

NCF

2016 Work Plan



New College of Florida
*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

APPROVED BY NCF BOT 06-11-2016

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

New College seeks to evolve in ways that build on the strengths of our academic program, and that enable us to better serve our students and the state of Florida. It aspires to be the pre-eminent public residential arts and sciences college in the nation. In the context of a residential environment, it offers students a highly individualized program at the highest level of academic excellence. The College places equal value on intellectual rigor and exploration. It seeks to inculcate in students the timeless virtues of a liberal arts and sciences education while, at the same time, acquiring the skills to thrive in a rapidly evolving world. A New College education will propel graduates toward productive careers, post-graduate study, and lives that make the world a better place.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

New College is a selective liberal arts college, the small higher education category distinguished by the strength of its faculty and students, and the quality of the education its graduates receive. We seek to customize education at the level of the student, and expect our faculty members to be excellent teachers as well as active researchers, scholars, and artists within their disciplines. As a public college, New College offers the finest education anywhere at a strikingly affordable price. We are currently leading our higher education sector as the 4th ranked Public Liberal Arts College in the nation. The center of our market is Florida honors students who are deeply engaged learners. Our students are preparing for both graduate school and careers via a broad-based education in the sciences and humanities that expands their experience through exposure to diverse cultures beyond Florida. Our strategy is five-fold. First, we enhance academic excellence with rigorous offerings, low student/faculty ratio, and small classes where faculty and students interact intensively. Every student is required to complete a senior thesis or project. Second, we link liberal arts with the world of work through internships, career preparation and community service. Third, we support student success through seamless teamwork among academic and student affairs staff. Fourth, we leverage opportunities for our students by collaborating with other institutions, partnering with community members, and connecting students with alumni professional mentors. Fifth, we increase revenue through a focus on large donors, a renewed campaign, and a new external research funding initiative.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Our core strength emanates from our faculty, students, and our singular pedagogy that focuses on authentic learning, not the accumulation of grades and credit hours. Holding high standards for teaching and research, our faculty works with engaged honors students generating outsized results. Our affordable price provides this outstanding B.A. degree with well below average student debt. Students are immersed in real world learning through our strong Center for Engagement and Opportunity. However, despite our high national ranking, we are challenged by being labeled as a low-performer by the SUS performance metric system. Over the next three years, our greatest opportunities for improvement are in the areas of student life, quantitative literacy, external research funding, and collaboration with higher education partners. We will improve residential life, and increase resources for faculty research. Through the College Consortium of the Creative Coast, we are providing more academic choices and enhanced student life activities.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Retention of First-Year Students and Increasing Six Year Graduation Rates. The College's retention of first-year students has remained at 80-82% for the last several years and requires concentrated institutional effort for improvement. To help first-year students make strong academic connections we are expanding Navigating New College, our academic advising initiative. This includes additional advising resources, academic peer mentors, coordinated communications, and workshops for first year students as they plan independent study and their majors. We are piloting new pedagogy for introductory classes, and expanding support in writing and quantitative skills. We will replace the majority of our Student Affairs staff and we are creating a new position of Director of First Year Programming to strengthen the social connections among our first-year students. First year retention will, in turn, lift our six year graduation rates.

2 Connecting Liberal Arts and Employment. New College of Florida's Center for Engagement and Opportunity (CEO) created a strong foundation during its first two years of operation. During the 2015-2016 academic year, members of the CEO team interacted with 575 + students to help them define career goals, identify internships, create competitive applications for fellowships, and successfully transition to work or graduate school. The CEO will build on the strong reputation that has been created through internships (17% of the student body participated in internships AY 15-16) and careers (375 + open positions posted) and SuccessQuest, (a First Year student success pilot program in 2015-16) to expand engagement with first and second year students. By helping students identify and articulate their personal and professional goals early, they will be more likely to achieve academic and career success.

