Performance Based Funding Metrics (Last update: April 15, 2019)

Funding Year (in the PBF System)

	2015-16	2016-17	2017-18	2018-19	2019-20	
1. Percent enrolled or employed (earning $25k) within 1 year	42.1%	43.8% ↑	41.8%	54.2% ↑	53.0%	Including students employed in non-WRIS2 states would have earned NCF +2-4 excellence points each year.
Data from:	2013 grads	2014 grads	2015 grads	2016 grads	2017 grads	
2. Median wages of bachelor's graduates employed full-time	$26,300 ↑	$25,000	$26,500 ↑	$26,700 ↑	$25,900	Most of our CompSci graduates are finding employment in CA and NY (non-WRIS2 states). Including their salaries would have earned NCF +2-3 excellence points each year.
Data from:	2013 grads	2014 grads	2015 grads	2016 grads	2017 grads	
3. Cost-to-student (net tuition & fees per baccalaureate degree)	$8,190	$8,190	$6,030 ↑	$6,000 ↑	–$1,030 ↑	Increased Bright Futures funding accounts for the drop in net cost
Data from:	2013-14	2014-15	2015-16	2016-17	2017-18	
4. Four-year graduation rate	53.6%	57.0% ↑	52.5%	53.6% ↑	55.7% ↑	
Data from:	2010-14	2011-15	2012-16	2013-17	2014-18	
5. Academic progress (retention) rate	80.2%	81.3% ↑	84.3% ↑	78.8%	75.9%	+3 retained students (or admitting 5 fewer) would have earned NCF the state investment in 2018-19.
Data from:	2013-14	2014-15	2015-16	2016-17	2017-18	
6. Undergraduate degrees in programs of strategic emphasis	42.4%	39.5%	45.9% ↑	51.2% ↑	48.0%	
Data from:	2014 grads	2015 grads	2016 grads	2017 grads	2018 grads	
7. University access rate (% of Pell recipients)	28.6%	30.0% ↑	28.3%	29.5% ↑	33.3% ↑	If benchmarks hadn't changed for 2018-19, we would have earned the state investment (and an additional 3 points)
Data from:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
8. First-year students in the top 10% of their high school class	41% ↑	45% ↑	35%	38.2% ↑	37.3%	We should to be allowed to use: (a) the most recent data, (b) district ranks, (c) rank info from HS counselors, (d) students from honors HS
Data from:	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
9. Percent of bachelor's degrees without excess hours	25.7% ↑	31.5% ↑	82.2% ↑	82.7% ↑	82.9% ↑	
Data from:	2014 grads	2015 grads	2016 grads	2017 grads	2018 grads	
10. Percent of seniors in research course	100%	100%	100%	100%	100%	
Data from:	2014 grads	2015 grads	2016 grads	2017 grads	2018 grads	
10* % of FTIC graduates completing 3+ high-impact practices	(data not collected)	23.2%	38.4% ↑	48.9% ↑	54.6% ↑	Will we be limited to 7 points on this metric for 2020-21 funding? If so, we're guaranteed to lose 3 points.
Data from:		2011-15	2012-16	2013-17	2014-18	
Metrics that would earn 10 excellence points	3	3	4	5	4	
Metrics that would earn 7-9 excellence points	0	2	1	0	2	
Metrics that would earn 1-6 excellence points	5	3	4	5	3	
Metrics that would earn 0 excellence points	2	2	1	0	1	

1. Percent Enrolled or Employed (Earning $25k) Within One Year
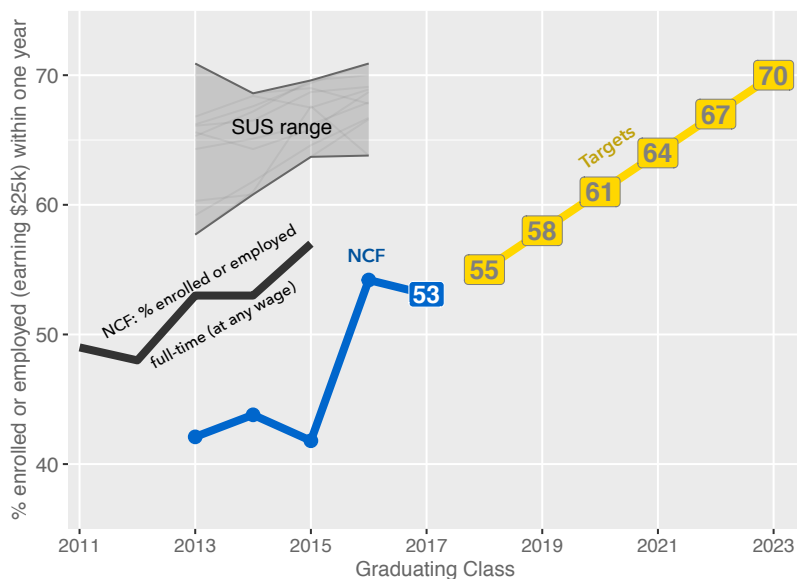
Definition:
Percent of graduates who do at least one of the following:
- enroll in a course by July 31 of the year following graduation (within 14 months)
- earn at least $6,250 ($25k annualized) from April - June of the year following graduation in Puerto Rico, Washington DC, or 45 states (not including AL, CA, HI, MA, NY)
- receive an overseas scholarship by July 31 of the year following graduation

		Performance					Targets (Future Goals)			
Funding Year:	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from graduating class:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Percent enrolled or employed earning $25 within one year	**42.1%**	**43.8%**	**41.8%**	**54.2%**	**53.1%**	**55%**	**58%**	**61%**	**64%**	**67%**
(change from previous year)		(1.7%)	(-2%)	(12.4%)	(-1.2%)	(1.9%)	(3%)	(3%)	(3%)	(3%)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
# of graduates	198	144	177	170	164	213	
% enrolled	24%	19%	30%	34%			
% employed	47%	59%	(unknown)	59%			
% employed full-time	24%	36%	37%	34%			
% employed at $25k+	13%	19%	(unknown)	19%			
% with overseas scholarship	9%	6%	7%	4%			
% enrolled, overseas, or employed full-time	53%	58%	66%	63%			
% enrolled, overseas, or employed full-time earning $25k	44%	42%	54%	53%			
# of states searched (WRIS2 states)	39	43	43	45			
% employed in non-WRIS2 states (currently CA, NY, MA, HI, AL), employed outside U.S., or self-employed and earning at least $25k (self reported)	(6 students) 3.0%	(7 students) 4.9%	(9 students) 5.1%	(12 students) 7.1%	(12 students) 7.3%		
(plus students living in non-WRIS2 states who may be employed at $25k)	(+4 students) 5.1%	(+3 students) 6.9%	(+3 students) 6.8%	(+2 students) 8.2%	(+2 students) 8.5%		

> Counting students in non-WRIS2 states would increase our performance 3-7% each year.
>
> Including these students would have increased our score by 4 excellence points for 2019-20.
>
> For 2017-18, we would have tied for the 2nd highest overall PBF score in the SUS

