Question #1: Provide a full and separate accounting of all University and Board of Governor’s accounts.

NCF Response to Question #1
Response to be supplied by the Board of Governors.
Question #2: Provide a degree cost comparison, by university and degree.

NCF Response to Question #2

What is your process in determining which programs to terminate and which programs to initiate?

New College of Florida has one academic program - our honors, undergraduate, Bachelor of Arts degree program. New College has not added a degree program or terminated a degree program and therefore has not used the process set out in regulations 8.011 and 8.012.

Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.

New College faculty and administrators offer many different programs guiding students in their career development. We track student success by surveying our graduates regularly, and, we conduct studies using national databases to understand our graduates’ continuing education and employment status. Both continuing education and employment are important goals for New College graduates.

We know from one freshman survey we administer, the College Cooperative Institutional Research Program (CIRP), that a strong majority of our freshmen (over 90%) plan to attend graduate/professional schools after New College. Therefore, an important measure of success for our students is attendance in graduate and professional schools.

We directly surveyed our 1996 – 2007 graduates and asked them about their employment and additional education. We used national databases to compile data on education and employment of our 2006-2010 graduates.

- Between November 2007 and February 2008, NCF contacted 1,466 alums (92% of all students who graduated between 1996-2007). The 44% response was demographically representative of these graduates. The results affirm that strong majorities of NCF graduates have the skills and preparation to meet the needs of employers, graduate schools, and professional schools.

Seventy-one percent (71%, 460) of the respondents reported enrolling in at least one graduate or professional program since their New College of Florida graduation. The graduate/professional school attendance rate for students one year after college graduation (2006 graduates) was 55% and five years after graduation (2002 graduates) was 73%. For those alumni who were six or more years after college, their graduate and professional school attendance rates were close to or above 80%. While attending graduate or professional schools, 61% of the alumni received some type of financial support.

Seventy percent (70%) of the alumni reported being employed full-time, part-time, or self-employed. The analysis of alumni employment and pursuing-education status at the time they completed the survey indicated that 60% of the alumni were employed, 10% were working while pursuing education, and 24% were pursuing their degrees full-time at graduate or professional schools. Overall, nearly 95% of the alumni were employed or pursuing education, when they responded to the survey. Most alumni careers (80%) were related to their Area of Concentration (AOC) at New College. The
most popular industries that alumni employment associated with were Education, Professional & Business Services, and Health Services. Alumni reported that the most effective methods for obtaining their current employment were: direct applications to employers (46%) and professional contacts (32%).

○ New College is in the midst of updating our data for graduate/professional school attendance rate using the New College Alumni Association database and National Clearinghouse database for 2006 to 2010 graduates shows that the graduate/professional school attendance rate for students one year after graduation was 44%, two years after graduation was 48% and five years after graduation was 68%. The table below summarizes our current information about 2006-2010 graduates

Table 1. New College of Florida 2006-2010 Graduate and Professional School Attendance Rate and Career/Employment Rate.

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<thead>
<tr>
<th>Grad. Year</th>
<th>Graduate/Professional School Attendance Rate</th>
<th>Career/Employment Rate</th>
<th>Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>2006</td>
<td>89</td>
<td>68%</td>
<td>44</td>
</tr>
<tr>
<td>2007</td>
<td>85</td>
<td>58%</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>76</td>
<td>45%</td>
<td>30</td>
</tr>
<tr>
<td>2009</td>
<td>76</td>
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<td>44%</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>394</td>
<td>52%</td>
<td>240</td>
</tr>
</tbody>
</table>

A low rate of defaults on student loans is another indicator of student success after graduation, since successful graduates pay back their loans. Student loan default rates at New College are low and trending lower.

Table 2. Two year Cohort Default Loan Rates.

<table>
<thead>
<tr>
<th>New College 2-year Cohort Loan Default Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009</td>
</tr>
<tr>
<td>FY 2008</td>
</tr>
<tr>
<td>FY 2007</td>
</tr>
</tbody>
</table>

What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?
New College of Florida uses national survey results and studies to ensure that its graduates are meeting the needs of employers. New College tracks closely the results from the Job Outlook survey conducted annually by the National Association of Colleges and Employers (NACE) and the employers survey commissioned by Association for American Colleges and Universities (AAC&U) to ensure that the core
curriculum of its academic program develops students’ abilities and competencies matching the traits/skills that employers are seeking in their new college hires.

In the 2011 national survey from the Job Outlook, employers reported that the top five traits/skills they seek in their new college hires are:

1. Verbal Communication Skills
2. Strong Work Ethic
3. Teamwork Skills
4. Analytical Skills
5. Initiative

(Source: Job Outlook 2011, National Association of Colleges and Employers. NACE conducted the NACE Job Outlook 2011 survey from mid-August through October 15, 2010. A total of 172 surveys were returned for a 20.7 percent response rate).

