

2015-16
Annual Accountability Report

NEW COLLEGE OF FLORIDA

BOT APPROVED 3/11/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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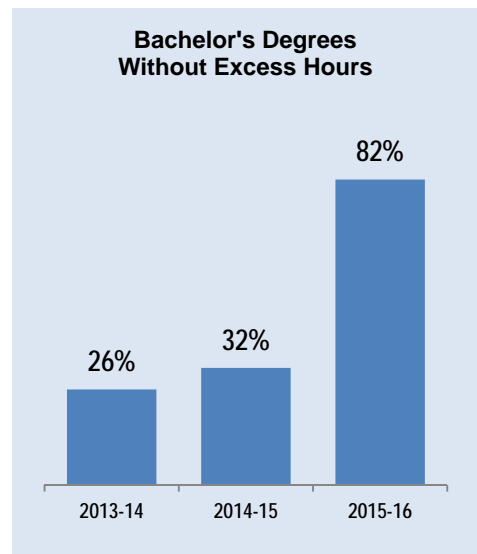
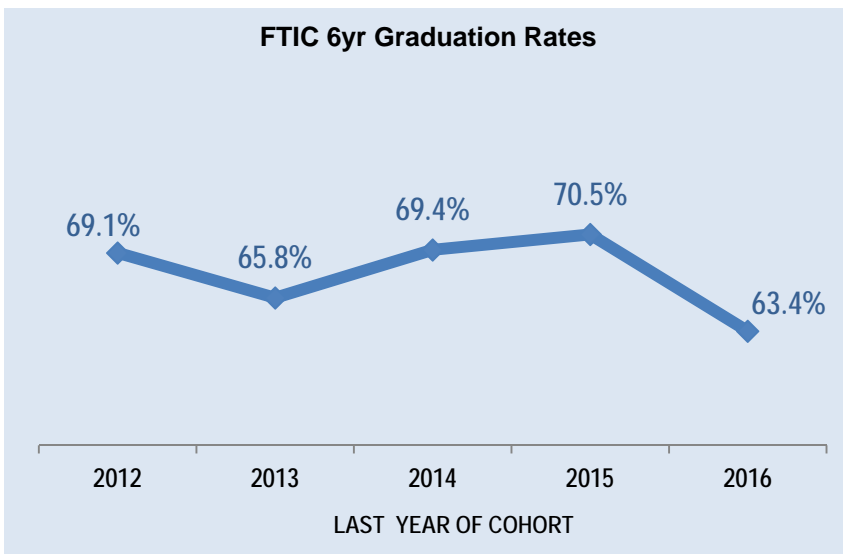
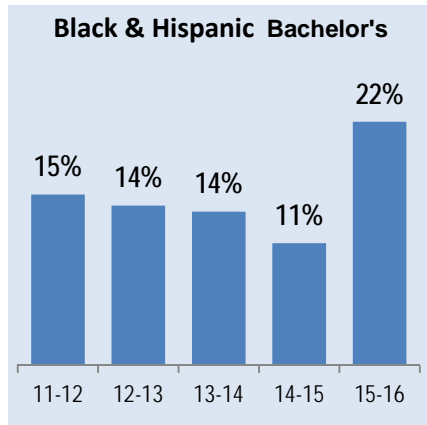
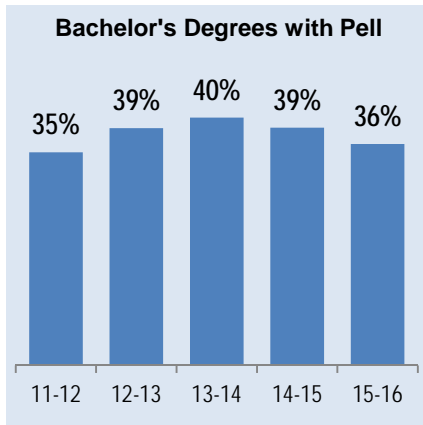
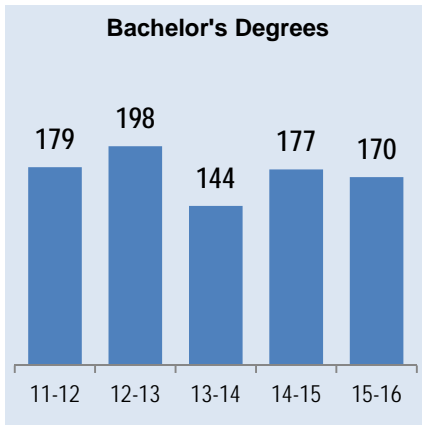
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Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-2015 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2015)	Full-Time	Part-Time		
TOTAL	863	100%	3%	TOTAL (as of Spring 2016)				
White	599	69%	1%	Baccalaureate	5		Basic:	Baccalaureate Colleges: Arts & Sciences Focus
Hispanic	141	16%	10%	Master's	1		Undergraduate Instructional Program:	Arts & sciences focus, no graduate
Black	24	3%	9%	Research Doctorate	0		Graduate Instructional Program:	n/a
Other	99	11%	5%	Professional Doctorate	0		Size and Setting:	Four-year, very small, highly residential
Full-Time	861	100%	3%	TOTAL	79	20	Community Engagement:	n/a
Part-Time	2	0%	100%	Tenure & Ten. Track	71	2		
Undergraduate	854	99%	2%	Non-Tenured Faculty	8	18		
Graduate	0	0%	0%					
Unclassified	9	1%	0%					

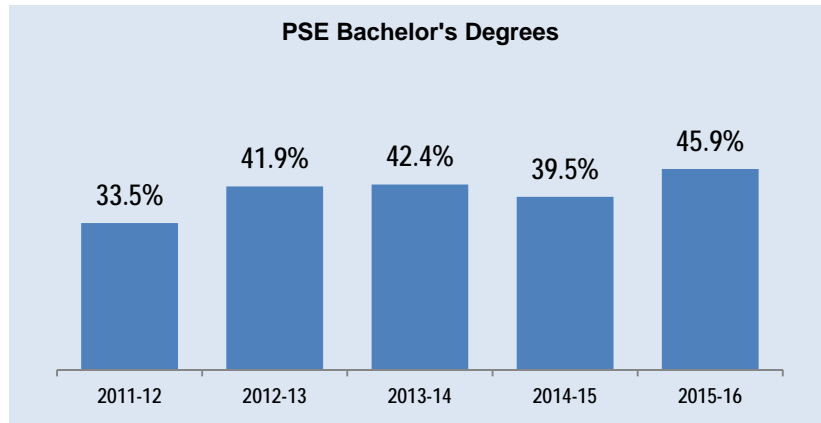
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