Comparison Group

% Enrolled or Employed (earning $25k+) in One Year

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

Definition:
Median wages of graduates from the 4th fiscal quarter (April-June) after graduation who:
- were employed full-time (making at least minimum wage)
- were employed in the U.S. (Puerto Rico, D.C., or any state except AL, CA, HI, MA, NY)
- were not self-employed or employed by the military
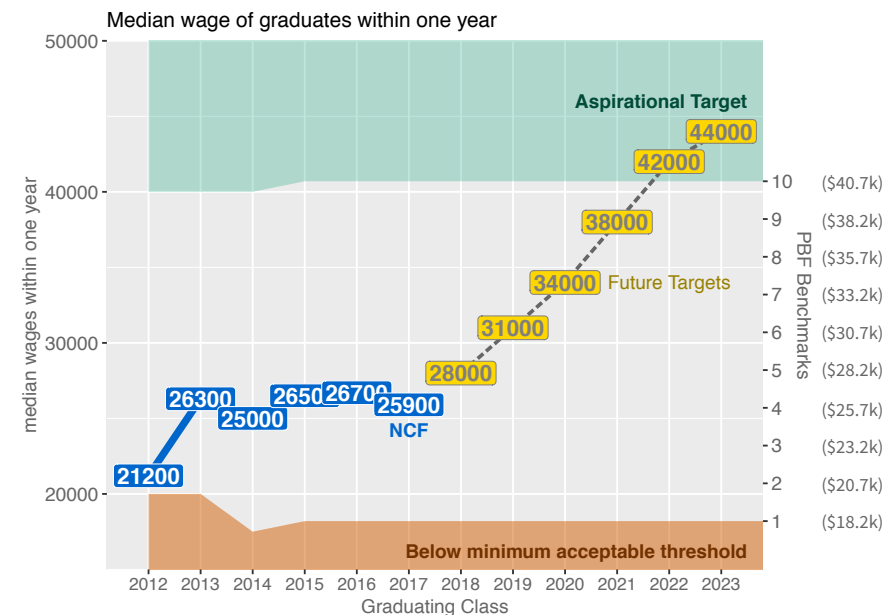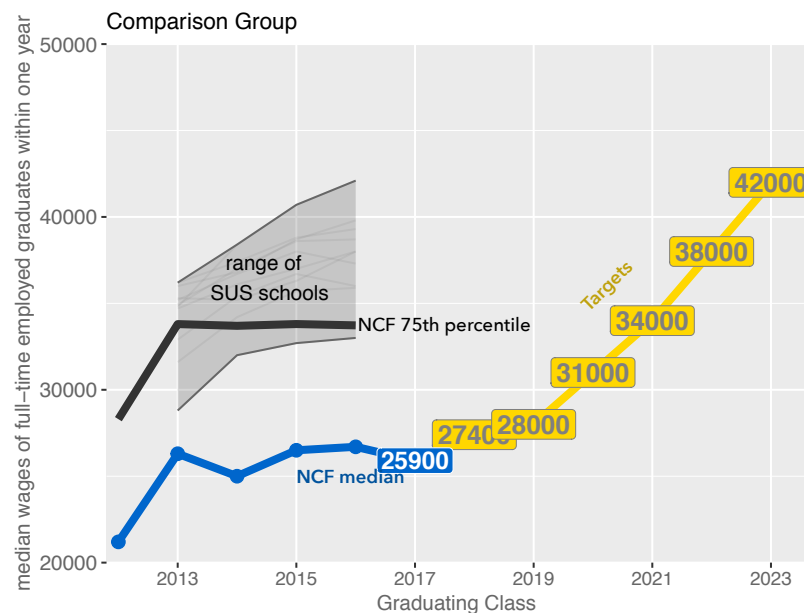- have a valid Social Security number

	Performance							Targets (Future Goals)				
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from graduating class:	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Percent enrolled or employed earning $25 within one year	**$21,200**	**$26,300**	**$25,000**	**$26,500**	**$26,700**	**$25,900**	**$27,400**	**$28,000**	**$31,000**	**$34,000**	**$38,000**
(change from previous year)	(-0.5%)	(24.1%)	(-4.9%)	(6%)	(0.8%)	(-2.9%)		(2.2%)	(10.7%)	(9.7%)	(11.8%)

Percent of students with full-time wages	19%	14%	19%	24%	36%	36%
Number of states providing data	1	1	1	39	43	43
Number of states where NCF graduates are employed full-time	1	1	1	12	11	13
5th percentile	$16,200	$17,800	$18,700	$17,586	$17,012	$16,932
25th percentile	$18,400	$22,200	$21,400	$19,520	$21,876	$21,420
75th percentile	$28,300	$33,800	$33,700	$33,802	$33,728	$33,488
95th percentile	$36,100	$46,300	$54,000	$49,777	$43,536	$44,171
Number employed in non-WRIS2 states (or self-employed)	6	7	9	12	12	
Number of these students earning more than the reported median salary					11	10
Average salary of these non-WRIS2 or self-employed students					$69,188	$56,250

Including students in non-WRIS2 states increases <u>average</u> salaries by:
2016 grads: +$6621
2017 grads: +$5202

If the <u>median</u> salary increased accordingly, we would have earned:
2016 grads: +3 excellence points
2017 grads: +2 excellence points

Comparison Group

range of SUS schools
NCF 75th percentile
NCF median
Targets
27400 28000 31000 34000 38000 42000
25900

Median wage of graduates within one year

Aspirational Target
44000
42000
38000
34000 Future Targets
31000
28000
26300 26500 26700 25900
25000
NCF
21200
Below minimum acceptable threshold

PBF Benchmarks
10 ($40.7k)
9 ($38.2k)
8 ($35.7k)
7 ($33.2k)
6 ($30.7k)
5 ($28.2k)
4 ($25.7k)
3 ($23.2k)
2 ($20.7k)
1 ($18.2k)

3. Cost-to-Student (Net Tuition & Fees per Baccalaureate Degree for Resident Undergraduates)
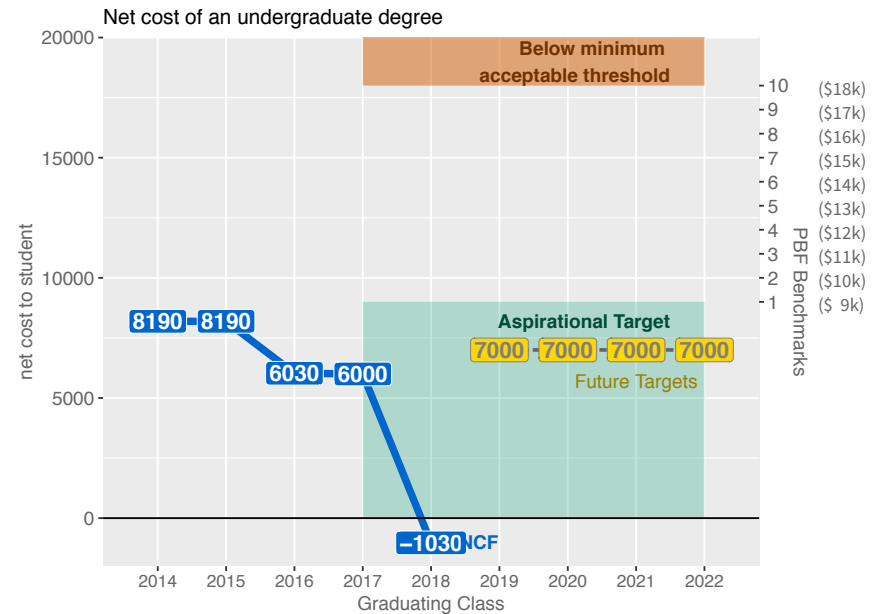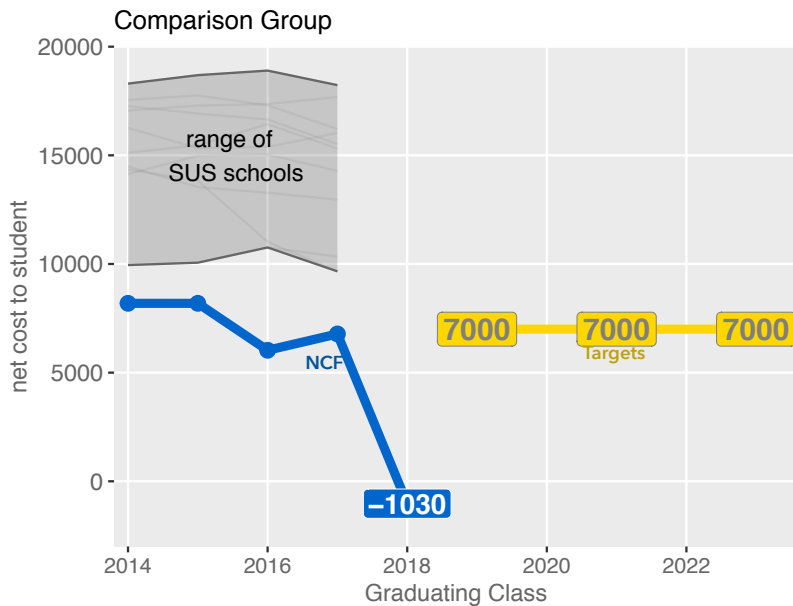
Definition:
Average net cost for a baccalaureate degree = (Sticker Price) – (Financial Aid)
Sticker price = (Tuition + Fees + Book cost per hour) x (total hours attempted by FTIC graduates)
Financial aid = (scholarships + grants + waivers per hour) x (124 hours to graduate from NCF)

	Performance					Targets (Future Goals)			
Funding Year:	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Data from academic year:	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Cost-to-student (net tuition and fees for UG degree)	**$8,190**	**$8,190**	**$6,030**	**$6,780**	**-$1,030**	**<$7000**	**<$7000**	**<$7000**	**<$7000**
(change from previous year)	N/A	(0%)	(-26.4%)	(12.4%)	***	N/A	N/A	N/A	N/A