In 2010, AAC&U conducted a “Raising the Bar” study. The study identifies employers' views on college learning. Employers would like colleges to prepare graduates for long-term career success by “helping them develop both a broad range of skills and knowledge and in-depth skills and knowledge in a specific field or major.” The highest ranked skills identified by employers are:

-- The ability to communicate effectively, orally and in writing (89%)
-- Critical thinking and analytical reasoning skills (81%)

Our graduates match the top traits/skills sought by employers. New College students develop strong verbal communication skills and demonstrate this in their capstone senior thesis and oral baccalaureate exam. Our honors level coursework requires a strong work ethic. Increasingly, assigned class projects involve teamwork and collaboration. New College students make large gains in critical thinking over their first year and out perform national norms and students at peer institutions in critical thinking assessments. Semester contracts, independent study projects, and tutorials engender student initiative.

New College’s emphasis on critical thinking/analytical skills and communication skills is preparing graduates with desirable skills that employers are seeking in new college hires. These skills also ensure our graduates will have long term success in their careers.
Question #3: Provide a review of the metrics from the November 4, 2011 document from the Council of 100 regarding state universities.

NCF Response to Question #3 (based on suggested BOG Criteria and Principles)

Criterion 1.0: The Chancellor will address the capacity of the SUS to meet student demand and market demand for graduates using the new Strategic Plan.

Criterion 2.0: Not applicable.

Criterion 3.0: Overhead Rates In Comparison with Other SUS Institutions. Regarding overhead rates and how they compare to other SUS institutions, New College of Florida’s overhead (or Facilities & Administrative - F&A) rate is higher than all of the other SUS institutions for on campus, organized research.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>ON-CAMPUS, ORGANIZED RESEARCH RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>46.0%</td>
</tr>
<tr>
<td>FAU</td>
<td>42.5%</td>
</tr>
<tr>
<td>FGCU</td>
<td>52.0%</td>
</tr>
<tr>
<td>FIU</td>
<td>45.0%</td>
</tr>
<tr>
<td>FSU</td>
<td>47.0%</td>
</tr>
<tr>
<td>NCF</td>
<td>55.0%</td>
</tr>
<tr>
<td>UCF</td>
<td>45.0%</td>
</tr>
<tr>
<td>UF</td>
<td>46.5%</td>
</tr>
<tr>
<td>UNF</td>
<td>43.5%</td>
</tr>
<tr>
<td>USF</td>
<td>49.5%</td>
</tr>
<tr>
<td>UWF</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

Having a higher rate does not imply recovering more overhead. Variability in grant and contract activity, solicitation limitations in rate recovery, specific budgets, and more can all substantially affect the amount recovered in F&A. Please compare state-supported inputs, such as facilities and budget, and your institution’s outputs such as degree production (both generally and in STEM), graduation rates, external grants and contracts, etc. with those of peer institutions. Institutional comparisons for external grants and contracts cannot be done with quantifiable data given the high variability of the inputs. Research intensive universities will have a much larger portfolio first and foremost due to their size and infrastructure; however, the size and quality of external grants and contracts at New College compares favorably to similar institutions in size and type. The College’s outputs, including degree production and graduation rates are included in our annual work plan that can be found at: [http://ncf.edu/scr-materials](http://ncf.edu/scr-materials)
Criteria 3.0: Operational Plans for Academic Departments

New College of Florida’s academic program is led by the Provost and Vice President for Academic Affairs. The twenty-four academic disciplines are organized into three Academic Divisions - Humanities, Natural Sciences and Social Sciences. Each discipline maintains an Academic Learning Compact (ALC) for their Area of Concentration. ALCs specify student learning outcomes for the Area of Concentration, identify the courses and activities that correlate to these learning outcomes, describe measures that are used to track student progress, and define the measures that are used to demonstrate the competencies of graduates in that Area of Concentration. The ALCs are updated as needed.

Each academic discipline also completes an Area of Concentration (AOC) Effectiveness Assessment covering a two-year cycle. These assessments focus on three student learning outcomes. Student work is the basis of the assessment and the plans state how the assessment results will be used to improve student learning.

Academic administrative units that provide support for teaching, learning and research complete an Institutional Effectiveness Plan each year. These plans define three or more objectives for the year, identify assessment measures, and report on how the results have been used for continuous improvement.

Criteria 4.0 a: New College awards the Bachelor of Arts Degrees. The number of degrees awarded annually has increased from 147 in 2006-07 to 167 in 2010-11, a 14% increase over four years. We are close to our goal of 170 degrees awarded annually.

New College’s six year graduation rate has also increased. Fifty-seven percent (56.7%) of students entering in 2001 had graduated from New College six years later. Sixty-eight percent (67.9%) of students who entered in 2005 had graduated from New College six years later. The College’s target of a six-year graduation rate of 65% by 2013 has been reached.

When students who entered New College in 2005 and graduated from the Florida State University System are added, the six-year success rate is over eighty percent (80.3%).

Academic research and development expenditures increased by 28% between FY 2005-06 and FY 2009-10. The College is slowly approaching its goal of one million in academic research and development expenditures.