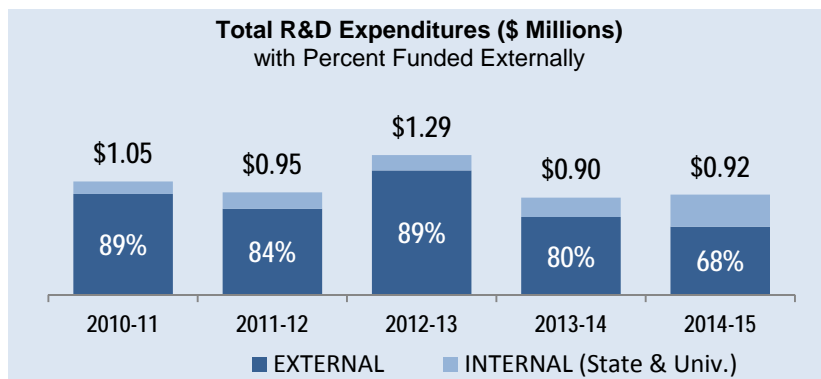


Dashboard

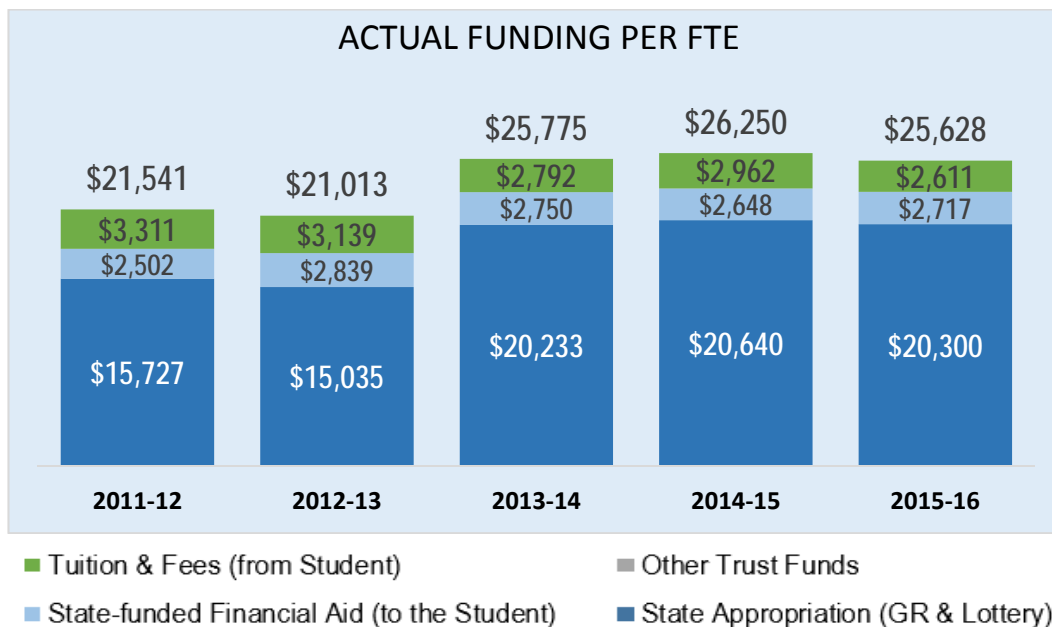
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

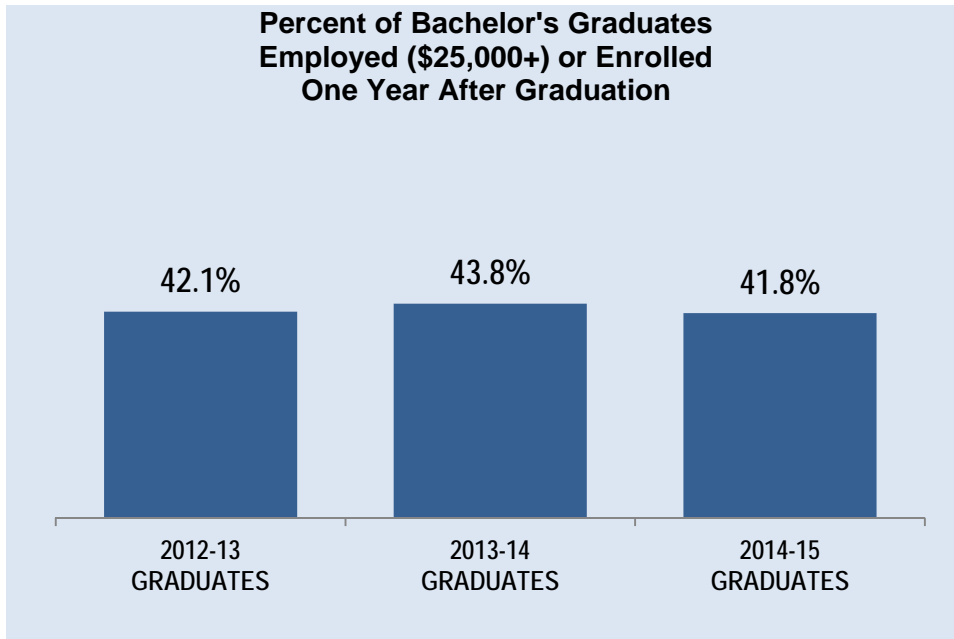


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (i.e., Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



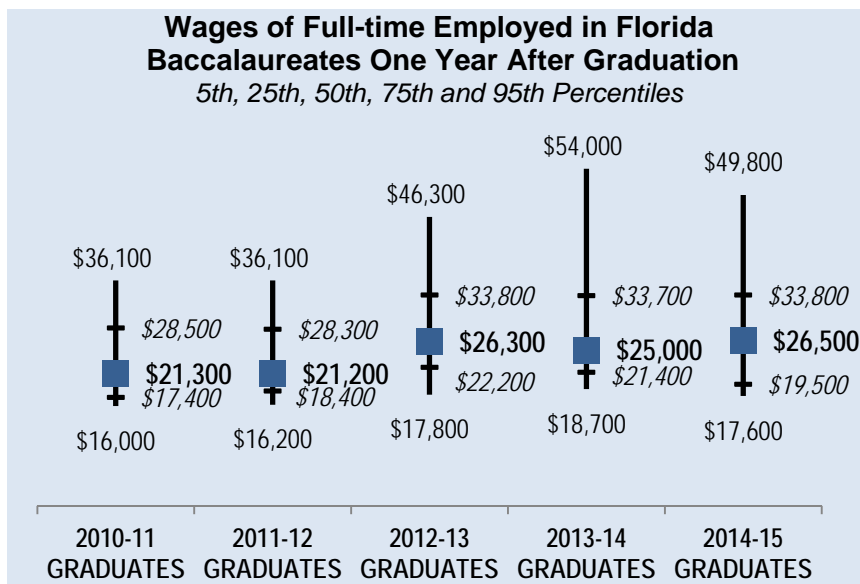
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 89% of the total 2014-15 graduating class.