Sticker Price for baccalaureate degree	$ 32,732.00	$ 32,942.00	$ 31,679.00	$ 32,070.00	$ 31,946.00
Tuition & Fees per credit hour	$ 190.71	$ 192.10	$ 192.10	$ 192.10	$ 192.10
Book costs per credit hour	$ 40.23	$ 40.83	$ 41.67	$ 41.67	$ 41.67
Average total credit hours to graduate	141.73	141.42	135.52	137.19	136.42
Financial aid per 124 credit hours degree	$ 24,547	$ 24,756	$ 25,646	$ 25,293	$ 32,922
Total grants	$ 1,407,118	$ 1,525,217	$ 1,698,020	$ 1,776,312	$ 2,086,401
Total scholarships	$ 3,010,505	$ 3,302,087	$ 3,311,959	$ 3,066,882	$ 4,079,349
Total waivers and third-party payments	$ 150,420	$ 8,916	$ 8,310	$ 58,832	$ 161,676
Gift aid per credit hour	$ 198.00	$ 200.00	$ 207.00	$ 204.00	$ 266.00

Increased Bright Futures funding reduced our total net cost by $5,343 in 2017-18

Comparison Group

range of SUS schools

NCF

7000 7000 7000
Targets

−1030

Net cost of an undergraduate degree

Below minimum acceptable threshold

Aspirational Target

7000 - 7000 - 7000 - 7000
Future Targets

8190 - 8190

6030 - 6000

−1030 NCF

PBF Benchmarks
- 10 ($18k)
- 9   ($17k)
- 8   ($16k)
- 7   ($15k)
- 6   ($14k)
- 5   ($13k)
- 4   ($12k)
- 3   ($11k)
- 2   ($10k)
- 1   ($ 9k)

# 4. Four-Year Graduation Rate

Definition:
Percent of first-time-in-college students who graduated by the summer term of their fourth year.

	Performance						Targets (Future Goals)				
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from incoming cohort:	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23
Four-year graduation rate	**63.1%**	**53.6%**	**57.0%**	**52.5%**	**53.6%**	**55.7%**	**57.5%**	**60.0%**	**62.5%**	**65.0%**	**67.5%**
(change from previous year)	(5.9%)	(-9.5%)	(3.4%)	(-4.5%)	(1.1%)	(2.1%)	(1.8%)	(2.5%)	(2.5%)	(2.5%)	(2.5%)

Incoming Cohort Size	217	183	237	223	222	235	261	231	199	194	
First-to-second year retention rate (same incoming cohort)	82.5%	86.3%	82.7%	81.2%	80.2%	81.3%	84.3%	78.8%	75.9%		
Six-year graduation rate (same incoming cohort)	70.5%	63.3%	64.6%								

Comparison Groups

Four–Year Graduation Rate
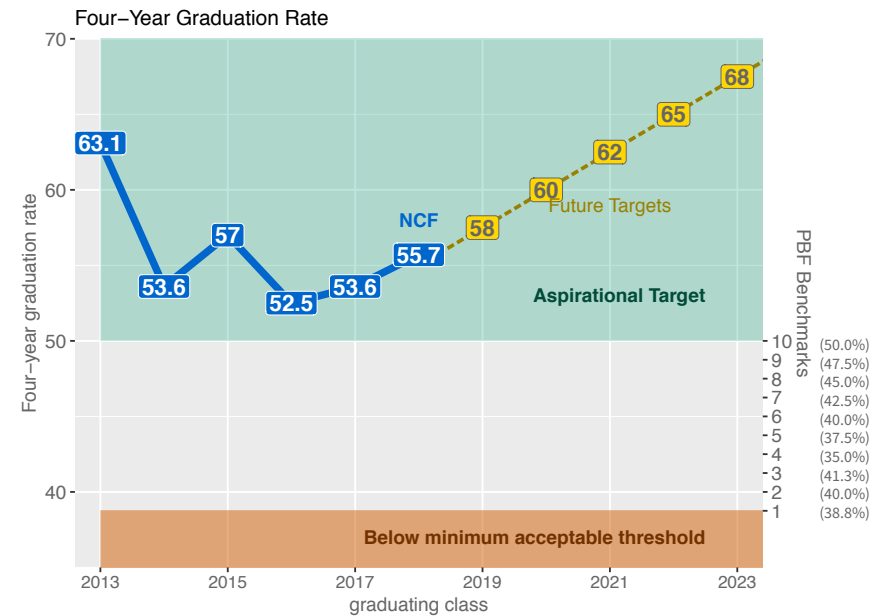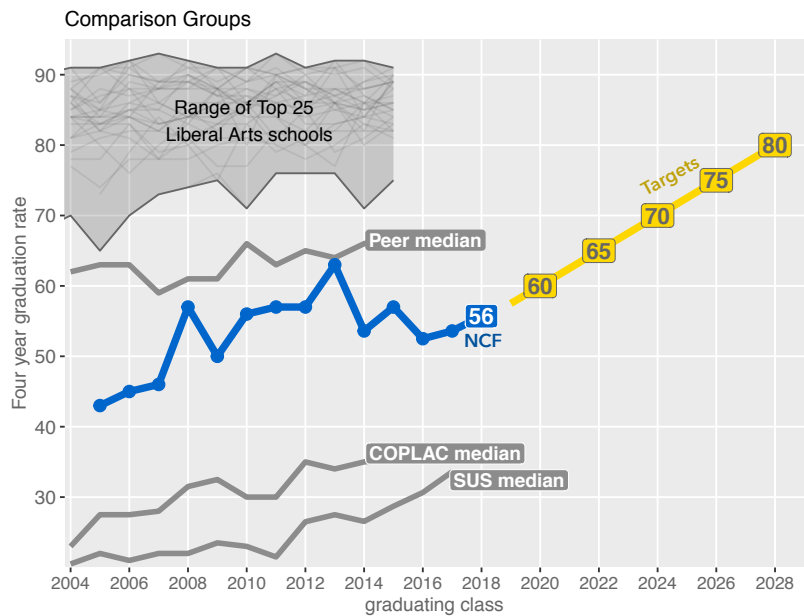
5. Academic Progress (Retention) Rate

Definition:
Percent of FTIC students who enrolled full-time during the Fall term and enrolled again at New College during the Fall term of the next year.

			Performance						Targets (Future Goals)		
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from incoming cohort:	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Retention Rate	**81.2%**	**80.2%**	**81.3%**	**84.3%**	**78.8%**	**75.9%**	80%	82%	84%	86%	89%
(change from previous year)	(-1.5%)	(-1%)	(1.1%)	(3%)	(-5.5%)	(-2.9%)	(4.1%)	(2%)	(2%)	(2%)	(3%)
Incoming Cohort Size	223	222	235	261	231	199	194				
Number returning for second year	181	178	191	220	182	151					
Additional students retained to earn +1 excellence point	1	3	3	2	3	6					
Additional students retained to earn 10 excellence points	20	22	21	15	26	28					

> The difference between 0 and 10 excellence points on this metric is 20-30 students each year.
>
> We don't want to prohibit 2nd-year students from off-campus study, but it would increase our score by +1 each year.

> Admitting 5 fewer profile admit students could have earned NCF the state investment for 2018-19.