Criteria 4.0 b: In the 2011 national survey from the Job Outlook, employers reported that the top five traits/skills they seek in their new college hires are:

1. Verbal Communication Skills
2. Strong Work Ethic
3. Teamwork Skills
4. Analytical Skills
5. Initiative

(Source: Job Outlook 2011, National Association of Colleges and Employers. NACE conducted the NACE Job Outlook 2011 survey from mid-August through October 15, 2010. A total of 172 surveys were returned for a 20.7 percent response rate).
In 2010, AAC&U conducted a “Raising the Bar” study. The study identifies employers’ views on college learning. The highest ranked skills identified by employers are:

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Our Center for Career Education (CCE) provides access to the College Central Network (CCN) a job and internship posting board for students and employers. There are 180 employers registered with New College’s CCN.

Thirty-one percent (31%) of 2011 New College of Florida graduates earned Areas of Concentration in science, technology, or mathematics (STEM). The four-year average for STEM graduates is 30%.

A survey of students who graduated from New College of Florida between 1996 and 2007 found that overall, nearly 95% of the alumni were employed or pursuing education, when they responded to the survey. Most alumni careers (80%) were related to their Area of Concentration (AOC) at New College. The most frequent industries for alumni employment were Education, Professional & Business Services, and Health Services.

Using National Clearinghouse data, we determined that 68% of students who graduated from New College of Florida between 2006 and 2010 attended graduate or professional school within five years of graduation.

**Criterion 4.0 c: Data on student job placement, including method of tracking job placement.**

New College of Florida tracks student success by surveying our graduates regularly, and, we conduct studies using national databases to understand our graduates’ continuing education and employment status. Both continuing education and employment are important goals for New College graduates.

We know from the freshman survey we administer routinely, the College Cooperative Institutional Research Program (CIRP) that a strong majority of our freshmen (over 90%) plan to attend graduate/professional schools after New College. Therefore, an important measure of success for our students is attendance in graduate and professional schools.

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**Criterion 4.0 d: Voluntary System of Accountability and its impacts/benefits to New College**

New College of Florida reports data to the Voluntary System of Accountability (VSA) and VSA uses this data to produce a college profile. [http://www.collegeportraits.org/FL/NCF](http://www.collegeportraits.org/FL/NCF)

The intended audience for the college profile is students and parents searching and comparing options for higher education. There are many ways that students search for information about potential college choices, and New College is not aware of a particular impact or benefit resulting from the VSA comparison.

Another VSA purpose is to demonstrate accountability and stewardship to the public. A more effective mechanism for New College of Florida to demonstrate its accountability and stewardship is the yearly Annual Workplan and Annual Report prepared for the Florida Board of Governors. In addition, New College reports similar accountability measures to U.S. Department’s National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) and publishers’ surveys, including U.S. News, Princeton Review, ...etc. The reported accountability measures are all published on websites and ranking reports, and can be easily accessed by the public.

**Criterion 5.0: This information already provided in the university work plans**

**Criterion 6.0: How New College manages degree programs and keeps curricula relevant to needs of industry and the market.**

New College of Florida has one academic program - our honors, undergraduate, Bachelor of Arts degree program. Under the Honor degree program, students major in their chosen area of concentration, and are encouraged to conduct interdisciplinary studies. New College has not added a degree program or terminated a degree program and therefore has not used the process set out in regulations 8.011 and 8.012.

New College of Florida uses national survey results and studies to ensure that its graduates are meeting the needs of employers. New College tracks closely the results from the Job Outlook survey conducted annually by the National Association of Colleges and Employers (NACE) and the employers survey commissioned by Association for American Colleges and Universities (AAC&U) to ensure that the core curriculum of its academic program develops students’ abilities and competencies matching the traits/skills that employers are seeking in their new college hires.
New College of Florida’s Response to Senate Committee’s 12/06/11 Request to Chancellor Brogan

In the 2011 national survey from the Job Outlook, employers reported that the top five traits/skills they seek in their new college hires are:

6. Verbal Communication Skills
7. Strong Work Ethic
8. Teamwork Skills
9. Analytical Skills
10. Initiative

(Source: Job Outlook 2011, National Association of Colleges and Employers. NACE conducted the NACE Job Outlook 2011 survey from mid-August through October 15, 2010. A total of 172 surveys were returned for a 20.7 percent response rate).

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-- The ability to communicate effectively, orally and in writing (89%)
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Both internal and external assessment studies indicate our graduates match the top traits/skills sought by employers. New College students develop strong verbal communication skills and demonstrate this in their capstone senior thesis and oral baccalaureate exam. Our honors level coursework requires a strong work ethic. Increasingly, assigned class projects involve teamwork and collaboration. New College students make large gains in critical thinking over their first year and out perform national norms and students at peer institutions in critical thinking assessments. Semester contracts, independent study projects, and tutorials engender student initiative. These skills ensure our graduates will have long term success in their careers.

Criterion 7.0: Not applicable

Criterion 8.0: Information included in Criterion 3.0 response

Principle 1.0: Not applicable

Principle 2.0. Provide a profile of your student financial aid program. Include data on median family income, student debt, cost of attendance, etc.