See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 36% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	43.8%	41.8%	-1.9%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$25,000	\$26,500	6.0%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$8,190	\$5,920	-27.7%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	70.5%	63.4%	-7.1%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	81.3%	84.3%	3.0%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	39.5%	45.9%	6.3%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	30.0%	28.3%	-1.6%pts
		FALL 2014	FALL 2015	CHANGE
8	<i>Board of Governors Choice Metric:</i> Freshman in Top 10% of Graduating High School Class	45%	43%	-2%pts
		2016	2017	CHANGE
9	<i>Board of Governors Choice Metric:</i> Top 50 National Rankings	5	5	0%
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Percent of Undergraduate Seniors Participating in a Research Course	100%	100%	0%pts



Key Achievements (2015 -2016)

STUDENT AWARDS/ACHIEVEMENTS

1. 3 Fulbright Scholarships: Brad Baker, full research grant to Germany; Gerina Gjergji, English Teaching Assistantship in Mexico; Patrick Tonissen, English Teaching Assistantship in Germany
2. Frost Scholarship for graduate study at Oxford: Nicholas Abboud, Mathematical and Theoretical Physics MSc
3. Cancer Research Training Award from the National Cancer Institute, National Institutes of Health: Neal Lacey

FACULTY AWARDS/ACHIEVEMENT

1. Dr. Xia Shi received a postdoctoral fellowship from the American Council of Learned Societies (ACLS)/Henry Luce Foundation in China studies for the 2015-16 academic year.
2. Dr. Alina Wyman's book, *The Gift of Active Empathy: Scheler, Bakhtin and Dostoevsky*, was published by Northwestern University Press.
3. Dr. Amy Reid's translation of *Mont Plaisant* by Patrice Nganang was published by Farrar, Strauss & Giroux.

PROGRAM AWARDS/ACHIEVEMENTS

1. Dr. Sonia Labrador-Rodriguez received an award from the National Endowment for the Humanities for the Cubano-American Community Project.
2. Dr. Uzi Baram, received awards from the Florida Humanities Council for the project, "Tragedy and Survival: Bicentennial of the Southward Migration of Black Seminoles on the Florida Gulf Coast."
3. Sarasota County awarded New College of Florida a Green Business Partnership Certification recognizing the College's leadership in reducing waste and conserving water and energy.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Gordon Bauer and Dr. Athena Rycyk received a research award for their project, "Underwater Behavioral Audiograms of Sea Turtles: Green (*Chelonia mydas*) and Kemp's Ridley (*Lepidochelys kempii*)"
2. Justin Saarinen received a research award for "Geospatial Modeling for Prioritizing Coastal Wetland Restoration in the Western Lake Erie Basin (WLERB), Lake St. Clair, the Connecting Channels (CCRA), Lake Huron and Saginaw Bay, Michigan (SBRA)."
3. Dr. Jayne Gardiner and student Kevin Jensen received a research award to determine if Sarasota Bay contains potential nursery habitat for local shark species.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. US News & World Report ranked NCF #4 among the 2016 Best National Liberal Arts Colleges: Public Liberal Arts Colleges.
2. Washington Monthly ranked NCF #10 in their 2015 College Ranking.
3. Kiplinger's Personal Finance ranked NCF #14 in their 2016 100 Best Values in Public Colleges: Quality Education at an Affordable Value.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The current national rankings continue to affirm the quality and reputation of New College of Florida's academic program. Kiplinger's, U.S. News & World Report, Washington Monthly, Fiske and Princeton Review each placed New College of Florida in their top 50 rankings. The #4 ranking by US News and World Report meets the 2025 System Strategic Plan Goal for Teaching and Learning Excellence. While US News and World Report and Kiplinger's rank New College in comparison to other public colleges, Washington Monthly, Fiske, and Princeton Review rankings compare New College to both public and private colleges and universities, showing our high rank in comparison to all national liberal arts colleges, public and private.

Source	Category	Rank
US News & World Report	2016 Best National Liberal Arts Colleges: Public Liberal Arts Colleges. <i>This was the 11th consecutive year NCF was in the top 6, with the military academies taking the top 3 spots.</i>	#4
Washington Monthly	2015 College Ranking: <i>4-year public and private liberal arts colleges are ranked based on Upward Mobility, Research, and Service.</i>	#10
Kiplinger's Personal Finance	2016 100 Best Values in Public Colleges: Quality Education at an Affordable Value. <i>This was the 13th consecutive year NCF placed in the nation's top 20.</i>	#14
Fiske Guide to Colleges	2016 Best Buy: <i>44 colleges and universities – 20 public and 24 private – in the U.S., Canada, and the United Kingdom. Ranking is based on a high ranking for academic excellence and a moderate or low price.</i>	Top 20 Public
Princeton Review	2016 Top Colleges that Pay You Back: <i>40 data points including academics, cost, financial aid, graduation rates, student debt, alumni salaries, job satisfaction.</i>	#45

The national fellowships and awards earned by our students add to our reputation and affirm the quality of our academic program. In addition to the Fulbright and Frost Scholarships listed as Key Achievements, here are additional examples of student achievements in 2015-16:

- Undergraduate Constance Sartor earned one of only 127 NOAA-Hollings Undergraduate Scholarships nationwide providing two years of tuition assistance and a paid internship at the



National Oceanic & Atmospheric Agency research facility. She was the only winner from a Florida institution.

- Brenna Kirk and Evann Soltys-Gilbert won Spanish Government Teaching Assistantships.
- Carolina Shin and Yadira Lopez won French Government Teaching Assistantships.
- Lizabelt Avila earned a Benjamin A. Gilman Scholarship for Study Abroad. Lizabelt Avila was also named a national Newman Civic Fellow by Campus Compact for her public service both on campus and in the community.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

New College increased degree production for underrepresented students in 2015-16. Twenty-two percent (22%) of the bachelor's degrees awarded in 2015-16 were earned by Black and Hispanic students, the highest percentage in five years and double the percentage for 2014-15.