Comparison Groups

Access (Retention) Rate
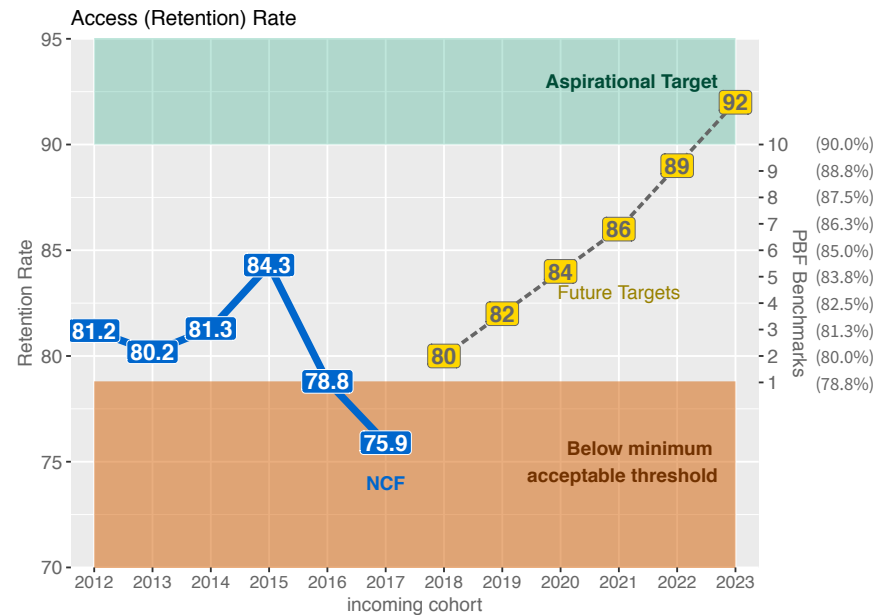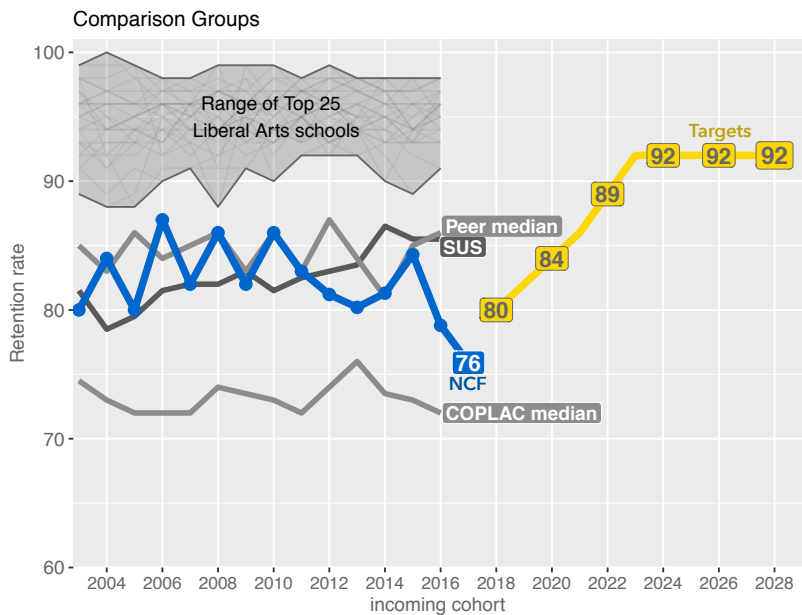
6. Undergraduate Degrees in Programs of Strategic Emphasis

Definition:

Percent of baccalaureate degrees awarded within the programs within the programs designated by the Board of Governors as <u>Programs of Strategic Emphasis</u>.

	Performance						Targets (Future Goals)				
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from graduating class:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
% of UG degrees in programs of strategic emphasis	**56.1%**	**42.4%**	**39.5%**	**45.9%**	**51.2%**	**48.0%**	**50%**	**52%**	**54%**	**56%**	**58%**
(change from previous year)	(+5.8%)	(-13.7%)	(-2.9%)	(6.4%)	(5.3%)	(-3.2%)	(2%)	(2%)	(2%)	(2%)	(2%)
STEM degrees	30%	34%	27%	37%	41%	40%					
% of graduate degrees in programs of strategic emphasis	**N/A**	**N/A**	**N/A**	**N/A**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

We should use this same metric #8 (percent of graduate degrees in programs of strategic emphasis) as the other SUS schools. If we did, our score would have increased by:

2018-19 funding: +4 points
2019-20 funding: +6 points

Comparison Group

UG Degrees in Programs of Strategic Emphasis
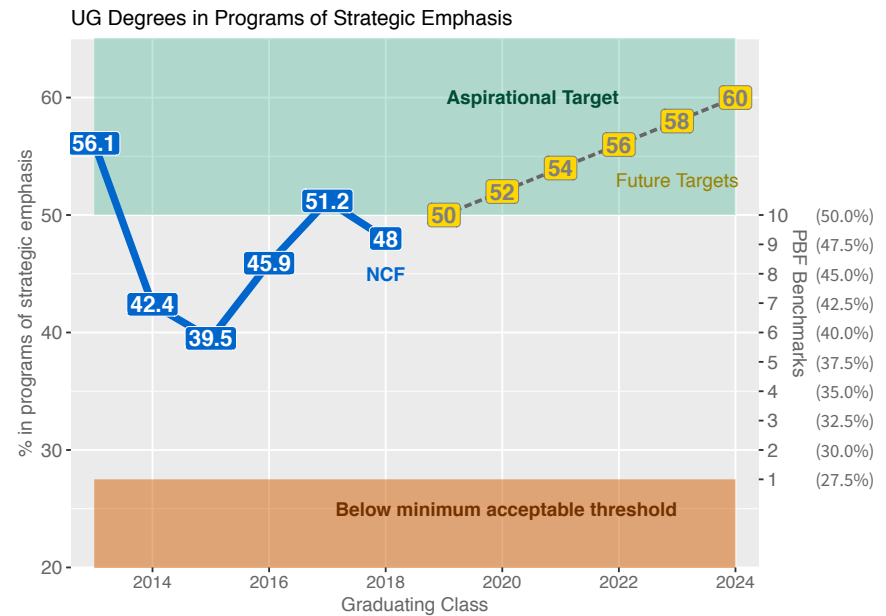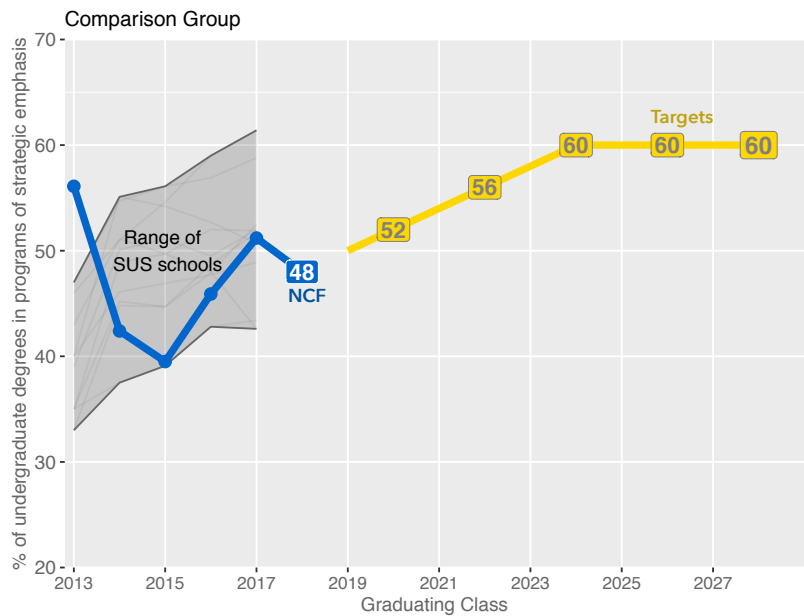
7. University Access Rate

Definition:

Percent of enrolled undergraduates who received a Pell-grant during the fall term

		Performance						Targets (Future Goals)			
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from:	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
University access rate (% of students receiving Pell Grants)	28.8%	28.6%	30.0%	28.3%	29.5%	33.3%	30.0%	31.0%	32.0%	33.0%	34.0%
(change from previous year)	(-1.3%)	(−0.2%)	(+1.4%)	(−1.7%)	(+1.2%)	(+3.8%)	(-3.3%)	(+1.0%)	(+1.0%)	(+1.0%)	(+1.0%)

> If benchmarks hadn't changed, we would have earned an additional 3 points (earning NCF the state investment for 2018-19)