New College of Florida’s TSM is comprised of academically talented students seeking to complete a bachelor’s degree at the honors level. Typically, 70% or more enter as Florida resident FTICs with prior honors curriculum experience. The College delivers instruction live, via classroom teaching and tutorials.

Student budgets for financial aid awards are based upon total cost of attendance (tuition, room, board, books and supplies, transportation, personal expenses); for 2010-2011 these budgets were $18,089 for a Florida resident and $40,339 for an out-of-state resident. For 2010-2011, the average percentage of student need met was approximately 95% (applying funds from all sources). For that same year, median family income reported via the FAFSA was $66,992. Expected Family Contribution is determined
via Federal Methodology, using the Free Application for Federal Student Aid (FAFSA). Prospective students are directed to comply with a February 15 priority deadline for submission of both the admission application and the FAFSA, for maximum funding eligibility. Admitted students receive financial aid offers on a rolling basis once the FAFSA is processed.

The Office of Admissions and Financial Aid functions as a merged unit of the College in order to provide maximum clarity of communication regarding aid eligibility, and consistency in packaging. Except when prohibited due to funding source, a student’s financial need and academic merit receive primary consideration in the award of funds; secondary consideration may also be given to whether the student is likely to enroll. These practices serve the College’s plan for equalizing educational opportunity, and play a key role in the College’s ability to meet enrollment goals while planning ahead for budget purposes.

As part of an aggressive student loan default management plan, the College provides proactive advice on loan options and responsibilities to prospective students’ families, and to new and returning students. To help students plan to invest loan funds wisely, staff will provide advice on staying within the financial aid budget during the school year, provide advice on planning for loan repayment after graduation, and counsel the student to reduce the dollar amount of the loan if the amount offered is larger than needed. Should a student fail to begin loan repayment when scheduled, the College begins correspondence with the student. These default management letters remind the student of the responsibility to repay, and the consequences of default to both the student and the College; the letters escalate in urgency of tone and have proven to be effective in maintaining and improving the College’s low default rate. The U.S. Department of Education’s FY 2009 cohort default rates were released in September; New College’s default rate history is reported as follows: 3.3% for FY 2009, 5.4% for FY 2008 and 6.4% for FY 2007. Source: Official Cohort Default Rate Search for Postsecondary Schools Fiscal Years 2009, 2008, and 2007. U.S. Department of Education. 20 December 2011. <http://www.nslds.ed.gov/nslds_SA/defaultmanagement/search_cohort.cfm>.

With regard to average level of graduating senior student loan debt, and the proportion of graduating seniors with student loan debt, the College has compared favorably with public 4-year or above colleges and universities in Florida, as well as throughout the country. For 2008-2009, the figures for average debt and proportion of seniors with debt are as follows: NCF $14,794/41%, Florida publics $17,705/44%, national publics $20,446/56%. For 2009-2010, the figures are as follows: NCF $11,458/36%, Florida publics $19,114/45%, national publics $21,740/56%. Source: The Institute for College Access & Success, College InSight, 16 December 2011. <http://www.college-insight.org>.

Of the 2011 graduating class, 41.3% borrowed through student loan programs. The average student loan debt certified by NCF was $14,191; the median loan debt was $13,500. The College projects that the average level of student loan debt will continue to increase for 2012, due to challenging economic conditions and additional cuts in state aid.

**Principle 3.0: Information included in Criterion 3.0 and 4.0 response**

**Principle 4.0: Faculty evaluation, faculty merit criteria, faculty post-tenure review and consequences**

Annual Evaluation of Faculty: At the end of each academic year, each faculty member has to submit a Faculty Annual Activity Report to their Division Chair detailing their annual activities in instruction, research, and community services. The Division Chair writes an evaluation of each faculty member in

Dated: December 22, 2011
the Division and places it in the personnel record. Faculty members receive a copy of this evaluation and may place a written response to it in their personnel record. (Faculty Handbook 4.11).

Post-Tenure Review of Associate and Full Professors: Tenured associate professors are reviewed by the Provost’s Advisory Committee (an elected committee of peer faculty) at seven-year intervals after tenure is granted. This review is based on the associate professor’s evaluation file. The file summarizes their accomplishments in teaching, scholarship, and service. A divisional ballot is conducted wherein divisional faculty vote to indicate whether the faculty member under review is fulfilling the conditions of tenure in the areas of teaching, scholarship, and service. Tenured Full Professors are reviewed at seven-year intervals following the same process, using an evaluation file, and including a divisional vote. However in the case of full professors, the peer review committee is the Chairs of the three academic divisions. The purpose of these post-tenure seven-year reviews is to provide thoughtful peer assessment of the faculty performance and list strengths and weaknesses. (Faculty Handbook 3.6.4) (NCUFF Collective Bargaining Agreement 10.3.b)

This post-tenure seven-year review of both associate and full professors applies the same thoroughness and scrutiny that is used in New College’s pre-tenure third and fourth year reviews. Letters of comment are solicited from faculty, staff and students across the college.