One measure of our program efficiency has improved significantly -the percentage of our students who graduated without excess hours increased to 82%. We attributed the increase to two important improvement strategies implemented in 2015-2016. First, 2015-16 was the second year of our formal internship program and the number of students participating in an internship for academic credit has increased significantly. Connecting students to the world of work by encouraging internship participation was a Key Initiative in our University Work Plan for 2015-16. Second, the College adjusted the credit hour equivalency of the 8th semester. New College students enroll for a full-time semester contract and pay a flat tuition amount (16 CH equivalents for each semester and 4 CH equivalents for each Independent Study Period). There are between 3-6 semester-long courses/educational activities on each semester contract. Starting in 2015-16, New College reduced the flat tuition and credit hour equivalency for the 8th semester to 12 CH. Our goal was to both incentivize graduation in 8 semesters and reduce students' financial burden.

Programs to improve advising, writing, and quantitative skills also contributed to marked improvements in student success and program efficiency during 2015-16.

Navigating New College, an advising support program aimed primarily at first-year students, was expanded into a central advising resource for students at all levels. We added a series of videos based upon interviews with students currently writing their senior theses. Two videos, entitled "Process and Change," and "Value of the Experience," provided useful insight, guidance, and self-reflection to younger students as they prepared for the thesis process. The expanded and reorganized Navigating New College website centralized all academic advising resources in one location providing clarity and consistency when students and faculty look for information and guidance about the academic program. In addition to these web-resources, we conducted a monthly series of orientation meetings for first-year faculty in order to ensure their success as they integrate into the NCF academic program.

Our multi-year initiative to improve student success in science continued this year. A subset of first year science students lack the mathematical preparation to succeed in Calculus I, a prerequisite for many other science classes. In 2015-16, we used a Calculus Readiness Assessment to identify students who were not ready for Calculus and encouraged them to enroll in "Introduction to Math for the Sciences," to prepare for taking Calculus I in spring semester. For 2015-16, 88% of students taking the introductory course went on to pass Calculus I (compared to only a 60% pass rate for those who did not take the introductory class). Taking "Introduction to Math for the Sciences," was associated with an 11% increase in passing Calculus I. The introductory class also had a positive impact on retention with 94% of participants re-enrolling for the spring semester.



Another contribution to program efficiency was the Writing Resource Center (WRC). Students who take writing-enhanced courses and use the services of the WRC have significantly higher retention rates than those who do not. Fourteen writing-enhanced courses were offered in 2015-16 by 13 full-time faculty members who completed 15 hours of professional development workshops that addressed course design and implementation. In addition, six writing-focused courses were offered by the Writing Program faculty; while these courses were optional, student engagement remained high, with all courses being over-enrolled. In 2015-2016, half the student population of NCF used the Writing Resource Center.

In 2015-2016, the Writing Program piloted the "AOC Writing Plans" project, which invited all faculty associated with a specific Area of Concentration (AOC, "major") to define features of good writing in their major, describe student writing in their major-specific courses, discern areas for curricular improvement, and design a plan to implement curricular changes or modifications in order to strengthen the teaching of writing, and student development in writing, within their majors. Faculty teams from three AOCs/majors participated in the pilot process, and their plans will be implemented in 2016-17 and 2017-18.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

New College awards bachelor's degrees in two STEM areas (Biological and Physical Sciences, Environmental Studies) and two Global Competitiveness areas (Foreign Languages and Literature, International and Area Studies). The percentage of 2015-16 bachelor's degrees in these areas rose to 45.9%, a 6% increase over 2014-15. M.S. degrees in Data Science will be awarded in 2016-17, establishing our first Strategic Emphasis degrees at the graduate level.

Faculty in the Biological and Physical Sciences worked collaboratively during 2015-16 to improve student success across the natural sciences curriculum. Faculty members participated in a 2016 faculty development workshop led by Dr. Diane Ebert-May from Michigan State University. The workshop focused on active learning strategies and assessment techniques to improve student learning. Following the workshop, large introductory classes in mathematics, biology, and chemistry included more effective teaching strategies. New lab courses and additional lab sections were added allowing more first year students to begin entry level science courses in their first year. Also, a full major in computer science is now offered, attracting a high level of student interest. A study of student retention in natural science majors began in 2015-16. Key areas were identified where improvements could prevent students from switching to non-science majors.

In Foreign Language and Literature, we added adjunct instructors for language classes with large enrollments. This ensures that courses are small enough for students to get appropriate attention. Spanish language faculty members tested a hybrid-instructional model using an online platform for continuous language practice outside of class. This allows instructors and student teaching assistants to making effective use of face-to-face interactions in class sessions.

Construction of the new Heiser Science Wing began in 2015-16 with occupancy expected during January 2018. The Heiser Science Wing will expand capacity to meet the increased student interest in STEM degrees by adding classrooms, teaching labs, research labs, and faculty offices.

The New College M.S. in Data Science received accreditation by SACSCOC in December, 2015. The first cohort of students enrolled in February, 2016 with a full schedule of graduate classes offered during spring semester 2016. New College became an affiliate of SSERCA, the Florida consortium for massive high-speed computing. Data Science faculty also teach undergraduate classes and undergraduate students were introduced to Data Science through a course, *Dealing with Data*, and a workshop in R Studio.



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

2015-16 was again a productive year for faculty scholarship and research. Publication and performance strengthen the quality and reputation of the College and underscore the vital relationship of faculty scholarship to excellence in undergraduate teaching. Our faculty of 77 members was collectively responsible for 48 new publications with another 36 in press or accepted for publication. These include book reviews, translations, invited articles and chapters, articles in refereed journals, books, creative work, and technical reports. New College faculty members were invited to present 64 papers and posters at professional meetings as well as 10 professional art performances.

Total Academic Publications by Type and Status for All Faculty 2015-16				
Publication Type	Published	In Press	Accepted	Subtotal
Book Reviews of Scholarly or Professional Works in Professional Publications	10	5		15
Editions or Translations	1		2	3
Invited Articles in Journals or Anthologies and Chapters in Edited Volumes	4	12	6	22
Publication of Articles in Refereed Journals	23	5	2	30
Publication of Books (monographs, edited volumes, textbooks, etc.)	4	2	2	8
Publication of Creative Works (novels, short stories, poetry, dramatic works, musical compositions, etc.)	4			4
Technical Reports	2			2
Subtotal	48	24	12	84
Presentation Type	Subtotal			
Professional Performances in the Performing Arts	10			
Refereed Invited Papers and Posters Presented at Professional Meetings	64			
Public Research Presentation for a General Audience	11			
Subtotal	85			
TOTAL	169			

Worthy of special note were four books published by faculty members in the Humanities. Dr. Amy Reid's translation of *Mont Plaisant* by Patrice Nganang was published by Farrar, Strauss & Giroux. Dr. David Rohrbacher's *The Play of Allusion in the Historia Augusta*, was published by the University of Wisconsin Press. Dr. Wendy Sutherland's book, *Staging Blackness and Performing Whiteness in Eighteenth-Century German Drama* was published by Routledge. Dr. Alina Wyman's book, *The Gift of Active Empathy: Scheler, Bakhtin and Dostoevsky*, was published by Northwestern University Press.

