

**State University System  
Education and General  
2021-2022 Legislative Budget Request  
Form I**

<b>University(s):</b>	<b>New College of Florida</b>
<b>Request Title:</b>	<b>University of Distinction: Educating for 21st Century Work</b>
<b>Date Request Approved by University Board of Trustees:</b>	<b>June 5, 2021</b>
<b>Recurring Funds Requested:</b>	<b>\$ 525,000</b>
<b>Non-Recurring Funds Requested:</b>	<b>\$ 0</b>
<b>Total Funds Requested:</b>	<b>\$ 525,000</b>
<b>Please check the request type below:</b>	
<b>Shared Services/System-Wide Request</b>	<input type="checkbox"/>
<b>Unique Request</b>	<input checked="" type="checkbox"/>

**I. Description**

New College of Florida serves its statutory mission (FS § 1004.32) as Florida’s residential liberal arts honors college by engaging in educational reform that combines innovation with excellence. Last year, guided by this mission and our strategic plan, New College set out to advance along three dimensions: (1) enhancing our strategic plan to become the top ranked public liberal arts and sciences institution in the US, (2) inflecting the student experience toward the world of work, and (3) serving our region better by increasing collaboration with nearby academic institutions. As we started down these paths, we quickly realized that in order to grow enrollment and strengthen our role within the region, we need to do more than just *inflect* toward the world of work. New College needs to make career preparation and workforce readiness *central to the entire student experience*.

In particular, New College will reimagine the liberal arts to produce graduates who will drive Florida’s innovation economy and fill the most challenging state workforce needs.

To accomplish this, New College of Florida requests \$525,000 to:

- (a) Close the skills gap so that, in addition to the timeless skills imparted by a liberal arts and sciences education, all New College graduates acquire essential technical skills, credentials, and competencies needed to effectively fill jobs in Florida’s fast changing economy.
- (b) Place all New College students in internships, apprenticeships, or hands-on service learning programs that are related to their career goals prior to graduation.
- (c) Respond to regional workforce needs through the development of the New College Innovation Hub.

Through these efforts, New College will increase its stature as a national model for educational excellence and innovation.

## A. Closing the skills gap

*If Florida is to become the global leader for talent, the state's employers must have ready access to workers with the right skills at the right time for the right industries. That's an increasing challenge as disruptions transform both the present state and the future of work.*

*Successfully addressing this challenge, which many attribute to a gap in skills sought by employers versus those available among individuals seeking work, is a must for entities that contribute to Florida's talent development pipeline.<sup>1</sup>*

Few schools can match New College's performance in producing graduates with outstanding *academic* skills<sup>2</sup>. To help fill the most challenging local, regional, and state workforce needs, we will integrate *workforce readiness skills* into our unique academic program and close the skills gap Florida employers face.

Significant skills gaps prevent Florida employers from filling 25% of available jobs. For positions they *are* able to fill, employers mitigate skill gaps through outsourcing or post-hire training<sup>3</sup> (with 58% of employers investing in digital training<sup>4</sup>). Through this request, New College will partner with a leading online, personalized digital skills development platform to integrate career-focused hard and soft skills development into our courses. In keeping with our mission, New College will customize both our approach to career readiness and filling skills gaps at the student level.

This skills development platform will complement our academic program<sup>5</sup> to:

- provide each student with the business (SEO, marketing, project management, sales), technology (mobile development, blockchain, programming), and creative (user experience, VFX, product design) microskills that drive Florida's economy;
- track and assess the workforce readiness of our students;
- build each student's online presence and brand, and expand professional networks;
- prepare students for professional certifications (e.g., FAA, Google, Oracle, SAS, Salesforce, Six Sigma, Scrum, Unity); and
- track the skill profile of our faculty and staff to provide targeted professional development opportunities.

This skills development platform won't simply be a tool available to students; we will integrate it deeply into our academic program and the experience of every New College student.

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<sup>1</sup> [CareerSource Florida: A Look at Skills Gaps and Job Vacancies in Florida 2018](#)

<sup>2</sup> Since gaining independence, New College ranks #9 among all universities (and #1 among public universities) in producing graduates who go on to earn doctoral degrees (in both STEM and non-STEM disciplines).

<sup>3</sup> [CareerSource Florida 2018 Skills Gap and Job Vacancy Survey](#)

<sup>4</sup> [Florida Workforce 2030 - An Updated Look at Building America's Best Workforce \(Florida Chamber Foundation\)](#)

<sup>5</sup> Partnering with an online provider is a cost-effective way to build business, technological, and professional skills of New College students without starting costly new academic programs.

By offering professional development workshops and regularly updating equipment, technology, and software, we will train faculty to integrate workforce readiness skills and modern technological tools into their courses. Through ongoing instructional design workshops, we will maximize the effectiveness of our faculty in teaching these skills and incent them to innovate in the classroom.