The peer committee conducting the review is not restricted to a faculty member’s disciplinary colleagues, but instead includes faculty from all academic divisions. Weaknesses identified in the post-tenure review are reinforced in the annual letter of evaluation written by the Division Chair. In the case of associate professors, the post-tenure review becomes part of the evaluation file when they apply for promotion to full professor. The post-tenure review is a highly visible accountability experience for faculty at New College.

Merit Increases for Faculty: The Faculty Handbook includes a statement on criteria and procedures for awarding merit salary increases. The criteria for awarding merit increases are the same as those established for retention, promotion, and tenure. Since becoming the 11th state university in 2001, New College has not awarded merit increases to faculty. (Faculty Handbook 4.13)

A procedure was adopted in 1998-99 in which the Division Chair ranked faculty on a three point scale in terms of teaching, scholarship, and service. Teaching was weighted the highest, scholarship next, and service last resulting in a cumulative ranking for all faculty in the academic division. Next, faculty were divided into meritorious and most meritorious groups. Eighty-five percent of the merit salary pool was distributed equally to all faculty who had achieved at least the meritorious group. In addition, fifteen percent of the merit salary pool was divided equally among faculty in the most meritorious group.

Performance Appraisal Process for USPS, Administrative & Professional, and Executive Service Employees

Performance appraisals are to be prepared upon the anniversary date of each employee’s respective hire date, as well as an initial evaluation one hundred and eighty (180) days after the initial hire date, and one hundred and eighty (180) days after a promotion or transfer (for USPS employees).
New College of Florida’s Response to Senate Committee’s 12/06/11 Request to Chancellor Brogan

The performance appraisals have the following main objectives:

1. To evaluate how the job has been performed during the rating period, to discuss the performance with the employee, and to determine future goals.

2. To evaluate short and long term goals previously set or to be revised.

The College utilizes two (2) Employee Performance Appraisal forms for non-faculty employees, one for its USPS and Police employees and one for its Administrative & Professional and Executive Service employees. The form for USPS and Police has preselected attributes and ratings for the supervisor to assign along with room for narrative while the A&P and Executive Service Form is a narrative format.

The performance appraisal includes major points covered during informal discussions that are encouraged during the year. The appraisal:

1. Allows employees to learn there supervisor’s views of how they have been performing their job and what will be expected of them in the following year.

2. Gives the employee an opportunity to express their views on their performance and their future with the College.

3. Places the vital information of the evaluation on record for future reference and use as documentation.

**Principle 5.0-8.0: Not applicable**

**Principle 9.0: The value of partnerships with other institutions and countries should be noted in the response to question 8 of the memo.**

**Physical partnerships:** New College continues to seek ways to partner with local institutions to share resources and costs. Since becoming independent in 2001, New College has continued to share service costs for the Campus Police, Cook Library and Counseling and Wellness Center with USF Sarasota-Manatee. Additionally, New College’s Chiller Plant is co-located in the same facility with the chillers serving the FSU Ringling Museum.

**Community Partnerships**

- **PUSH/SUCCESS Summer Program led by Dr. Sandra Gilchrist:** For each of the past eight years, New College has sponsored this two-week summer program for local middle and high school students from disadvantaged backgrounds. The focus of the program leads them to consider careers in health and health sciences and to better understand the connection between environmental and personal health.

- **Duke TIP Scholar Weekends:** New College partners with Duke University to provide an enrichment outreach program for gifted student identified through the Duke University Talent Identification Program. Scholar Weekend (the only Florida site is at New College) offers two-day college level mini-courses taught by New College faculty members. Each year, some 130...
students (grades 8-11) participate in the program, most from Sarasota, Manatee, Hillsborough and Pinellas counties.

- Duke TIP Center Program: Beginning in Summer 2012 New College will host the Duke TIP Center Program, a targeted academic program for superior gifted students grades 7-8. The program has two sessions, each lasting approximately two and a half weeks with 144 students per session. During their session, students engage in rigorous and highly specialized courses meant to challenge them while giving them an opportunity to socialize with students who share similar interests. This program is only offered at three other sites in the nation.

- K-12 Teacher Workshops at New College: For the eighth year in a row, grants from the Sarasota Bay Estuary Program have allowed New College Professor Sandra Gilchrist to conduct workshops on campus for teachers of grades K-12. Each eight-hour workshop focuses on different biological topics, all of which include extensive “coursepacks” for teachers to take away and use in their classroom.

**Principle 10.0: Not applicable**
**New College of Florida’s Response to Senate Committee’s 12/06/11 Request to Chancellor Brogan**

**Question #4: Provide an update on the New Florida Program**

**NCF Response to Question #4**  
Response to be supplied by the Board of Governors.
New College of Florida’s Response to Senate Committee’s 12/06/11 Request to Chancellor Brogan

**Question #5: Provide a full accounting of all university related executive travel including details on owned or leased aircraft and commercial flights and details on travel and entertainment by university for all university related organizations.**