Comparison Groups

University Access Rate
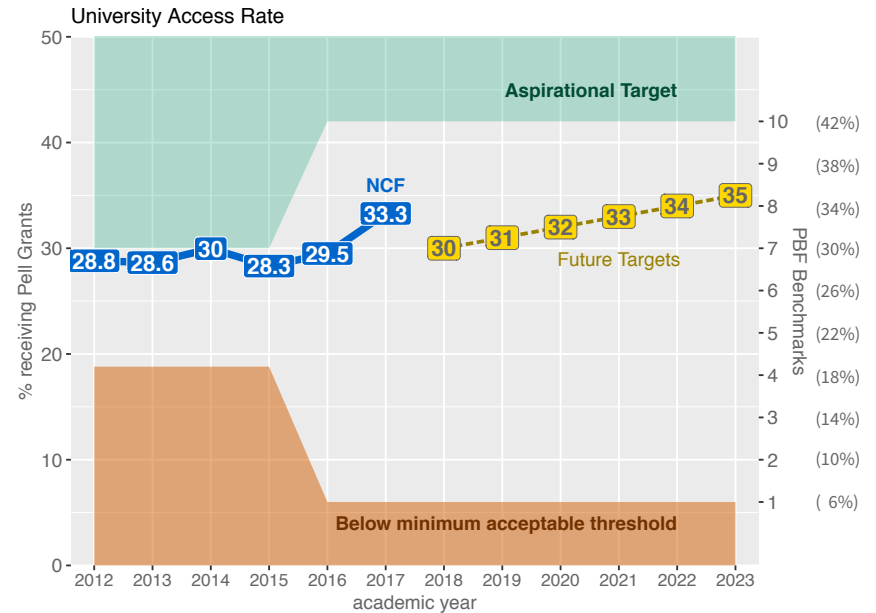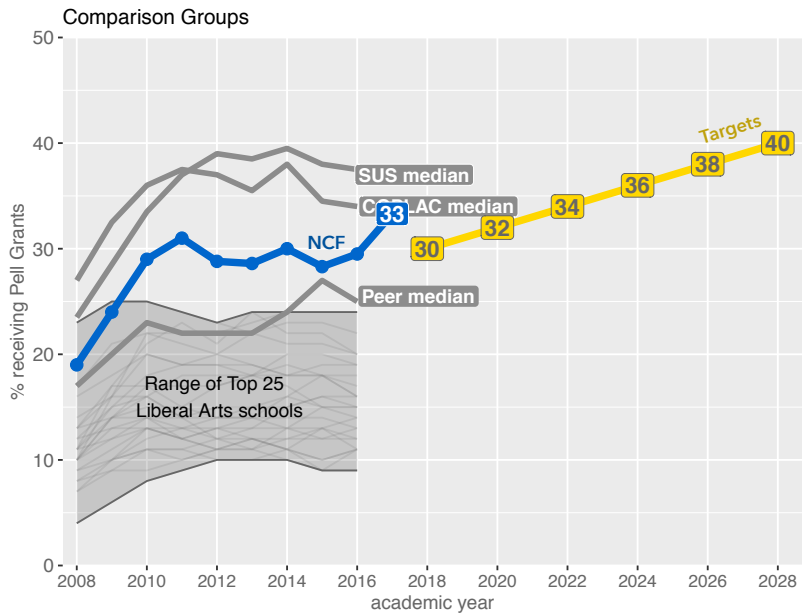
8. First-year Students in the Top 10% of their High School Class

Definition:
Percent of all degree-seeking, first-time, first-year students with high school ranks who graduated in the top 10% of their high school class. Students with no high school rank are not included.

	Performance							Targets (Future Goals)			
Funding Year:	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Data from incoming cohort:	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-year students in the Top 10% of high school class	**35%**	**41%**	**45%**	**43%**	**35%**	**38.2%**	**37.3%**	**40%**	**43%**	**46%**	**49%**
(change from previous year)	(–8%)	(+6%)	(+4%)	(–2%)	(–8%)	(+3.2%)	(-0.9%)	(+3.0%)	(+3.0%)	(+3.0%)	(+3.0%)

Using the most recent data would have earned NCF an additional 2 points (and the state investment) for 2018-19.

We're still stuck using old data for 2019-20 funding. Since the Fall 2018 data is included in the Accountability Plan the BOG will approve in June, the Fall 2018 data should count toward our PBF score for 2019-20 funding. Instead, our score is based on Fall 2017 data. Changing to the most recent data won't cause NCF to earn the state investment, but it will allow us to better coordinate admissions efforts.

Also, anywhere from 29-37% of incoming first-year students come in with no high school rankings on their transcripts. Some transcripts include _district_ ranks, which do not count toward this metric. Other high schools (including honors and gifted high schools) simply do not publish ranks on transcripts. Contacting high school counselors, we can get this information but cannot include it in the metric. With more than one-third of our data being incomplete, this metric is problematic for NCF.

Distribution of high school ranks (including students with no rank)

Top 10% First–Year Students
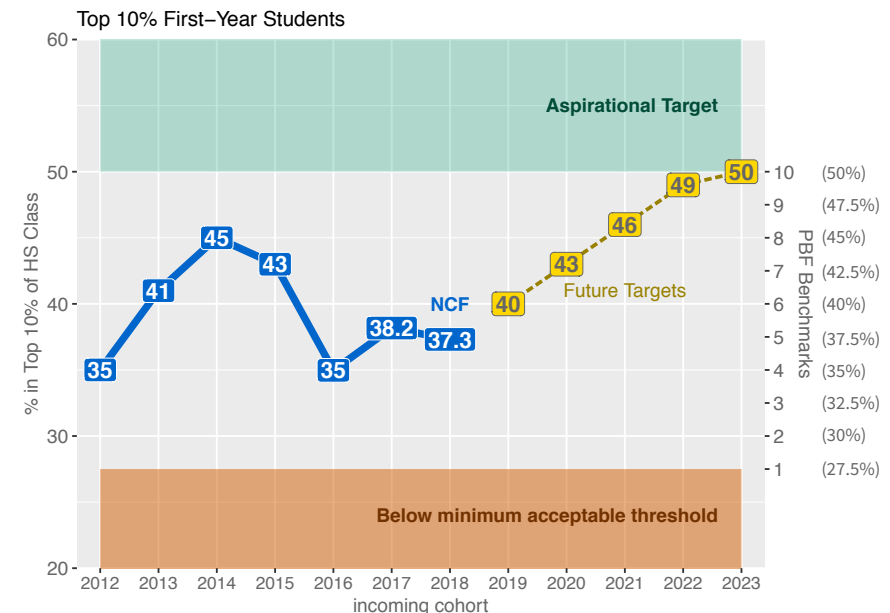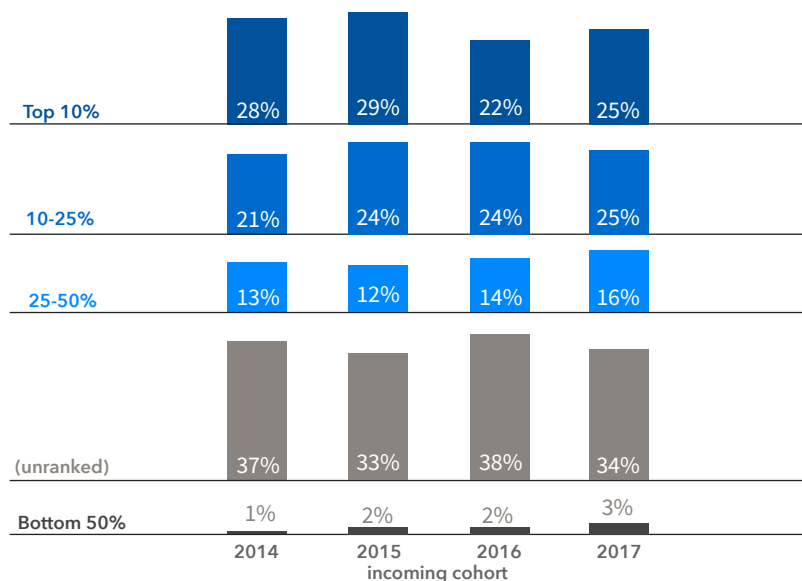
9. Percent of Bachelor's Degrees Without Excess Hours

Definition:

Percent of baccalaureate degrees awarded within 110% of the credit hours required for a degree (<136 hour equivalent for NCF). In accordance with Florida Statute 1009.286, 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 ROTC program

	Performance					Targets (Future Goals)			
Funding Year:	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Data from graduating class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of baccalaureate degrees earned without excess hours	**25.7%**	**31.5%**	**82.2%**	**82.7%**	**82.9%**	**84%**	**85%**	**86%**	**88%**
(change from previous year)	N/A	(5.8%)	(50.7%)	(0.5%)	(0.2%)	(1.1%)	(1%)	(1%)	(2%)
% of students completing 15+ credit hours		81%	88%	75%	82%	82%			