3 Strengthening STEM Outcomes and Quantitative Literacy. New College has long excelled in the natural sciences, and currently has the highest percentage of bachelor's degrees awarded in STEM in the SUS (27%). Our first cohort of Data Science MS students will graduate in 2017, and each graduating cohort will strengthen our partnerships with businesses and the reputation of our MS. The data science program also deepens our resources in undergraduate computer science and statistics, benefitting student researchers in both natural and social sciences and equipping them with valued job skills. Construction will begin soon on the new Heiser science wing, expanding laboratory, research and teaching spaces. New science facilities combined with our STEM initiative will increase the number of undergraduate STEM degrees. Meanwhile, we are formulating a new quantitative literacy initiative to embrace numeracy across the curriculum, including both gateway science classes and digital humanities.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	42.1% 2012-13	43.1% 2013-14	45.0% 2014-15	47.0% 2015-16	49.0% 2016-17	51.0% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$26,300 2012-13	\$24,800 2013-14	\$26,700 2014-15	\$26,900 2015-16	\$27,100 2016-17	\$27,300 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$76,720 2010-14	\$79,250 2011-15	\$82,250 2012-16	\$81,250 2013-17	\$80,250 2014-18	\$79,250 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	69.4% 2008-14	70.5% 2009-15	63.4% 2010-16	67.0% 2011-17	72.0% 2012-18	74.0% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	80.2% 2013-14	81.3% 2014-15	83.0% 2015-16	85.0% 2016-17	86.0% 2017-18	87.0% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	42.4% 2013-14	39.5% 2014-15	44.0% 2015-16	45.0% 2016-17	46.0% 2017-18	47.0% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	28.6% Fall 2013	30.0% Fall 2014	28.0% Fall 2015	30.0% Fall 2016	30.0% Fall 2017	31.0% Fall 2018
BOG METRIC: Freshman in top 10% of High School Graduating Class	41% Fall 2013	45% Fall 2014	43% Fall 2015	44% Fall 2016	45% Fall 2017	46% Fall 2018
BOG METRIC: Number of Top 50 Rankings in Select National Publications	5 2015	5 2016	5 2017	5 2018	5 2019	5 2020
UBOT METRIC: Percent of Undergraduate Seniors Participating in a Research Course	100% 2013-14	100% 2014-15	100% 2015-16	100% 2016-17	100% 2017-18	100% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	3.9 2013-14	3.9 2014-15	3.8 2015-16	3.8 2016-17	3.8 2017-18	3.8 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	54% 2010-14	57% 2011-15	56% 2012-16	57% 2013-17	58% 2014-18	59% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	144 2013-14	177 2014-15	180 2015-16	185 2016-17	190 2017-18	195 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	0 2013-14	0 2014-15	0 2015-16	7 2016-17	15 2017-18	15 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	14% 2013-14	11% 2014-15	23% 2015-16	24% 2016-17	25% 2017-18	26% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	1% Fall 2013	1% Fall 2014	1% 2015-16	1% 2016-17	1% 2017-18	1% 2018-19
12. Percent of Undergraduate FTE in Online Courses	0% 2013-14	0% 2014-15	0% 2015-16	0% 2016-17	0% 2017-18	0% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	34% 2013-14	27% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19
18. Percent of Graduate Degrees in STEM & Health	n/a 2013-14	n/a 2014-15	n/a 2015-16	100% 2016-17	100% 2017-18	100% 2018-19
IMPROVING METRICS		2 of 8	4 of 8	5 of 9	5 of 9	4 of 9