Most importantly, though, we will integrate workforce readiness skills into New College’s signature high impact practice – the senior project. In many ways, the semester-long senior project (almost always in the form of a senior thesis) forms the core of our academic program. We want to expand this core to allow students to demonstrate their career readiness in real work-based settings.

With funding from this request, we will work intensively with five of our academic programs each year to develop capstone *Professional Field Experience* internships. As an alternative to the senior thesis, students will be able to choose to complete a rigorous, semester-long, internship or apprenticeship that includes a written analytic/research component. Through these Professional Field Experiences, students will apply and expand their knowledge and skills under professional supervision in a structured learning experience.

In 2019-20, we successfully piloted this initiative with our Economics<sup>6</sup> program. Guided by our career center, faculty in the Economics program developed expectations and guidelines for the Professional Field Experience Internship, and built relationships with internship providers (including consultancy firms, local businesses, regulatory authorities, public administrations, and non-profit organizations). While it took a great deal of effort to develop, students and local employers have expressed substantial interest in expanding this pilot to our other academic programs. We’re requesting funds to increase our capacity to develop Professional Field Experiences for all our academic programs.

### Closing the Skills Gap – Funding Request Summary

Item	Request
Online skills development platform	\$45,000
Professional development workshops; instructional design sessions	\$25,000
Faculty stipends to integrate skills development platform into courses	\$25,000
Equipment refresh cycle	\$25,000
Professional Field Experiences development	\$75,000
<b>TOTAL</b>	<b>\$195,000</b>

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<sup>6</sup> [Economics Professional Field Experience Internship](#)

## B. 100% placement and integrated post-graduation planning

The Florida Workforce 2030 Report<sup>7</sup> survey of Florida business leaders found:

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

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

If Professional Field Experiences are so great, shouldn't all New College students complete a work-based learning experience before graduating? Yes!

New College prepares intellectually curious students for lives of great achievement through an individualized education shaped to the needs and interests of each student. This means we strive to infuse career preparation and work-based learning into the experience of every student from day one to meet their career needs and interests. Through this request, we will place 100% of New College students in internships, apprenticeships, or hands-on service learning experiences prior to graduation.

Our early efforts to integrate career preparation into the student experience have produced tremendous returns. Through our Novo Career Advantage roadmap<sup>8</sup>, the number of students meeting with career coaches increased 136% (with a 333% increase in total appointments). This coincided with:

- a 12% year-over-year increase (+24% over three years) in students finding gainful employment or continuing their education within one year of graduation;
- a 15% increase in the median starting salaries of New College graduates.

We want to capitalize on this progress by solving the one issue we still face – *placing our students in internships*. While internship providers overwhelmingly convey positive feedback about our students, we simply do not have the capacity to place enough New College students in work-based learning experiences.

We intend to hire an *Employer Relations & Internships* position (1.00 FTE) to build a sustainable program to ensure all New College students complete work-based learning experiences prior to graduation. This non-tenure-track faculty position will both educate and build relationships with local employers to cultivate opportunities to place all New College students in internships that meet their needs and interests.

### **100% Internship Placement – Funding Request Summary**

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Employer Relations & Internship Coord. (1.00 FTE faculty) - salary + benefits	<b>\$80,000</b>
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<sup>7</sup> [Florida Workforce 2030 - An Updated Look at Building America's Best Workforce \(Florida Chamber Foundation\)](#)

<sup>8</sup> Novo Career Advantage roadmap: <https://www.ncf.edu/ceo/students/advantage/>

### C. New College Innovation Hub

80% of Florida business leaders see the lack of key skills (employability, soft skills, digital skills) as a threat to their businesses.

More than 40% of Florida businesses have not yet engaged in public-private partnerships with local universities or state colleges for workforce training and skills development.<sup>9</sup>

Although 47% of employers blame higher education for the skills gap, only 31% are actively collaborating with colleges and universities to close the gap. We aim to fix that.

With funds from this request, we will create the *New College Innovation Hub* (NCIH) to scan the local market and respond to regional workforce needs. Staffed by part-time faculty with proven industry expertise, the NCIH will:

- identify skills and certifications that will close skills gaps for regional employers;
- offer courses and summer learning sessions to New College students and non-degree-seeking, working adults that target these skills;
- bundle these courses with the online skills development platform to develop certificate programs, minors, and pathways that lead to professional certifications;
- mentor New College students to build soft-skills, expand professional networks, and increase career opportunities;
- offer consultation services (directly and by coordinating student consulting project teams) to the local employers and the community to address current business operations challenges;
- conduct applied research to solve industry problems and stimulate the local economy; and
- further enhance New College's relationship with local industry.