**NCF Response to Question #5**

**All Travel for President Mike Michalson for the Period July 1, 2010 to June 30, 2011**

<table>
<thead>
<tr>
<th>DATES</th>
<th>DESTINATION/PURPOSE</th>
<th>TRAVEL*</th>
<th>LODGING</th>
<th>MEALS &amp; ENTERTAINMENT</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>8/6/10 - 8/11/10</td>
<td>Sarasota/Irvine, CA/San Francisco, CA/Sarasota New College Alumni Association Events</td>
<td>$952.71</td>
<td>$713.92</td>
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<td>9/15/10-9/16/10</td>
<td>Sarasota/Jacksonville/Sarasota Board of Governors Meeting</td>
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<td>11/8/10 - 11/9/10</td>
<td>Sarasota/Tallahassee/Sarasota LeRoy Collins Board of Directors Meeting</td>
<td>$497.63</td>
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<td>12/2/10-12/6/10</td>
<td>Sarasota/Louisville, KY/Sarasota Southern Assn. of Colleges &amp; Schools (SACS) Commissioners' Meeting **</td>
<td>$536.49</td>
<td>SACS Direct Pay</td>
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<td>2/14/11-2/15/11</td>
<td>Sarasota/Tallahassee/Sarasota Meeting with BOG Staff</td>
<td>$285.25</td>
<td>$168.75</td>
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<td>3/23/11-3/24/11</td>
<td>Sarasota/Tallahassee/Sarasota Board of Governors Meeting</td>
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<td>$149.00</td>
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<td>4/13/11</td>
<td>Sarasota/Tampa/Sarasota Sponsor Freedom Riders Showing</td>
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<td>6/20/11-6/23/11</td>
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<td>$524.17</td>
<td>SACS Direct Pay</td>
<td>$47.93</td>
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Dated: December 22, 2011
SACS Commissioners' Meeting **

<p>| | |</p>
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<td><strong>TOTALS:</strong></td>
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<td>$3,374.75</td>
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<tr>
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</table>

*All travel via automobile or commercial airline.

** Cost to attend two SACS Commissioners' meetings were paid or reimbursed by SACS with the exception of $146.27 in rental car charges for the June trip.
Question #6: Provide an update on implementation of recent year funding reductions.

NCF Response to Question #6
As an introduction to this response, it is helpful to provide some funding background in context of the reductions. New College of Florida was established as the eleventh member of the SUS in 2001 without benefit of start-up funding normally provided to support a free standing institution. In 2005, the College commissioned a comprehensive, independent evaluation of base operating needs and "per student" cost comparisons with other SUS institutions. The report (prepared by MGT of America) concluded that the College was receiving State appropriations for significantly fewer staff and operating support than did other SUS institutions when they operated at similarly low levels of enrollment.

In 2005, with four years of operating experience to draw from as a stand-alone institution and the MGT analysis in hand, the College developed a Legislative Budget Request for $5.4 million for academic/administrative support ($1.8 million per year for three years) to fill gaps in basic operations and bring the College's recurring base funding to a more adequate level needed to support a stand-alone institution. The Florida Board of Governors has strongly supported the multi-year request, as has past legislatures and governors. In FY 2006-07, the College was appropriated the first $1.8 million in additional recurring base "start-up" funding. In FY 2007-08 the College received the second $1.8 million installment. A portion ($500,000 in recurring funds) of the third installment was appropriated in FY 2009-10.

In recognition of the remaining $1.3 million start-up yet to be funded, but also mindful of the State's economic challenges, the Legislature provided the College a special $500,000 appropriation in non-recurring start-up funds in FY 2010-11 and again in FY 2011-12. We are most grateful for the support the Legislature has provided in helping the College secure this funding.

The College, like every other state budget entity, has experienced its share of budget reductions in recent years. During the period FY 2007-08 through FY 2010-11 the College's recurring State appropriation decreased from $19.1 million to $15.7 million, a reduction of $3.4 million or 17.8%. Despite starting further "behind the curve" than our sister institutions in sustaining cuts before the full complement of start-up funding was appropriated, the College has made significant progress in generating new revenue, reducing operating costs and enhancing operating efficiencies.

The College had positioned itself to emerge from the cuts sustained through FY 2010-11, including the loss of federal stimulus funds, with its academic program intact. However, the additional $1.3 million reduction in recurring appropriations (excludes cuts to employee retirement contributions) sustained in FY 2011-12 will cause fundamental harm to the academic program if additional state revenue is not forthcoming. It is important to note that New College only has one academic program – our honors, undergraduate, Bachelor of Arts degree program. It is our one and only priority.

Actions the College has taken over the past four years regarding generating new revenue, reducing operating costs and enhancing operating efficiencies in response to the reductions include, but are not limited to the following:

Dated: December 22, 2011
The New College Foundation is 18 months into a $60 million comprehensive campaign. The value of total charitable giving to date (outright gifts, pledges and future planned gifts) is almost $12 million.

Resident and non-resident tuition rates have increased significantly to help offset the reductions in State support. However, the amount of additional tuition revenue generated has been dwarfed by the cumulative decrease in state aid. To better illustrate this difference, based on current enrollment, a 1% increase in 2012-13 differential tuition is projected to generate approximately $27,000 in new revenue for the College. In comparison, a 1% decrease in 2012-13 State recurring appropriations would equal approximately $144,000 in lost funding.