Comparison Group

Percent graduating without excess hours
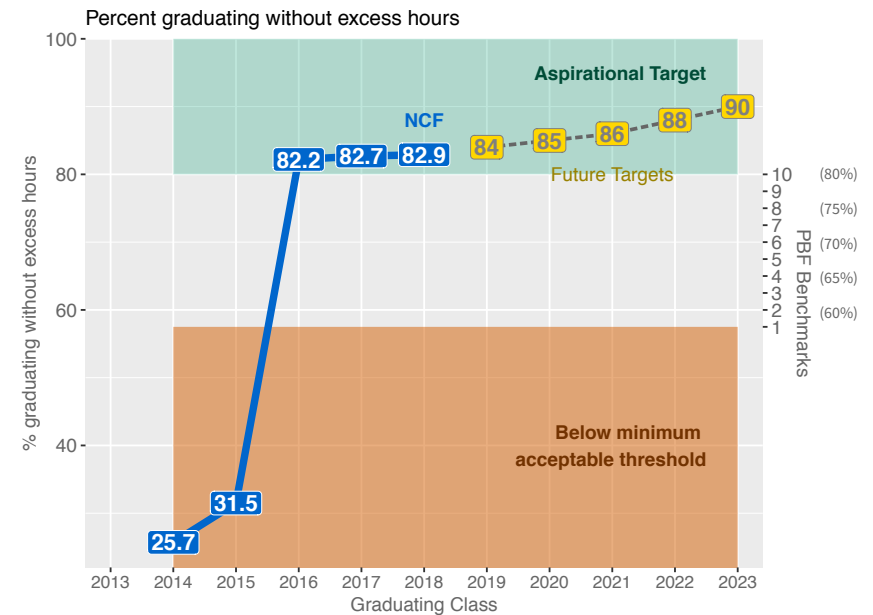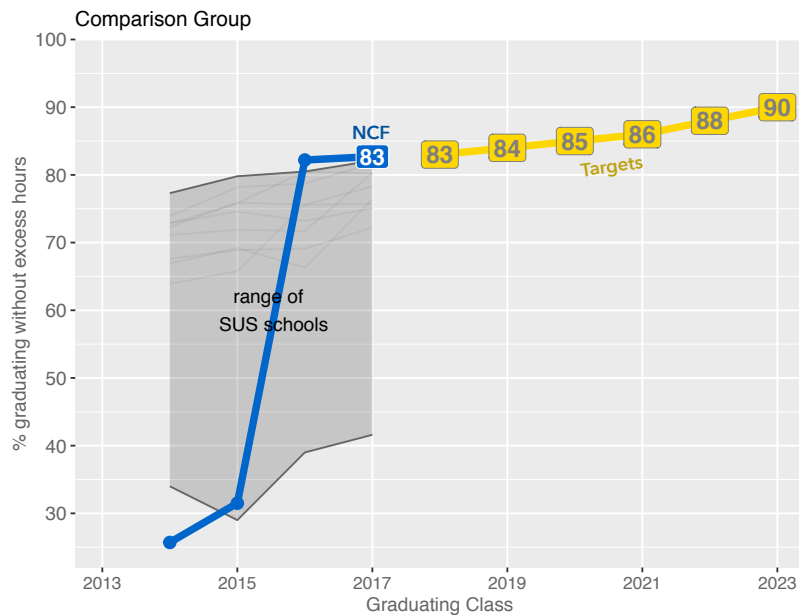
10. Percent of FTIC Graduates Completing 3+ High-Impact Practices

Definition:
Percent of FTIC graduates completing three or more High-Impact Practices (HIPs) at NCF.   HIPs are defined below the table.

	Performance				Targets (Future Goals)				
Funding Year (this metric will be included in PBF in 2020-21):	N/A	N/A	N/A	N/A	2020-21	2021-22	2022-23	2023-24	2024-25
Data from graduating class:	2015	2016	2017	2018	2019	2020	2021	2022	2023
Percent of FTIC graduates completing 3+ HIPs	**23.2%**	**38.4%**	**48.9%**	**54.6%**	**55%**	**59%**	**63%**	**67%**	**71%**
(change from previous year)	N/A	(15.2%)	(10.5%)	(5.7%)	(0.4%)	(4%)	(4%)	(4%)	(4%)
Minimum acceptable threshold	N/A	N/A	20%	20%	20%	20%	20%	20%	20%
Target from previous year	N/A	N/A	28%	55%	55%	59%	63%	67%	71%
Aspirational threshold	N/A	N/A	65%	65%	65%	65%	65%	65%	65%

FTIC Graduates	155	138	135	152
# completing capstone project / thesis	155	138	135	152
# completing internship for academic credit	44	71	59	74
# completing study abroad experience	30	26	22	17
# completing writing-intensive courses	58	49	73	97
# completing living-learning communities	4	17	41	58
% completing externally-funded undergraduate research	3	6	11	12
# completing first-year experience	0	0	0	0
# completing learning communities	0	0	0	0
# completing service learning	0	0	0	0
# completing collaborative projects	0	0	0	0
# completing only one HIP	54	32	18	16
# completing exactly 2 HIPs	65	53	51	53
# completing 3 or more HIPs	36	53	66	83

% completing 3+ HIPs
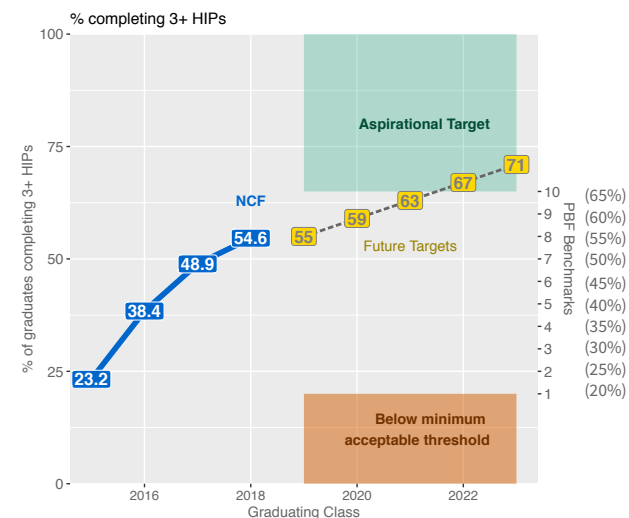
Capstone Project
Completion of a semester-long senior project or thesis that is presented to faculty

Study Abroad
Completion of at least one unit (equivalent to 4 credit hours) of study outside the U.S.

Living-Learning Communities
Common intellectual experience through themed housing and co-curricular activities

Capstone Project
A 1st-year program to transition students from high school to NCF through common academic and co-curricular experiences.

Service Learning
Completion of a service learning course, in which students master learning outcomes by addressing real problems in the community.

Internship
Completion of an internship (direct, supervised experience in a work setting) for academic credit.

Writing-Intensive Courses
Writing-Enhanced courses taught by instructors who have attended professional development seminars facilitated by the Writing Program.

Undergraduate Research
Externally-funded faculty research with active undergraduate student participation

Learning Communities
Groups of students integrate learning across 2+ common classes (equivalent to at least 8 credit hours).

Collaborative Projects
Project-based course in which collaboration is assessed for students working together to solve a problem or create a product.

Headcount Enrollment

Definition:
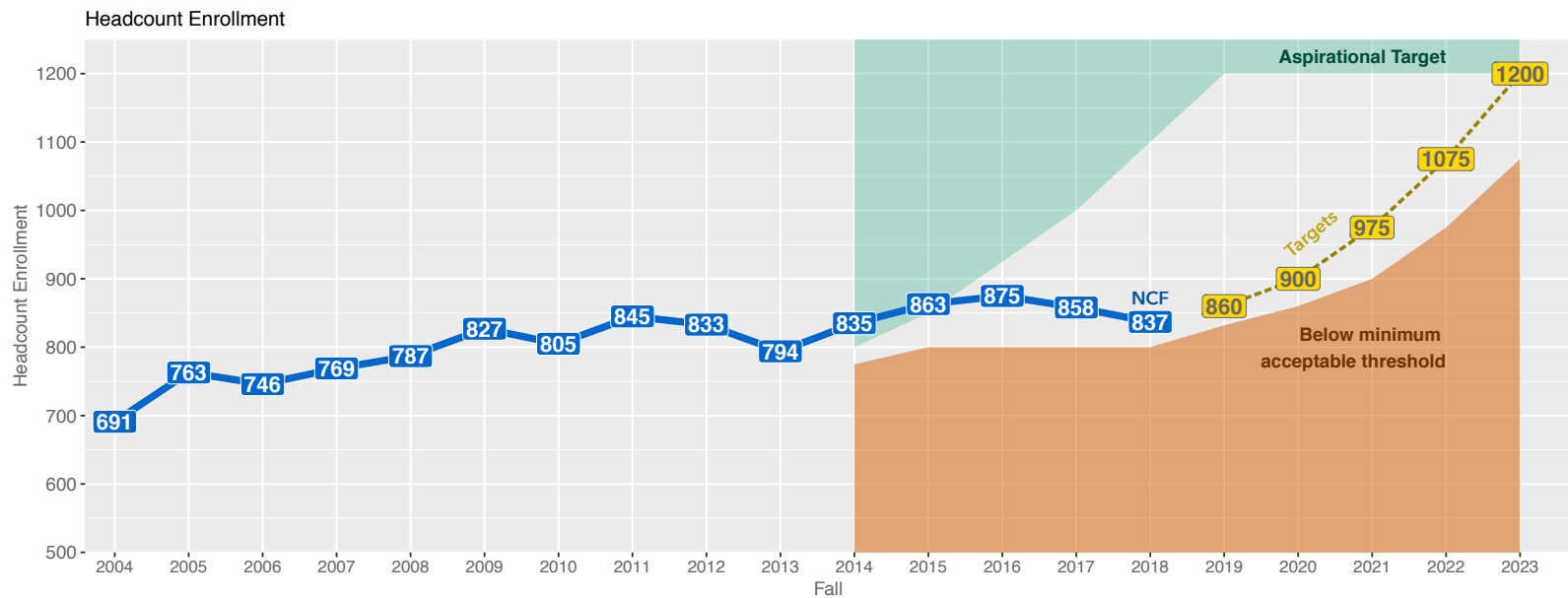Headcount undergraduate and graduate enrollment during the Fall term