The NCIH will be lean, focused, and nimble. In its first year, based on the interests of current New College students and the local community, the NCIH will focus on social entrepreneurship opportunities, partnering with local and regional interests, such as the City of Sarasota, Selby Botanical Gardens, and the Sarasota Manatee Airport Authority, with whom we have long-established relationships. As social entrepreneurship projects mature over the next year, the NCIH will scan the local work environment to choose the next area of focus that will benefit the local economy. Ideas for what might come next include supply chain management and logistics or cybersecurity, both of which are in high-demand in our community.

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<sup>9</sup> [Florida Workforce 2030 - An Updated Look at Building America's Best Workforce \(Florida Chamber Foundation\)](#)

As the centerpiece of this request, the NCIH will contribute significantly to New College’s mission to engage in educational reform by combining innovation with excellence. It will stimulate the local economy by serving as a hub where New College will engage with local employers to solve challenging problems, and it will further centralize career preparation into the New College student experience.

### New College Innovation Hub – Funding Request Summary

Item	Funds Requested
Part-time Professors of Practice (2.000 FTE) - recruitment + salary	\$200,000
Operating expenses	\$50,000
<b>TOTAL</b>	<b>\$250,000</b>

### Alignment with Institutional Mission and Universities of Distinction Goals

The following table demonstrates how the three components of this *Educating for 21st Century Work* initiative align with New College’s institutional mission and the SUS Universities of Distinction goals:

Educating for 21st Century Work	NCF Strategic Plan (high-level tactics)	Universities of Distinction Goals
a) Closing the skills gap	<p><b>1. Recruit more students who will thrive at New College</b></p> <p>Market research indicates that making hands-on, career-focused, credentialed learning experiences central to the student experience will increase applications to New College by 60%</p>	<ul style="list-style-type: none"> <li>● <b>Focuses on a core competency unique to NCF that achieves excellence at the national or state level.</b></li> </ul> <p>This initiative integrates workforce readiness skill development into New College of Florida’s unique, residential, liberal arts academic program. These efforts will propel New College into the top tier of all public and private liberal arts colleges in the nation.</p>
b) 100% work-based learning placement	<p><b>2. Keep them here four years</b></p> <p>Work-based learning experiences are High Impact Practices that have been positively associated with student learning and retention<sup>10</sup>.</p>	<ul style="list-style-type: none"> <li>● <b>Meets state workforce needs.</b></li> </ul> <p>By placing students into real work-based learning experiences, this initiative will ensure New College students demonstrate the soft and hard skills employers demand.</p>
c) New College Innovation Hub	<p><b>3. Make their degree more valuable</b></p> <p>Building students’ professional networks and providing them direct pathways to gainful employment will increase the value of a New College degree.</p>	<ul style="list-style-type: none"> <li>● <b>Fosters an innovation economy that focuses on areas such as health, security, transportation, and STEM, including supply chain management.</b></li> </ul> <p>The fundamental purpose of the New College Innovation Hub is to focus on areas (such as entrepreneurship, supply chain management, and STEM fields) to foster an innovation economy within the local region.</p>

<sup>10</sup> [National Survey of Student Engagement](#)

## II. Return on Investment

### Year 1 Accomplishments

New College is primed to move quickly and aggressively to implement this Educating for 21st Century Work initiative. The following table summarizes what we fully expect to accomplish by the end of the first year of implementation:

Year 1 Accomplishments	Current	Year 1 Expectation
Number of New College students completing internships, apprenticeships, or service learning experiences for academic credit	75 (2019-20)	+60% (120 internships)
Number of fully-developed academic program Professional Field Experience internships	1 program (2020-21)	+5 programs (6 programs)
Number of skills courses completed by New College students (offered through the online skills development platform)	0	+100 courses (100 courses completed)
Student Credit Hours (SCH) in NCIH courses	0	+300 SCH (300 SCH in NCIH courses)
Number of local employers served by the NCIH	0	10 (10 employers served)

### Improvement Over Time

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

Metric	Current Performance	Expected Improvement
PBF Metric #1: Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) in the U.S. One Year After	60.2% (2018 graduates)	+20% (80% for 2026 graduates)
PBF Metric #2: Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$29,700 (2018 graduates)	+50% (\$44k for 2026 graduates)
PBF Metric #5: Academic Progress Rate (2nd year retention with GPA above 2.0)	80% (2016-2018 cohorts)	+10% (90% for 2022 cohort)
PBF Metric #10: Percent of FTIC graduates completing 3+ High-Impact Practices	47% (2015-19 graduates)	+53% (100% for 2026 graduates)
Percent of graduating seniors completing an internship, apprenticeship, or hands-on service learning experiences	41% (2020 graduates)	+59% (100% for 2026 graduates)
Undergraduate Pell recipient enrollment	247 (2018-19)	+52% (375 in 2025-26)