Institution Specific Goals *(optional)*

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

Narrative Goals. Our institutional specific goals describe aspects of our distinctive liberal arts and sciences mission where we will maintain or improve our excellence. Two academic programs - Foreign Language and Literature and International and Area Studies - graduate the SUS' highest percentage of students in the Global Competitiveness strategic area and we expect this percentage to fluctuate and have an increasing trend. The annual percentage of students with an internship for academic credit has increased from 12% to 16% over two years and our goal is 20% by 2020. Our students gain their BA degrees for the lowest net price in the SUS and we will maintain this affordability going forward. With the second highest Alumni giving percentage in the SUS, our graduates demonstrate their gratitude and support for New College. Our goal is to slowly increase the giving percentage.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric #1 Percentage of Bachelor's degrees awarded in Global Competitiveness Area of Strategic Emphasis (SUS average is 4%, SUS range is 0-12%)	8% 2013-14	12% 2014-15	13% 2015-16	13% 2016-17	14% 2017-18	14% 2018-19
Metric #2 Internships - Percentage of students participating in an internship for academic credit.	12% 2013-14	16% 2014-15	17% 2015-16	18% 2016-17	19% 2017-18	20% 2018-19
Metric #3 Student Affordability¹: Net Price to the Student	\$3,373 2013-14	\$2,480 ² 2014-15	<\$5,000 2015-16	<\$5,000 2016-17	<\$5,000 2017-18	<\$5,000 2018-19
Metric #4 Alumni giving percentage (2014-15 SUS Average is 8.6%, ranging from 3.1% to 17.2%) ³	14.9% 2013-14	12.8% 2014-15	14% 2015-16	15% 2016-17	16% 2017-18	17% 2018-19

Note 1: Net price to the student is calculated by generating a sticker price (undergraduate tuition and fees per credit multiplied by average total credit hours to degree). Next the Gift Aid per Credit is calculated (the total resident Gift Aid divided by the total undergraduate credit hours). Then the gift aid per 120 Credits is calculated (gift aid per credit multiplied by 120). The net price to the student is the result of subtracting the gift aid per 120 credits from the sticker price.

Note 2: Pending on BOG input for appropriate data to measure the metric.

Note 3. 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.



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	704	728	752	726	748	770	791
AA Transfers ¹	33	37	48	39	40	42	43
Other ²	57	70	54	60	62	63	66
Subtotal	794	835	854	825	850	875	900
GRADUATE³							
Master's	0	0	0	22	30	30	30
Research Doctoral	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0
Subtotal	0	0	0	22	30	30	30
UNCLASSIFIED							
H.S. Dual Enrolled	0	0	0	0	0	0	0
Other ⁴	0	0	9	0	0	0	0
Subtotal	0	0	9	0	0	0	0
TOTAL	794	835	863	847	880	905	930

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. 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. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0
Traditional (0-50%)	946	896	957	959	933	960	990
Subtotal	946	896	957	959	933	960	990
GRADUATE							
Distance (80-100%)	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0
Traditional (0-50%)	0	0	0	4	22	30	30
Subtotal	0	0	0	4	22	30	30

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **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.*). **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 primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	213	235	218	224	231	237	243	248	3%
UPPER	595	577	575	593	611	628	642	656	3%
GRAD I	0	2	20	27	24	24	24	24	4%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	807	814	813	844	866	889	909	928	3%
NON RESIDENT									
LOWER	59	51	51	52	54	56	57	58	3%
UPPER	81	86	80	82	85	87	89	91	3%
GRAD I	0	2	2	3	6	6	6	6	40%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	140	139	133	137	145	149	152	155	3%
TOTAL									
LOWER	272	286	269	276	285	293	300	306	3%
UPPER	675	663	655	675	696	715	731	746	3%
GRAD I	0	4	22	30	30	30	30	30	7%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	947	953	946	981	1,011	1,038	1,061	1,083	3%
NOT STATE FUNDABLE									
LOWER	4	2	3	3	3	4	4	4	7%
UPPER	6	8	6	6	6	6	6	6	0%
GRAD I	0	0	0	0	0	0	0	0	%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	10	10	9	9	9	10	10	10	2%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2021-22 \text{ value} \div \text{the } 2016-17 \text{ value}) \text{ to the } (1/5) \text{ exponent minus one.}$



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
None						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						

DOCTORAL PROGRAMS						
None						

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	32%	39%	39%	38%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,170	\$18,280	\$17,930	\$17,550	\$14,930
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	5.5%	7.8%	6.9%	1%	5.4%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,916	\$1,200	\$8,932	\$1,100	\$2,170	\$20,318
AT HOME	\$6,916	\$1,200	\$2,550	\$1,100	\$2,170	\$13,936

