	40	45	50	60	70

Note: Numbers represent the percent of baccalaureate degree recipients completing an internship while enrolled at New College of Florida

Achievement Gap: Four-Year Graduation Rate (Race/Ethnicity)

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	+2	-5	-13	-9	-4	.	.	.	.	.
	URM: 55 W: 53	URM: 52 W: 57	URM: 48 W: 61	URM: 48 W: 57	URM: 56 W: 60					
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Numbers represent gap in four-year (full-time, FTIC) graduation rate between underrepresented minority (URM) students and white (W) students

Achievement Gap: Four-Year Graduation Rate (Pell Status)

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	+7	-7	-4	-10	-2	.	.	.	.	.
	Pell: 59 Non: 52	Pell: 51 Non: 58	Pell: 55 Non: 59	Pell: 47 Non: 57	Pell: 54 Non: 56					
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Numbers represent gap in four-year (full-time, FTIC) graduation rate between Pell recipients (Pell) and non-Pell recipients (Non)

Outcome Gap: Graduates Employed Full-time or Enrolled Within One Year (Race/Ethnicity)

	2016-17	2017-18	2018-19	2019-20	2020-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	.	.	-18%	+7	+12	.	.	.	.	.
			URM: 45 W: 63	URM: 68 W: 61	URM: 74 W: 62					
APPROVED GOALS
PROPOSED GOALS	0	0	0	0	0

Note: Numbers represent gap in the percent of graduates employed full-time or continuing their education within one year of graduation between underrepresented minority (URM) students and white (W) students



ENROLLMENT PLANNING

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	838	808	703	646	633	.	.	.	.	.
APPROVED GOALS	848	860	825	710	592	602	630	660	710	.
PROPOSED GOALS	.	.	.	.	.	610	630	660	710	750
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	21	29	24	29	27	.	.	.	.	.
APPROVED GOALS	22	30	35	32	28	28	35	40	40	.
PROPOSED GOALS	.	.	.	.	.	20	35	40	40	50

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

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	203	197	150	160	165	175	180	190	200	210
FTIC: Returning	534	496	457	389	368	333	340	355	390	415
Transfer: FCS w/ AA	38	41	30	36	35	37	45	50	55	60
Other Undergraduates	63	74	64	57	61	62	63	63	63	63
Post-Baccalaureates	0	0	2	4	4	3	2	2	2	2
Subtotal	838	808	703	646	633	610	630	660	710	750
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	21	29	24	29	27	20	35	40	40	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
Subtotal	21	29	24	29	27	20	35	40	40	50
TOTAL	859	837	727	675	660	630	665	700	750	800

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]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	82	82	86	82	79	.	.	.	.	.
APPROVED GOALS	.	.	83	84	85	86	87	88	88	.
PROPOSED GOALS	.	.	.	.	.	80	80	80	80	80

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	258	227	233	147	167	173	175	180	190	200	240
UPPER	694	710	646	617	543	520	500	510	530	560	620
GRAD 1	11	21	20	18	22	17	18	25	30	30	40
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
TOTAL	963	957	899	782	732	710	693	715	750	790	900

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	0	0	0	0	44	3	3	3	3	3
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	21	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	31	0	0	0	0	0
Classroom (0-49%)	100	100	100	100	5	97	97	97	97	97
GRADUATE										
All Distance (100%)	0	0	0	0	25	22	30	40	50	50
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0
Flex	0	0	0	0	25	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	18	0	0	0	0	0
Classroom (0-49%)	100	100	100	100	32	78	70	60	50	50

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 2022-23

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 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Econometrics and Quantitative Economics (BA)	45.0603	STEM	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	No	20	3/23/23
Research & Experimental Psychology (BA)	42.2799	STEM	UNF	No	30	3/23/23
Computer Science (BA)	11.0701	STEM	POLY, UNF, UWF	No	20	3/23/23
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biology (MS)	26.0101	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UNF, USF, UWF	No	10	3/23/23
DOCTORAL PROGRAMS						
(none)						

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 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 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Fine/Studio Arts (BA)	50.0702	GAP	FAMU, FIU, FSU, UCF, UF, UNF, USF, UWF	no	20	March 2024
Biology	26.0101	STEM	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	FIU, UF	30	March 2024
Marine Biology	26.1302	STEM	FIU, USF, UWF	no	20	March 2024
Data Science	30.7001	STEM	FAU, POLY, UCF	no	20	March 2024
Political Science	45.1001	no	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF	FIU, UCF	20	March 2024
Theatre, Dance & Performance	50.0101	no	(none)	no	20	March 2024
Music	50.0901	no	FAMU, FAU, FIU, FSU, UF	no	20	March 2024
Health, Culture, and Societies	51.3204	HEALTH	(none)	no	20	March 2024



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) 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 \$30,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. 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 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis

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

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant

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

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

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

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)

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.

PBF-9a: 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 and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of 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 took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey 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: Percentage 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 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) 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, US News and World Report National University, US News and World Report National Public University, US 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 a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: 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 8 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 most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, 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 a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & 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).

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 a degree-seeking student 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).



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 HS 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 amount of research expenditures that was 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 results in all students in the section having the same percentages of remote work is not a FLEX section and is 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).



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