Source:
State University Database System (SUDS)

Published:
NCF Accountability Plans
SUS Accountability Plan
NCF Fact Book
Common Data Set

Data from:	Performance						Targets (Future Goals)				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Headcount Enrollment	**794**	**835**	**863**	**875**	**858**	**837**	**860**	**900**	**975**	**1075**	**1200**
(change from previous year)		(41)	(28)	(12)	(-17)	(-21)	(23)	(40)	(75)	(100)	(125)
Minimum acceptable threshold		775	800	800	800	800	832	860	900	975	1075
Target from previous year		792	855	847	870	860	860	900	975	1075	1200
Undergraduate student headcount	794	835	854	861	834	808					
Graduate student headcount	N/A	N/A	N/A	14	22	29					
Unclassified students	0	0	9	0	2	0					

Headcount Enrollment

Number of New Students

Definition:
   Number of first-time-in-college (FTIC) and transfer students new to NCF during the Fall term.
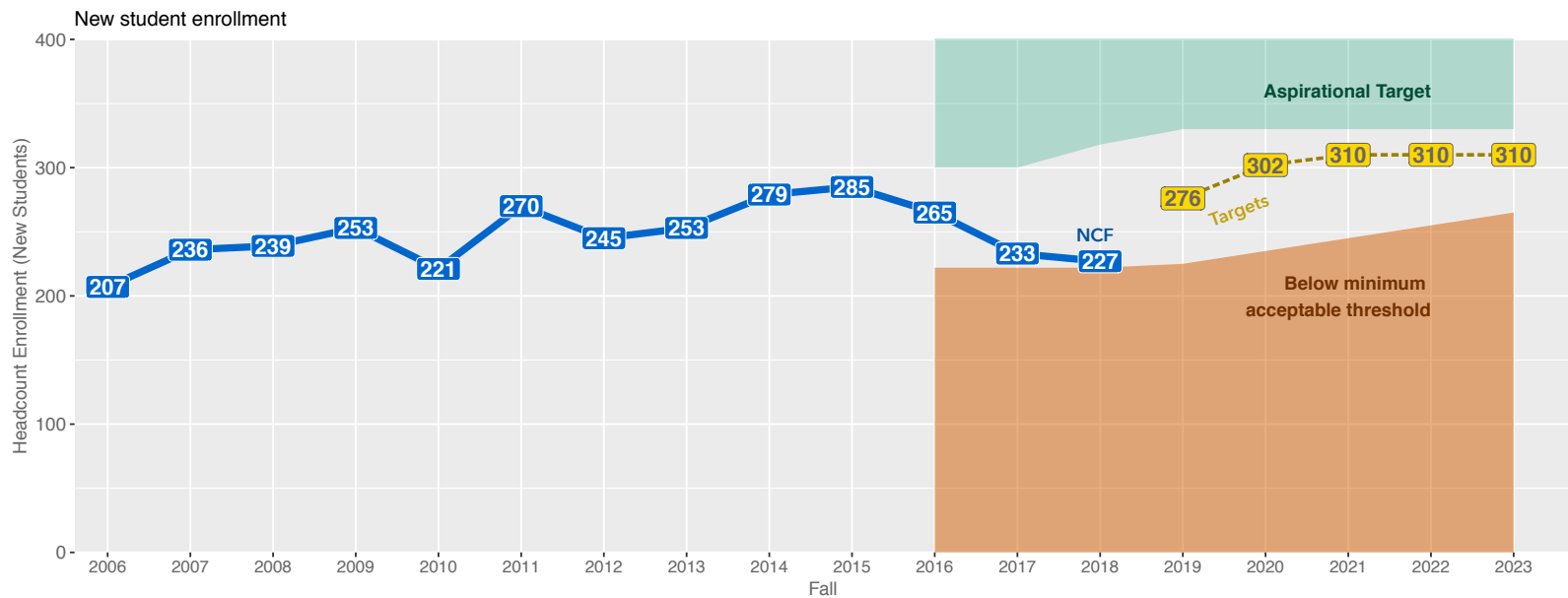
Source:
   State University Database System (SUDS)

Published:
   NCF Accountability Plans
   SUS Accountability Plan
   NCF Fact Book
   Common Data Set

	Performance						Targets (Future Goals)				
Data from:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Headcount Enrollment (New Students)	**253**	**279**	**285**	**265**	**233**	**227**	**276**	**302**	**310**	**310**	**310**
(change from previous year)	(8)	(26)	(6)	(-20)	(-32)	(-6)	(49)	(26)	(8)	(0)	(0)
Minimum acceptable threshold	222	222	222	222	222	222	225	235	245	255	265
Target from previous year	250	275	285	273	255	260	276	302	310	310	310
Aspirational threshold	N/A	N/A	N/A	300	300	318	330	330	330	330	330
First-time, first-year students	222	236	261	231	199	194					
New transfer students	31	43	24	34	34	33					

New student enrollment

Diversity of Incoming Class

Definition:
Percent of degree-seeking, first-time, first-year students in the following categories:
Latino/Latina, African-American, Asian, Out-of-State, International
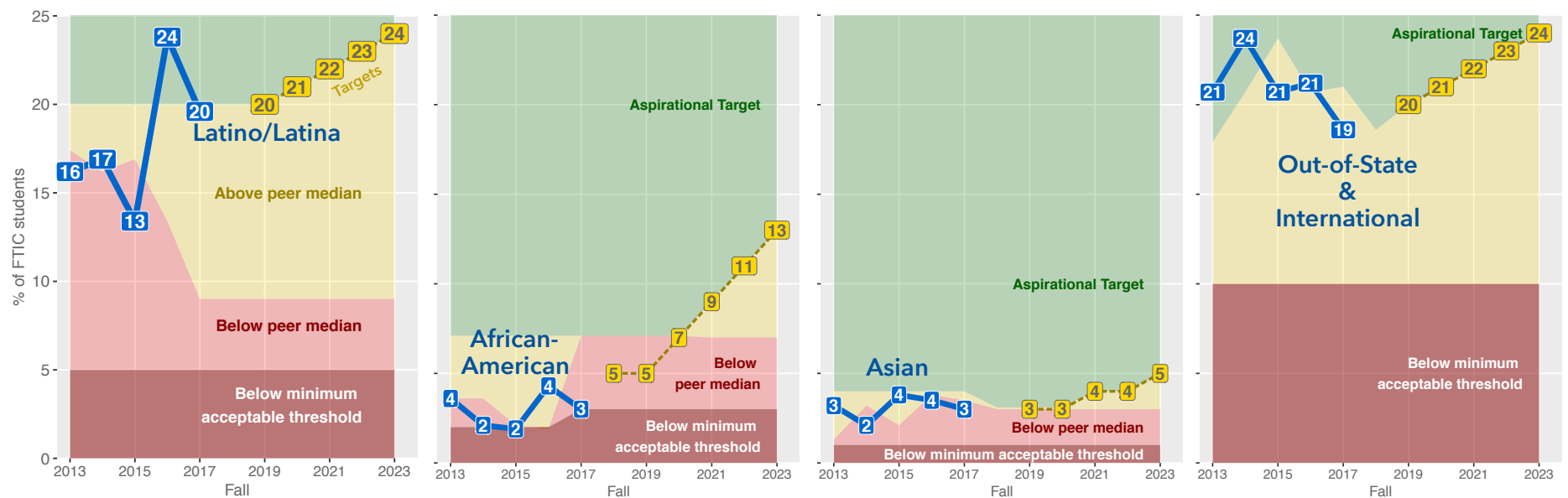
Source:
NCF Fact Book (Tables B2 and B2c)