Eleven faculty members were highly productive with multiple publications during the year. Dr. Uzi Baram published an invited article in the journal *Public Archaeology* and a book review for the *Anthropology*



Book Forum. Dr. Carrie Beneš published two book reviews, one for the *Medieval Review* and another for *Choice*. Dr. Mark Dancigers published three music compositions and produced a musical CD titled *The Currents*. Dr. Jayne Gardiner co-authored articles published in two journals *Integrated and Comparative Biology*, and *Current Biology*. Dr. Tarron Kehmraj co-authored articles in the journals *Social and Economic Studies* and *Applied Economics* and co-authored a chapter in the book, *Financial Deepening and Post-Crisis Development in Emerging Market*. Dr. Thomas McCarthy authored two book reviews for professional journals, published a translation, and an article for the journal *History Compass*. Dr. George Ruppeiner published two articles in the journal *Low Temperature Physics*. Dr. Carl Shaw published book reviews in both *Classical Journal Online* and *New England Classical Journal*. Dr. Mariana Sendova published three articles in journals including *Materials Chemistry and Physics*, the *Journal of American Ceramic Society*, and *Optical Materials Journal*. Dr. Miriam Wallace published book reviews in the journals *Law and Society* and *Journeys*, and an article in the journal *Women's Writing*.

The Office of Research and Program Support (ORPS) launched an initiative to invigorate the culture of faculty grant writing at New College with workshops and a new grants database. ORPS offered three Grant Writing Workshops in January, 2016. Twenty-six (26) faculty and staff participated in the workshops, which encouraged grant writing for research support at both advanced and beginning levels, with a special emphasis on engaging Humanities and Social Science faculty members in grant writing.

In 2015-16, New College subscribed for the first time to PIVOT databases. PIVOT identifies funding opportunities specific to each faculty member's academic and research endeavors by proactively matching local, national and global funding opportunities to faculty profiles. PIVOT then generates a weekly email that lists available sources of funding. By January, 2016, PIVOT staff had created a unique profile for each faculty member at New College. Students and staff also have access to PIVOT, where they can search the databases and create their own profiles.

Research quality was ensured by the New College Institutional Review Board (IRB), which processed and managed 45 student and faculty research protocols during the year. The IRB reviews assured that projects were in accordance with federal and institutional mandates designed to protect human subjects in research.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Nine new awards were approved in 2015-16, for a total of \$261,926 in new funding. Sixteen (16) extensions or renewals, continuations or supplements of existing projects were also granted during the year.

Three of the new awards supported research projects:

- *Underwater Behavioral Audiograms of Sea Turtles: Green (Chelonia mydas) and Kemp's Ridley (Lepidochelys kempii)*. Dr. Gordon Bauer and Dr. Athena Rycyk with a team and support from the Clearwater Marine Aquarium, received funding for a two-year project to create audiograms mapping the hearing range of two types of endangered sea turtles, as well as critical ration measurements (a form of audio analysis more comprehensive than an audiogram). This data will be instrumental in the understanding of sea turtle sensory experience, and will be helpful in their protection.
- *Florida Sea Grant 2016 Scholar Program*. Dr. Gardiner and student Kevin Jensen secured funding to determine if Sarasota Bay contains potential nursery habitat for local shark species. The team will quantify the abundance and distribution of juvenile sharks in Sarasota Bay,



investigate the relationships between environmental variables and species distributions and compare Sarasota Bay with other Gulf of Mexico shark nursery areas. Participating students will gain field experience and understanding of local elasmobranch populations.

- *US Geological Survey*. Research Scientist Justin Saarinen secured funding to continue Geospatial Modeling for Prioritizing Coastal Wetland Restoration in the Western Lake Erie Basin (WLERB), Lake St. Clair, the Connecting Channels (CCRA), Lake Huron and Saginaw Bay, Michigan (SBRA). Saarinen and New College students use GIS software and other technologies to develop geographic models for restoration planning along the coasts of the Great Lakes. A task force of 16 federal agencies and the governors of the region have determined that cleaning and restoring wetlands is a key to restoring the health of the Great Lakes.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

For FY 2015-2016 New College submitted 31 proposals for external funding to federal, state, non-profit, foundation and private funders, with a total request of \$3,775,906. These included proposals to the Howard Hughes Medical Institute, the National Science Foundation, the Andrew W. Mellon Foundation, Sea World, the U.S. Geological Survey, the National Endowment for the Humanities, the U.S. Department of Justice, NASA, the Ford Foundation, Florida Department of State, the AAUW, and the Fluor Foundation.

New College had 26 active externally funded research projects during the fiscal year. The amount of federal grants and contracts totaled \$261,888. Active research awards of all types tallied \$757,649 in expenditures during 2015-16. These included Dr. Shipman's work on atmospheric and interstellar chemistry funded by NSF, Dr. Bauer's work with marine animals funded by the Clearwater Marine Aquarium, Justin Saarinen's work for US Geological Survey, and Dr. Harley's active research program in animal studies in Central Florida.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

New College invited the larger community to campus for many lectures, symposia, and performances during 2015-16. These included the New Topics New College lecture series; the Sarasota World Affairs Council lecture series; a month-long series "Black Constructions: Alternative Modes of Blackness Through Time;" the biennial New College Conference on Medieval and Renaissance Studies; and the 2015-16 season of New Music New College. These events bolster the intellectual and creative life of the local community and strength the reputation of New College's commitment to community engagement.

The 2015-16 New Topics New College series featured national speakers on topics such as the peace negotiations with the FARC guerrilla movement in Colombia, the metamorphosis of Oral Torah in Medieval Europe, and federal housing policies.

Dr. Barbara Hicks, Dr. Nat Colletta, and Suzanne Janney provided institutional support to the Sarasota World Affairs Council (SWAC). SWAC offered an eight-week "Great Decisions" discussion series for members and a public lecture series with speakers on the Israeli-Palestinian peace process,



instability in foreign policy, genocide and American humanitarianism, the role of Africa in feeding China, and what Arab voices are saying. The International Studies program also sponsored or co-sponsored three other public programs: an International Career Development Seminar for area college and high school students; a program on daily life in China's Cultural Revolution, and a celebration of traditional Bulgarian song and dance.