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	168	25%	\$9,220	-\$4,043	\$10,491	\$2,638	
\$40,000-\$59,999	79	12%	\$10,288	-\$3,277	\$9,574	\$2,432	
\$60,000-\$79,999	51	8%	\$13,017	-\$912	\$7,224	\$3,080	
\$80,000-\$99,999	36	5%	\$13,639	\$162	\$6,115	\$3,518	
\$100,000 Above	223	34%	\$14,443	\$604	\$5,512	\$1,535	
Not Reported	103	16%	n/a	\$1,092	\$4,876	\$131	
TOTAL	660	100%	AVERAGE	\$12,096*	-\$1,109	\$7,332	\$1,932

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 19.6	\$ 19.3
Tuition	\$ 5.3	\$ 4.9
Subtotal	\$ 24.9	\$ 24.3
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 7.5	\$ 7.1
Contracts & Grants	\$ 2.5	\$ 1.9
Local Funds	\$ 4.6	\$ 4.6

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: New College of Florida							
Undergraduate Students	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14
Activity & Service	\$16.65	\$16.84	\$14.94	\$14.25	\$14.97	\$15.72	\$16.51
Health	\$4.81	\$5.61	\$5.61	\$6.30	\$6.62	\$6.96	\$7.31
Athletic	\$6.41	\$6.81	\$8.71	\$8.71	\$9.14	\$9.59	\$10.06
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$45.51	\$46.90	\$46.90	\$46.90	\$48.37	\$49.91	\$51.52
Total Tuition and Fees per Credit Hour	\$190.71	\$192.10	\$192.10	\$192.10	\$193.57	\$195.11	\$196.72
% Change		0.7%	0.0%	0.0%	0.8%	0.8%	0.8%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,365.30	\$1,407.00	\$1,407.00	\$1,407.00	\$1,451.10	\$1,497.30	\$1,545.60
Total Tuition and Fees for 30 Credit Hours	\$5,721.30	\$5,763.00	\$5,763.00	\$5,763.00	\$5,807.10	\$5,853.30	\$5,901.60
\$ Change		\$41.70	\$0.00	\$0.00	\$44.10	\$46.20	\$48.30
% Change		0.7%	0.0%	0.0%	0.8%	0.8%	0.8%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid ³	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90
Total Fees for 30 Credit Hours	\$2,279.10	\$2,320.80	\$2,320.80	\$2,320.80	\$2,364.90	\$2,411.10	\$2,459.40
Total Tuition and Fees for 30 Credit Hours	\$24,912.00	\$24,953.70	\$24,953.70	\$24,953.70	\$24,997.80	\$25,044.00	\$25,092.30
\$ Change		\$41.70	\$0.00	\$0.00	\$44.10	\$46.20	\$48.30
% Change		0.2%	0.0%	0.0%	0.2%	0.2%	0.2%
Housing/Dining⁴							
	\$8,808.78	\$8,686.88	\$8,931.03	\$9,010.00	\$9,280.00	\$9,558.00	\$9,845.00
\$ Change		-\$121.90	\$244.15	\$78.97	\$270.00	\$278.00	\$287.00
% Change		-1.4%	2.8%	0.9%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Freshmen in Top 10% of High School Class
NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
Source: New College of Florida as reported to the Common Data Set (C10).



BOG Choice Metrics

National Ranking for University
NCF

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics

Percent of Undergraduate Seniors Participating in a Research Course
NCF

This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.
Source: New College of Florida.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).

Professional/Licensure Exam First-time Pass Rates

The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Average Time to Degree
Mean Years for FTIC in 120hr programs

This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

FTIC Graduation Rates
In 4 years (or less)

As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

Bachelor's Degrees Awarded

This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).

Graduate Degrees Awarded

This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).

Bachelor's Degrees Awarded To African-American and Hispanic Students

Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). 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.

Adult (Aged 25+) Undergraduates Enrolled

This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.



Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor’s Recipients with Debt

This is the percentage of bachelor’s graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor’s who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor’s recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015