Published:
NCF Fact Book
NCF Equity Report
NCF Accountability Plans

	Performance						Targets (Future Goals)				
Data from:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Number of degree-seeking FTIC students	222	236	261	231	199	208					
Latino/Latina	**16.2%**	**16.9%**	**13.4%**	**23.8%**	**19.6%**		**20%**	**21%**	**22%**	**23%**	**24%**
(change from previous year)	(-1.2%)	(0.7%)	(-3.5%)	(10.4%)	(-4.2%)	(-19.6%)	(20%)	(1%)	(1%)	(1%)	(1%)
Minimum acceptable threshold	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5%	5%	5%	5%	5%
Target from previous year (Equity Report)	17.4%	16.2%	16.9%	13.4%	9.0%	9.0%	9%	9%	9%	9%	9%
African-American	**3.6%**	**2.1%**	**1.9%**	**4.3%**	**3.0%**		**5%**	**7%**	**9%**	**11%**	**13%**
(change from previous year)	(0%)	(-1.5%)	(-0.2%)	(2.4%)	(-1.3%)	(-3.0%)	(5%)	(2%)	(2%)	(2%)	(2%)
Minimum acceptable threshold	2.0%	2.0%	2.0%	2.0%	3.0%	3.0%	3%	3%	3%	3%	3%
Target from previous year (Equity Report)	3.6%	3.6%	2.1%	1.9%	7.0%	7.0%	7%	7%	7%	7%	7%
Asian	**3.2%**	**2.1%**	**3.8%**	**3.5%**	**3.0%**		**3%**	**3%**	**4%**	**4%**	**5%**
(change from previous year)	(1.9%)	(-1.1%)	(1.7%)	(-0.3%)	(-0.5%)	(-3.0%)	(3%)	(0%)	(1%)	(0%)	(1%)
Minimum acceptable threshold	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1%	1%	1%	1%	1%
Target from previous year (Equity Report)	1.3%	3.2%	2.1%	3.8%	3.0%	3.0%	3%	3%	3%	3%	3%
Out-of-State / International	**20.7%**	**23.7%**	**20.7%**	**21.2%**	**18.6%**		**20%**	**21%**	**22%**	**23%**	**24%**
(change from previous year)	(2.8%)	(3%)	(-3%)	(0.5%)	(-2.6%)	(-18.6%)	(20%)	(1%)	(1%)	(1%)	(1%)
Minimum acceptable threshold	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10%	10%	10%	10%	10%
Target from previous year	17.9%	20.7%	23.7%	20.7%	21%	18.6%	18	18	18	18	18

Target from previous year: Until Fall 2017, the targets were to increase each percentage from year-to-year. In 2017, the goals were set to median performance of COPLAC and selected peer institutions

Student Satisfaction

Definition:
Percent of graduating seniors who are satisfied (or very satisfied) with New College of Florida (including academic and non-academic experiences)

Source:
Baccalaureate Student Survey (satisfaction)
National Survey of Student Engagement (choose NCF again)

Published:
Student Achievement document

	Performance						Targets (Future Goals)				
Data from graduating class:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
% satisfied with overall academic experience	**95%**	**94%**	**97%**	**91%**	**93%**	**88%**	90%	91%	92%	93%	94%
(change from previous year)		(-1%)	(3%)	(-6%)	(2%)	(-5%)	(2%)	(1%)	(1%)	(1%)	(1%)
Minimum acceptable threshold	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
% satisfied with overall non-academic experiences	**78%**	**78%**	**77%**	**83%**	**73%**	**70%**	90%	91%	92%	93%	94%
(change from previous year)		(0%)	(-1%)	(6%)	(-10%)	(-3%)	(20%)	(1%)	(1%)	(1%)	(1%)
Minimum acceptable threshold	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
% who, if they could start over, would choose NCF again	**88%**	**90%**	**89%**	**90%**	**91%**		90%	91%	92%	93%	94%
(change from previous year)				(1%)	(1%)			(1%)	(1%)	(1%)	(1%)
Minimum acceptable threshold				75%	75%	75%	75%	75%	75%	75%	75%

This student satisfaction metric was adopted with the 2018-28 NCF Strategic Plan. No annual targets were set prior to 2018-19.

**Percent satisfied with overall academic experience**
Responses include seniors who responded that they were "satisfied" or "very satisfied" with their overall academic experience at NCF on the Baccalaureate Student Survey.

Percent satisfied with overall non-academic experience
Responses include seniors who responded that they were "satisfied" or "very satisfied" with their overall non-academic experience at NCF on the Baccalaureate Student Survey.

Percent who would choose NCF again
Responses include seniors who responded on the National Survey of Student Engagement that they would "probably" or "definitely" choose to attend NCF again if given the chance.
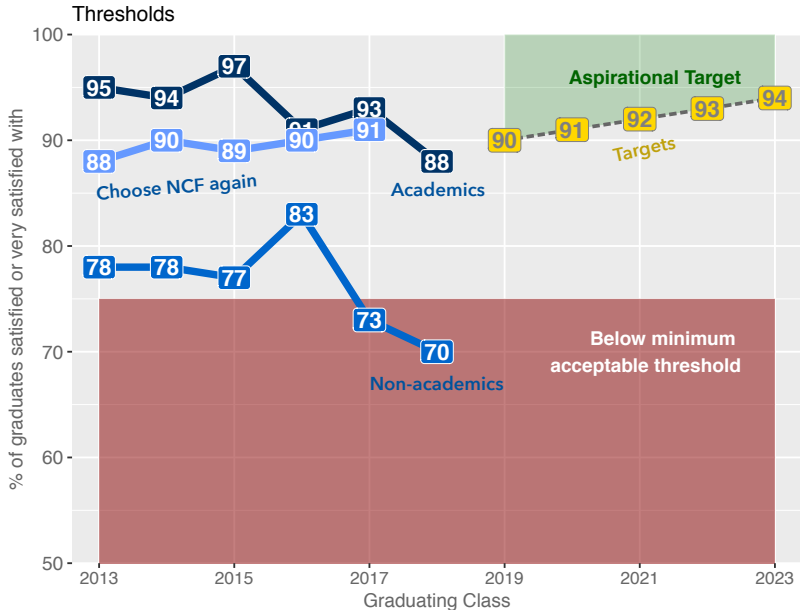
Ph.D. Yield Ratio

Definition:

Institutional Yield Ratio = $\dfrac{\text{\# of NCF alumni who earn PhDs in a given year}}{\text{\# of baccalaureate degrees awarded 9 years earlier}}$

(as defined by the National Science Foundation)

Source:
National Science Foundation
Survey of Earned Doctorates
(interactive data tables)

Published:
Student Achievement Document

	Performance (rolling 5-year average)				Targets (Future Goals)				
PhDs earned:	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
Baccalaureate degrees earned from NCF:	2001-05	2002-06	2003-07	2004-08	2005-09	2006-10	2007-11	2008-12	2009-13
Institutional Yield Ratio	**19.4**	**20.8**	**18.3**	**16.9**	**15**	**15**	**16**	**16**	**17**
(change from previous year)		(1.4)	(-2.5)	(-1.4)	(-1.9)	(0)	(1)	(0)	(1)
Minimum acceptable threshold	N/A	10	10	10	10	10	10	10	10
Target from previous year	N/A	19.4	20.8	18.3	15	15	16	16	17
Aspirational threshold	N/A	N/A	25	25	25	25	25	25	25
Rank among COPLAC institutions	1st of 28	1st of 28	1st of 28	1st of 28					
Rank among SUS institutions	1st of 11	1st of 11	1st of 11	1st of 11					
Rank among selected peers	1st of 13	1st of 13	1st of 13	1st of 13					

Comparison Groups

PhD Yield Rate (Rolling 5–year Average)