New College of Florida celebrated Black History Month in 2016 with "Black Constructions: Alternative Modes of Blackness Through Time," a series of lectures, conversations, symposia, concerts and films. New College faculty members Dr. Mecca Zabriskie and Dr. Brendan Goff collaborated with community leaders in planning the series. SEKAJIPO, a Tampa-raised lyricist who evolved from rapper to self-taught guitarist to singer/songwriter/multi-instrumentalist, performed. Dr. Omotayo Jolaosho, explored the role of music in movements for social change in an interactive lecture. The culminating symposium included panel discussions and a keynote address was by renowned author and activist bell hooks.

The biennial New College Conference on Medieval and Renaissance Studies marked its landmark 40th year. The conference is internationally recognized as a preeminent venue for researchers working in Italian Medieval and Renaissance from the fourth to the seventeenth centuries. More than 150 scholars presented lectures in 45 panels over three days. Local residents and high school and college students attended as well. Leading experts discussed their research, busting some of the myths of the Middle Ages. The two plenary addresses were: "Mondino's Assistant: Imagining the Female Anatomist in Medieval Italy," from Paula Findlen; and "Performative Reading & the Medieval Book," from Claire Sponsler.

New Music New College (NMNC) was a vital point of intersection between the College and the community in 2015-16. NMNC presented five performances of contemporary, avant-garde, and experimental music on the New College campus, where hundreds of people from the area interacted with students, faculty, and staff. Performers included the JACK Quartet, Wet Ink, Miya Masaoka, Third Coast Percussion, and New College students, performing under the direction of Eliza Ladd. Receptions and Artist Conversations fostered open discussion with the audience about the meaning and importance of contemporary music and art. NMNC collaborated with local arts organizations including The FSU/Ringling Museum, the Hermitage Artist Retreat, and the Sarasota Orchestra. NMNC also offered a combination lecture/demonstration/discussion at Booker/Visual and Performing Arts High School.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

In addition to lecture series and symposia, New College used multiple pathways to engage with the local community during 2015-16. The Consortium of Colleges on the Creative Coast advanced in important ways. The marine science program provided training workshops for local science teachers. The College provided supplemental learning opportunities for underserved and at-risk middle school and high school students in marine science and sailing. The local community was invited to participate in the Cubano-American Community Project and a research project on the southward migration of Black Seminoles on the Florida Gulf Coast. Details on each of these engagement pathways are in the following narrative.

The Consortium of Colleges on the Creative Coast (C4) formed almost three years ago and is currently supported by four of the largest local area foundations: the Charles & Margery Barancik Foundation, the Community Foundation of Sarasota County, the Community Foundation of Manatee County and Gulf Coast Community Foundation. C4 includes New College of Florida, Ringling College of Art and Design, State College of Florida, the University of South Florida Sarasota-Manatee, FSU/The Ringling and Eckerd College. C4's mission is to make Manatee-Sarasota an educational hub that responds to the local market and creates competitive opportunities for students and businesses. The Consortium



appointed Dr. Laurey T. Stryker, as its initiative manager. The following initiatives made measurable progress in 2015-16 in: cross-registration (16 students cross-registered during 2015-16); collaboration on grant applications (a proposal to the Mellon Foundation was prepared and subsequently funded); and maximizing internship and career opportunities for students in conjunction with the Gulf Coast CEO Forum, a group of some 100 leading area employers.

In 2015-16, the Pritzker Marine Biology Research Center at New College continued its successful community outreach programs to provide marine science education. With support from the Sarasota Bay Estuary Program, Dr. Sandra Gilchrist continued her workshops for local Sarasota and Manatee County science teachers on topics of oceanic conservation and pedagogy for teaching science. Teachers attended three full-day workshops that included marine science curricular materials, methods to harness new teaching technology, and possible sources of grant funds for science teachers. Dr. Gilchrist also led the summer PUSH SUCCESS program, which targets underserved and low-income middle school and high school students to provide experiences to encourage STEM interest.

SailFuture continued during 2015-16, providing after school services to at-risk youth from Booker High School. These services consisted of sail training, mentorship matching and support, and academic support. Director of the Fitness Center Colin Jordan managed this program.

Dr. Sonia Labrador-Rodriguez initiated the Cubano-American Community Project in 2015-16. The project focused on Cuban people's history and relationship with the Central-West coast of Florida. The project consists of three parts. First, a poster exhibition about the history of Cubans in the West-Central coast, from Ybor city cigar workers to profiles of current residents of Sarasota and Bradenton. This exhibition traveled to local public libraries. Second, students researched Ybor City Cubans creating activities for families visiting the poster exhibition. Third, the College planned a series of three lectures and a panel discussion with historians and scholars to discuss new opportunities as a result of the recent changes in the U.S./Cuba relationship. The events were designed to bring the community and the College closer through a shared history with the region and raise awareness of the diversity of scholarship at New College as well as the diversity of the Sarasota and Manatee areas.

Dr. Uzi Baram received support from the Florida Humanities Council for a research project, "Tragedy and Survival: Bicentennial of the Southward Migration of Black Seminoles on the Florida Gulf Coast." The "Tragedy and Survival" project stems from Dr. Baram's successful public anthropology program "Looking for Angola," which identified traces of the early 19th century Angola community of escaped slaves, also known as maroons, near Manatee Mineral Springs. Dr. Baram worked with Digital Heritage Interactive and a team of maroon scholars to develop digital reconstructions of the early 19th-century maroon strongholds on the Florida Gulf Coast, along the Apalachicola and Manatee rivers. The reconstructions were part of the commemoration of the 200th anniversary of the destruction of the maroon fort on the Apalachicola River in July 1816.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Internships engage students directly in the community workforce, and create bridges between the academic program and the world of work. New College's formal internship initiative began in 2014-15 with the creation of the Center for Engagement and Opportunity (CEO). In the CEO's second year, 26% of the 2016 graduating class had completed an internship for academic credit, and, already, 34% of the students expected to graduate in 2017 have completed internships. Overall, students enrolled in 150 internships for academic credit during the 2015-16 academic year, with an additional 18 self-reported internships during the 2016 summer. During the year, there were 10 or more individual internships in each of the following "Career Cluster" categories (defined by the US Department of Labor): Science,



Technology, Engineering, and Math; Human Services; Agriculture, Food, Natural Resource; Education and Training; Arts, AV Tech and Communications; Government and Public Administration; and Health Science.

In addition to internships, 54% of the 2016 graduates reported participation in one or more volunteer service activity during their undergraduate years on the Baccalaureate Student Survey.