4-year graduation rate for Pell recipients	61% (2013-14 cohorts)	+19% (80% for 2024 cohort)
Transfer student enrollment	94 (2019-20)	+60% (150 in 2025-26)
2-year graduation rate for FCS AA Transfers	9% (2018-20)	+51% (60% for 2024 transfers)
Percent of graduates with multiple credentials	33% (‘19 & ‘20 graduates)	+17% (50% for 2026 graduates)

### **Return on Investment to Florida**

New College excels at preparing students with the timeless liberal arts and sciences skills they need to navigate their futures and live lives of great achievement. Within six years, New College graduates earn a median salary of \$65,000 (36% more than the median salary in the state of Florida). This mirrors the long-term success of liberal arts graduates from across the country.<sup>11</sup>

Through this Educating for 21st Century Work initiative, we will jumpstart the careers of our students so they find immediate success after graduation. Increasing the median starting salary of our graduates by 50% (from \$29,700 to \$44,500) and increasing the percent who find immediate employment by 20% (from 60% to 80%) will increase the total earnings of our graduating classes of 300 students by more than \$5.3 million per year.

Placing NCF students into internships provides \$1,080,000 of labor to local employers each year. These businesses will also benefit from the productivity of those interns, the increased productivity of other employees (due to interns reducing their workload), the supervisory experience opportunities (of employees supervising interns), and improved loyalty and retention among interns converted to full-time employees.

The NCIH also provides a tremendous return on investment to Florida. Based on the average consulting fee charged to small businesses, the NCIH will provide \$540,000 in consulting to local businesses each year. With the operational improvements that come from this consulting, the total economic impact to the local region will be much higher.

### **Florida’s Return on Investment**

1. \$5.3 million annual increase in the total salary earned by New College graduates (by 2030)
2. \$1.08 million annually to local businesses by placing New College student interns (by 2025)
3. \$540,000 annually in direct consulting and employment services to Florida businesses

<sup>11</sup> [The Economic Gains of a Liberal Arts Education](#) (Inside Higher Ed, 2019); [The Unexpected Value of the Liberal Arts](#) (The Atlantic, 2019); [In the salary race, engineers sprint but English majors endure](#) (NY Times, 2019); [What’s a Liberal Arts Degree Worth?](#) (Wall Street Journal, 2019)



### Elevation to Excellence and Prominence

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

Beyond our continued recognition as a leading liberal arts college, this initiative will result in national recognition for New College’s career preparation services. We will earn national recognition by 2025 and will be ranked among the top 20 best career schools in the nation by 2030.

Elevation to Excellence	2019-20	2020-21	Expectation
U.S. News and World Report: Best Liberal Arts Colleges (rank among all private and public schools)	102	84 (+18)	50 (+34 by 2030)
Washington Monthly: Liberal Arts College Rankings (rank among all private and public schools)	53	32 (+21)	10 (+22 by 2030)
National Association of Colleges and Employers (NACE) recognition of New College’s career preparation program			Target Date: 2025
New College will be ranked among Princeton Review’s top 20 “Best Career Services” schools in the nation.			Target Date: 2030

### III. Personnel

For this request, NCF anticipates hiring three (3) faculty, which will cost an estimated \$305,000:

- Employer Relations & Internship Coordinator - 1.0 FTE non-tenure track faculty
- Part-time Professors of Practice at the *New College Innovation Hub* (NCIH) – 2.0 FTE faculty

The faculty will be hired to strengthen New College student work-based skills and learning experiences, offer courses and pathways leading to professional certificates, and expand internship opportunities for New College students. In addition, they will help train other New College faculty on how to integrate workforce readiness skills and modern technological tools into their courses. Through ongoing workshops, we will maximize the effectiveness of our faculty in teaching these skills and incentivize them to innovate in the classroom. Furthermore, the faculty will be able to enhance the College relationship with the local industry and stimulate the local economy by providing consulting and conducting applied research services to local employers.

#### IV. Facilities

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

	<b>Facility Project Title</b>	<b>Fiscal Year</b>	<b>Amount Requested</b>	<b>Priority Number</b>
<b>1.</b>	(not applicable)			

**2021-2022 Legislative Budget Request  
 Education and General  
 Position and Fiscal Summary  
 Operating Budget Form II  
 (to be completed for each issue)**

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

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	3.00	0.00	3.00
Other (A&P/USPS)	0.00	0.00	0.00
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Total	3.00	0.00	3.00
	=====	=====	=====
Salaries and Benefits	\$305,000	\$0	\$305,000
Other Personal Services	\$75,000	\$0	\$75,000
Expenses	\$120,000	\$0	\$120,000
Operating Capital Outlay	\$0	\$25,000	\$0
Electronic Data Processing	\$0	\$0	\$0
Financial Aid	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
_____	\$0	\$0	\$0
_____	\$0	\$0	\$0
_____	\$0	\$0	\$0
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Total All Categories	\$500,000	\$25,000	\$525,000
	=====	=====	=====