Reducing Salary and Fringe costs during the 4 year period by over $1.4 million, including eliminating 25 positions (primarily through attrition) by restructuring support services.

Reducing OPS and operating expenses by over $1 million.

Delaying the hiring of tenure track faculty to replace retiring faculty and faculty who have left the College for other employment opportunities, using visiting and adjunct faculty to temporarily fill the void.

Continuing to share operating costs of the Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services with the USF-Sarasota-Manatee, whose campus is immediately adjacent to the College’s campus.

Co-locating chiller plants in the same facility with FSU Ringling Museum to provide each institution with back up chilled water capacity and other benefits.

Taking advantage of sister SUS institutions’ procurement contracts, such as FAU’s banking contract with Bank of America which allows the College to pay lower banking costs and to participate in P-card benefits which we could not negotiate on our own and FAU’s builder’s risk insurance provider to reduce capital construction project costs.

Implementing automation improvements in the areas of Web Time Entry (WTE), software portal capabilities, and work order tracking program in support of Information Technology and Physical Plant operations.

Continuing to reduce consumption of purchased utilities (electricity, natural gas, water and sewer) by adding buildings to our electronic campus wide energy management system and retrofit buildings with more efficient HVAC, lighting, window and roof systems. FY 2010-11 energy expenditures in dollars per square foot are 17% lower than the FY 2007-08 base year, despite a 22% increase in campus square footage, including bringing on line five new dormitories.

The items noted above reflect how we have addressed cuts over the last four years. During the current 2011-12 fiscal year the College projects spending down as much as $1.7 million in reserve funds. The use of reserves is necessary to address the $1.3 million reduction in recurring State aid the College sustained in FY 2011-12 and to offset the remaining portion of
previous recurring reductions. The use of reserves will allow the College time to plan and implement additional permanent adjustments involving a combination of new revenue and reduced expenditures to cover the shortfall over time.

Whether it is reducing energy consumption, evaluating every personnel position to determine if the job functions can be reorganized or eliminated, pursuing private funding, or researching and applying for new federal and state grants and contracts, New College is continually looking for new opportunities to reduce overall costs and enhance revenues.
Question #7: Provide details of university pay raises, by university, by employee group, and by salary range, for the past five years.

NCF Response to Question #7
The following is a synopsis of New College of Florida’s salary increases for the following five fiscal years.

FY 2007-2008:
Employees covered under the UFF (Faculty) bargaining agreement that met or exceeded performance standards received base pay increases according to a salary equity plan with the following components:

- Assistant Professors: $54,500 minimum starting salary for 07-08 with $300 plus 0.35% for each year of service, effective 12/01/07;
- Associate Professors: $300 plus 0.35% for each year of services as Associate up to 15 years, effective 12/01/07;
- Visiting Professors and Non-Instructional Employees in Unit: 3.93% (the average equity adjustment), effective 12/01/07;
- Tenure track and tenured faculty received not less than 3%;
- The average for all faculty increases was 3.93%.

All other employees that met or exceeded performance standards received a 2% increase effective 12/30/07.

FY 2008-2009:
Employees covered under the UFF (Faculty) bargaining agreement that met or exceeded performance standards received a 1% increase effective 8/7/08.
No other employees received an increase.

FY 2009-2010:
Employees covered under the UFF (Faculty) bargaining agreement that met or exceeded performance standards received a 2.2% increase effective 8/7/09.
All other employees that met or exceeded performance standards received a 2% increase effective 7/1/09.

FY 2010-2011:
No salary increases.

FY 2011-2012:
No salary increases.
Question #8: Provide details and related costs to university or related entities for out-of-state programs, including international campuses and out-of-state campuses or affiliations.

NCF Response to Question #8
Not applicable
Question #9: Provide an update on university accountability initiatives; including the creation of performance funding methodologies, uniform chart of accounts, and transparency.

NCF Response to Question #9
Response to be supplied by the Board of Governors.
Question #10: Provide details on university donations of $50,000 or more from vendors doing business with the university (including employees or agents of such vendors) and the details on the contracts with such vendors.

NCF Response to Question #10
A list of all donors who have donated $50,000 or more to New College of Florida in any of the last three fiscal years (FY 2008-09, FY 2009-10 and FY 2010-11) and who authorized public announcement of such donations can be found at: http://ncf.edu/scr-materials. No donors asked to remain anonymous. A list of College vendors produced by the College’s Business Office listing all vendors for this same time period is available at: http://ncf.edu/scr-materials.

Vendor lists are maintained by the College as part of its regular business operations. Because of the volume of the vendor lists, this response includes the list, but does not include contract details. If you or any member of your staff would like supplementary information, we would be happy to work with you to provide it.

The business operations of the College and the fundraising activities of New College Foundation are entirely separate functions; there is no database or other set of shared records that combine the vendor information with the New College Foundation’s confidential donor information. To avoid any appearance of impropriety in the procurement process, which is conducted in the Sunshine pursuant to published College policies and regulations, the College works to keep the procurement of goods and services separate from the interactions of the New College Foundation with donors.