NovoNetwork, an employment pipeline designed to promote professional connections for New College students, was successful in its first year by connecting 112 alumni and community mentors and 43 NovoNetwork student participants in travel and project opportunities.

Data Science faculty and students continued to deepen their research partnerships with several businesses and institutes. The relationship with the Florence A. Rothman Institute (FARI) matured over the course of 2015-16. Faculty members and students began working on data provided by FARI, which will lead to a 2016 joint grant submission. Employees of Star2Star, a Sarasota-based partner, audited Data Science courses during Spring 2016, and Star2Star provided a number of internships for undergraduates. Cambridge-based company Akamai provided internships for both graduate and undergraduate students and has hired two New College graduates. Teachers Pay Teachers (TPT), a start-up company that provides an online platform for teachers to buy and sell lesson plans and other teaching material, provided project data for New College's Data Science courses. The Lovelace Respiratory Research Institute (LRRI) continued as a strong partner for the program by providing faculty development, undergraduate internships, short courses for undergraduate ISPs, and a summer internship for a Data Science graduate student.

New College hosted the 6th Annual International Career Development Seminar in October, 2015. The Seminar was co-sponsored by the United Nations Association of the USA - Sarasota Manatee Chapter and the New College of Florida International Studies Program. Faculty, high school students, college students and young professionals attended a day of speeches and break-out sessions including career paths in the Foreign Service and Peace Corps; career paths in International Development (USAID) and Business; career paths in the United Nations and Environment; and advising session for finding a career passion and working for social justice.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

MAIN OPERATIONS	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
Recurring State Funds	\$15,628,449	\$17,474,866	\$18,885,300	\$18,844,988	\$19,361,213
Non-Recurring State Funds	-\$1,548,051	\$483,811	\$665,000	\$500,000	\$225,000
Tuition	\$4,554,054	\$3,940,224	\$4,284,501	\$3,991,265	\$3,979,175
Tuition Differential Fee	\$867,129	\$793,432	\$844,335	\$864,721	\$811,861
Misc. Fees & Fines	\$177,571	\$185,833	\$184,836	\$221,248	\$248,964
Phosphate/Other TF	\$0	\$0	\$0	\$0	\$0
TOTAL	\$19,679,152	\$22,878,166	\$24,863,972	\$24,422,222	\$24,626,213

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* **Phosphate/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

MAIN OPERATIONS	2011-12*	2012-13	2013-14	2014-15	2015-16
Instruction/Research	\$8,631,363	\$9,114,958	\$9,904,889	\$10,909,323	\$11,102,371
Administration and Support	\$4,835,962	\$4,690,473	\$4,833,587	\$4,954,684	\$5,748,710
PO&M	\$2,615,356	\$2,471,622	\$2,783,831	\$2,875,860	\$2,828,238
Student Services	\$3,451,065	\$3,808,094	\$3,874,571	\$4,413,541	\$4,441,844
Library/Audio Visual	\$878,036	\$884,985	\$910,300	\$946,788	\$936,306
Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$20,411,782	\$20,970,132	\$22,307,178	\$24,100,196	\$25,057,469

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. This data is not adjusted for inflation.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$15,727	\$15,035	\$20,233	\$20,640	\$20,300
Tuition & Fees <i>(State-funded Aid)</i>	\$2,502	\$2,839	\$2,750	\$2,648	\$2,717
Tuition & Fees <i>(from Student)</i>	\$3,311	\$3,139	\$2,792	\$2,962	\$2,611
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
TOTAL	\$21,541	\$21,013	\$25,775	\$26,250	\$25,628

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$74,520	\$73,900	\$76,720	\$79,250	\$74,520
[NEW]					
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	\$8,190	\$8,190	\$5,920

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$6,503,047	\$6,152,200	\$6,238,338	\$7,504,360	\$7,272,464
Expenditures	\$5,414,560	\$5,799,943	\$6,007,411	\$8,822,416	\$6,249,643
Contracts & Grants					
Revenues	\$1,813,766	\$2,197,433	\$2,102,609	\$2,497,199	\$2,817,940
Expenditures	\$1,907,778	\$2,064,665	\$2,180,094	\$2,574,387	\$2,856,138
Local Funds					
Revenues	\$4,513,077	\$4,417,219	\$4,317,725	\$4,629,109	\$4,766,191
Expenditures	\$4,392,180	\$4,556,240	\$4,370,698	\$4,563,438	\$4,726,835

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$28,170	\$31,954	\$36,413	\$37,922	\$37,817
Gifts Received (\$1000s)	\$2,065	\$1,895	\$2,006	\$3,858	\$2,580
Percentage of Alumni Donors	21%	15%	15%	13%	14%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*



Section 2 – Personnel

TABLE 2A. Personnel Headcount (in Fall term only)

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	45	49	53	53	54
Tenure-track Faculty	15	12	12	15	17
Non-Tenure Track Faculty	14	11	10	8	8
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	174	175	176	194	198
FULL-TIME SUBTOTAL	248	247	251	270	277
Part-time Employees					
Tenured Faculty	0	1	2	2	2
Tenure-track Faculty	0	1	0	0	0
Non-Tenure Track Faculty	28	27	24	23	18
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	5	3	3	1	4
PART-TIME SUBTOTAL	33	32	29	26	24
TOTAL	281	279	280	296	301

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	845	833	794	835	863
UNDERGRADUATE					
FTIC (Regular Admit)	740	726	691	710	735
FTIC (Profile Admit)	9	15	13	18	17
FCS AA Transfers	38	34	30	25	35
Other AA Transfers	0	2	3	12	13
Post-Baccalaureates	0	0	0	0	0
Other Undergraduates	58	56	57	70	54
Subtotal	845	833	794	835	854
GRADUATE					
Master's	0	0	0	0	0
Research Doctoral	0	0	0	0	0
Professional Doctoral	0	0	0	0	0
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Subtotal	0	0	0	0	0
UNCLASSIFIED					
HS Dual Enrolled	0	0	0	0	0
Other	0	0	0	0	9
Subtotal	0	0	0	0	9

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [REVISED]

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	211	220	206	213	232
UPPER	586	583	563	595	580
MASTERS (GRAD I)	0	0	0	0	2
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	798	803	769	807	814
NON-RESIDENT FUNDABLE					
LOWER	49	30	43	59	51
UPPER	109	103	75	81	86
MASTERS (GRAD I)	0	0	0	0	2
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	158	134	118	140	139
TOTAL FUNDABLE					
LOWER	261	251	249	272	283
UPPER	695	686	639	675	666
MASTERS (GRAD I)	0	0	0	0	4
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	955	937	888	947	953
TOTAL NON-FUNDABLE					
LOWER	2	6	4	4	2
UPPER	3	4	4	6	8
MASTERS (GRAD I)	0	0	0	0	0
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	5	10	9	9	10
TOTAL					
LOWER	263	257	253	275	286
UPPER	698	689	643	681	674
MASTERS (GRAD I)	0	0	0	0	4
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	961	946	896	957	963

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Instructional Method

[REVISED]	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	263	257	253	275	286
UPPER	698	689	643	681	674
MASTERS (GRAD I)	0	0	0	0	4
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	961	946	896	957	963
DISTANCE LEARNING					
LOWER	0	0	0	0	0
UPPER	0	0	0	0	0
MASTERS (GRAD I)	0	0	0	0	0
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	0	0	0	0	0
HYBRID					
LOWER	0	0	0	0	0
UPPER	0	0	0	0	0
MASTERS (GRAD I)	0	0	0	0	0
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	0	0	0	0	0
TOTAL					
LOWER	263	257	253	275	286
UPPER	698	689	643	681	674
MASTERS (GRAD I)	0	0	0	0	4
DOCTORAL (GRAD II)	0	0	0	0	0
TOTAL	961	946	896	957	963

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

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 1009.24(17), *F.S.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	0	0	0	0	0
Undergraduate	2	11	5	6	3
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	2	11	5	6	3
DEPENDENTS					
Unclassified	0	0	0	0	0
Undergraduate	12	11	7	17	21
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	12	11	7	17	21
NON-MILITARY					
Unclassified	0	0	0	0	9
Undergraduate	831	811	782	812	830
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	831	811	782	812	839
TOTAL	845	833	794	835	863

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	254	238	226	246	237
Percent with Pell Grant	30.1%	28.8%	28.6%	30.0%	28.3%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Biological and Physical Sciences	30.0101	Bachelors	7/21/2015	2015 FALL	
Environmental Studies	03.0103	Bachelors	7/21/2015	2015 FALL	
Foreign Language and Literature	16.0101	Bachelors	7/21/2015	2015 FALL	
International and Area Studies	30.2001	Bachelors	7/21/2015	2015 FALL	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	237	223	222	235	261
% Retained <i>with Any GPA</i>	83%	81%	80%	81%	84%
% Retained <i>with GPA 2.0 or higher</i>	82.7%	81.2%	80.2%	81.3%	84.3%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see:

http://www.flbog.edu/about/budget/performance_funding.php.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	175	202	222	217	183
% Graduated	69%	66%	69%	71%	63%
% Still Enrolled	1%	0%	0%	0%	1%
% Success Rate	70%	66%	69%	71%	64%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students
(includes Full- and Part-time students)

4 – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	222	217	183	237	223
Same University	57%	63%	54%	57%	52%
Other University in SUS	2%	4%	3%	4%	6%
Total from System	59%	67%	57%	61%	59%

6 – Year Rates	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	175	202	222	217	183
Same University	69.1%	65.8%	69.4%	70.5%	63.4%
Other University in SUS	4%	8%	4%	7%	5%
Total from System	73%	74%	73%	78%	69%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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 after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	19	16	*	13	*
Same University	0%	19%	*	15%	*

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	*	12	19	16	*
Same University	*	75%	58%	81%	*

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	23	13	23	19	17
Same University	78%	77%	78%	79%	82%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	179	198	144	177	170
Second Majors	0	0	0	0	0
TOTAL	179	198	144	177	170

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those 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. **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.

**TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
[Includes Second Majors]**

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	44	58	49	48	63
HEALTH	0	0	0	0	0
GLOBALIZATION	16	25	12	22	15
EDUCATION	0	0	0	0	0
GAP ANALYSIS	0	0	0	0	0
SUBTOTAL	60	83	61	70	78
PSE PERCENT OF TOTAL	33.5%	41.9%	42.4%	39.5%	45.9%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. 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).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	5	4	1	2	8
Percentage of Degrees	3%	2%	1%	1%	5%
Hispanic					
Number of Degrees	22	23	19	17	32
Percentage of Degrees	13%	12%	13%	10%	20%
Pell-Grant Recipients					
Number of Degrees	62	76	58	67	60
Percentage of Degrees	35%	39%	40%	38%	36%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2011-12*	2012-13	2013-14	2014-15	2015-16
TOTAL	N/A	N/A	25.7%	31.5%	82.2%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., 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 for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors which excludes those who previously earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	168	178	177	188	175

Percentage of Undergraduate Course Sections by Class Size

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Fewer than 30 Students	89%	89%	89%	91%	89%
30 to 49 Students	8%	9%	10%	9%	9%
50 to 99 Students	2%	1%	1%	1%	2%
100 or More Students	0%	0%	0%	0%	0%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	83%	84%	88%	89%	89%
Adjunct Faculty	12%	12%	9%	9%	9%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	5%	4%	3%	1%	2%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	10	10	10	10	10

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	42.1%	43.8%	41.8%
Employed (Full-time) or Enrolled	49%	48%	53%	53%	58%
<i>Percent Found</i>	72%	79%	91%	86%	89%
<i>Number of States/Districts Searched</i>	1	36	38	39	41

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

Median Wages of Bachelor’s Graduates Employed Full-time, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$16,000	\$16,200	\$17,800	\$18,700	\$17,600
25th PERCENTILE WAGE	\$17,400	\$18,400	\$22,200	\$21,400	\$19,500
MEDIAN WAGE	\$21,300	\$21,200	\$26,300	\$25,000	\$26,500
75th PERCENTILE WAGE	\$28,500	\$28,300	\$33,800	\$33,700	\$33,800
95th PERCENTILE WAGE	\$36,100	\$36,100	\$46,300	\$54,000	\$49,800
<i>Percent Found</i>	19%	14%	19%	24%	36%
<i>Number of States/Districts Searched</i>	1	1	1	39	41

Notes: **Median Wage** data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as “WRIS 2”). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Terminated Programs						
Programs Suspended for New Enrollments						
New Programs Considered By University But Not Approved						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$1,046	\$945	\$1,294	\$897	\$924
Federally Funded (\$ 1,000s)	\$626	\$451	\$758	\$332	\$190
Percent Funded From External Sources	89%	84%	89%	80%	68%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$15,612	\$15,750	\$21,213	\$13,800	\$13,588
Technology Transfer					
Invention Disclosures	0	0	0	0	0
Licenses & Options Executed	0	0	0	0	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0
	2011	2012	2013	2014	2015
Utility Patents Issued	0	0	0	0	0

Notes: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). **Percent Funded from External Sources** is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **Utility Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other patent types.