By my signature below, I certify the attachments to be complete for the years indicated above, as presented to me by New College Foundation and the complete vendor list for the College for the same time period, as prepared by the College’s Business Office.

______________________________________________
Gordon E. Michalson, Jr.
President, New College of Florida
Question #11: Provide an overview of Board of Governors and university procurement policies.

NCF Response to Question #11

Question #11 a: Overview of Procurement Policies:

New College of Florida follows the procedures included in its Purchasing Regulation 3-1010 that begins on page 97 of the following link: http://ncf.edu/c/document_library/get_file?uuid=21c50846-3c8f-4116-bc25-d47e2b936777&groupId=48902 as adopted by the College Board of Trustees. This regulation was developed to meet the requirements established in the Board of Governors Purchasing Regulation. (BOG 18.001.)


The documents referenced above can be found at: http://ncf.edu/scr-materials.

Question #11 b: What specific controls are in place?

Specific controls regarding College purchasing regulations include a minimum competitive solicitation threshold of $50,000 and authorization limits to execute any single procurement contract over a certain range of amounts. The College’s competitive solicitation threshold of $50,000 is more stringent than the Board of Governor’s threshold of $75,000. This is covered during training for those involved in the College’s procurement process.

The authorization limits include the following ranges: 1) up to $250,000, 2) $250,001 to $500,000, 3) $500,001 to $1,000,000, and 4) any contract in excess of $1,000,000. Each range listed above requires additional reviews and approvals. The Director of Purchasing can approve purchases up to $250,000. The $250,001 to $500,000 range requires a countersignature by the Vice President for Finance and Administration. The $500,001 to $1,000,000 range requires countersignatures by both the VP for Finance and Administration and the President. Finally, any purchase in excess of $1,000,000 requires approval of the New College Board of Trustees.

These series of authorization limits provide additional review and approval steps which help insure the College is making the most appropriate and cost-effective purchase in the best interest of the College.

Question #11 c: How are conflicts of interest avoided?

The internal controls, regulations and associated training mentioned above are the main reasons why conflicts of interest are avoided. The multiple layers of review and approvals by different employees and different campus offices assist in assuring commodities and contractual services are purchased with the best interests of the College in mind. All NCF personnel engaged in purchasing and related activities are bound by the standard of conduct for public officers and employees set forth in chapter 112, part 3, Florida Statutes, and must file a Statement of Financial Interest annually. Employees are made aware of Board of Trustee approved regulations including regulation 2-1011 Ethics and Conflict of Interest, 3-4002 Conflict of Interest, and 4-6309 Conflicts of Interest in Sponsored Research. The New College of Florida Foundation also has a Conflict of Interest Policy. The New College of Florida Foundation also has a
Conflict of Interest Policy. Copies of the above regulations can be found at: http://ncf.edu/scr-materials.

**Question #11 d: Describe policies related to donations from vendors**

The business operations of the College and the fundraising activities of New College Foundation are entirely separate functions; there is no database or other set of shared records that combines the vendor information with the New College Foundation’s confidential donor information. To avoid any appearance of impropriety in the procurement process, which is conducted in the Sunshine pursuant to published College policies and regulations, the College works to keep the procurement of goods and services separate from the interactions of the New College Foundation with donors.

It is made clear to all employees at Foundation who are responsible for soliciting gifts and College employees who are responsible for procurement of goods and services that it is a breach of ethical standards to solicit, demand, accept or agree to accept a gratuity of any kind in connection with any specific procurement decisions.

The New College Foundation does solicit businesses, vendors and other corporations in pursuit of fund raising and sponsorship of various events. These entities receive only the benefits for the level of their giving that any other donor at that specific giving level receives. No additional benefits are granted beyond the level of sponsorship. Tax exempt gifts are reduced for donations and sponsorship where the donor receives a good or service from the Foundation (such as food or entertainment) by the cost such goods or service.
New College of Florida Response to Sen. Alexander's Request to Chancellor Brogan
Dated December 6, 2011

Question #10: Provide details on university donations of $50,000 or more from vendors doing business with the university (including employees or agents of such vendors) and the details on the contracts with such vendors.

NCF Response to Question #10
A list of all donors who have donated $50,000 or more to New College of Florida in any of the last three fiscal years (FY 2008-09, FY 2009-10 and FY 2010-11) and who authorized public announcement of such donations can be found at: http://ncf.edu/scr-materials. No donors asked to remain anonymous. A list of College vendors produced by the College’s Business Office listing all vendors for this same time period is available at: http://ncf.edu/scr-materials.

Vendor lists are maintained by the College as part of its regular business operations. Because of the volume of the vendor lists, this response includes the list, but does not include contract details. If you or any member of your staff would like supplementary information, we would be happy to work with you to provide it.

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By my signature below, I certify the attachments to be complete for the years indicated above, as presented to me by New College Foundation and the complete vendor list for the College for the same time period, as prepared by the College’s Business Office.

[Signature]
Gordon E. Michelson, Jr.
President, New College of Florida