

2012-13
Annual Accountability Report

NEW COLLEGE OF FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



TABLE OF CONTENTS

EXECUTIVE SUMMARY

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

DATA TABLES

SECTION 1. FINANCIAL RESOURCES	p. 16
SECTION 2. PERSONNEL	p. 20
SECTION 3. ENROLLMENT	p. 21
SECTION 4. UNDERGRADUATE EDUCATION	p. 23
SECTION 5. GRADUATE EDUCATION	p. NA
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 32

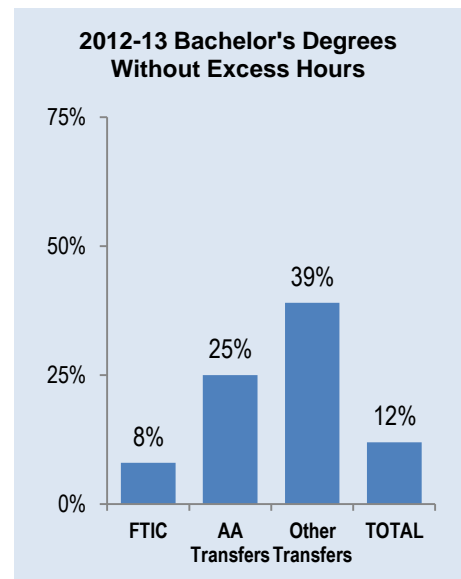
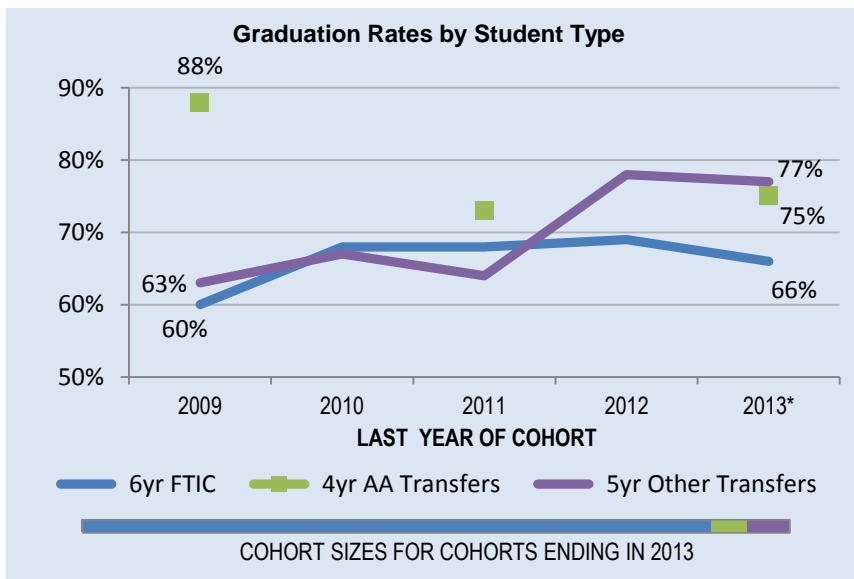
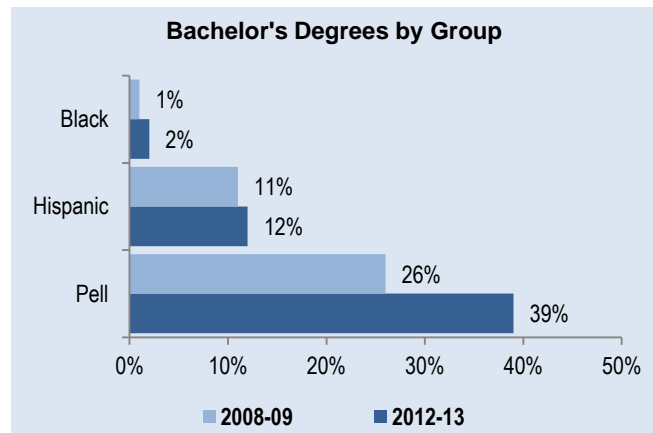
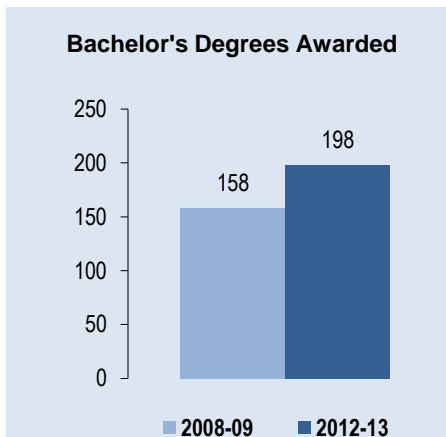
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Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
TOTAL	833	100%	8%	TOTAL (as of Spring 2013)				
White	620	74%	0%	Baccalaureate	1		Basic:	Baccalaureate Colleges - Arts & Sciences
Hispanic	113	14%	57%	Master's	0		Undergraduate Instructional Program:	Arts & sciences focus, no graduate coexistence
Black	16	2%	0%	Research Doctorate	0		Graduate Instructional Program:	n/a
Other	84	10%	33%	Professional Doctorate	0		Size and Setting:	Very small four-year, highly residential
Full-Time	832	100%	8%				Community Engagement:	n/a
Part-Time	1	0%	-50%					
Undergraduate	833	100%	8%	TOTAL	72	29		
Graduate	0	0%	.	Tenure & Ten. Track	61	2		
Unclassified	0	0%	.	Non-Tenured Faculty	11	27		

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

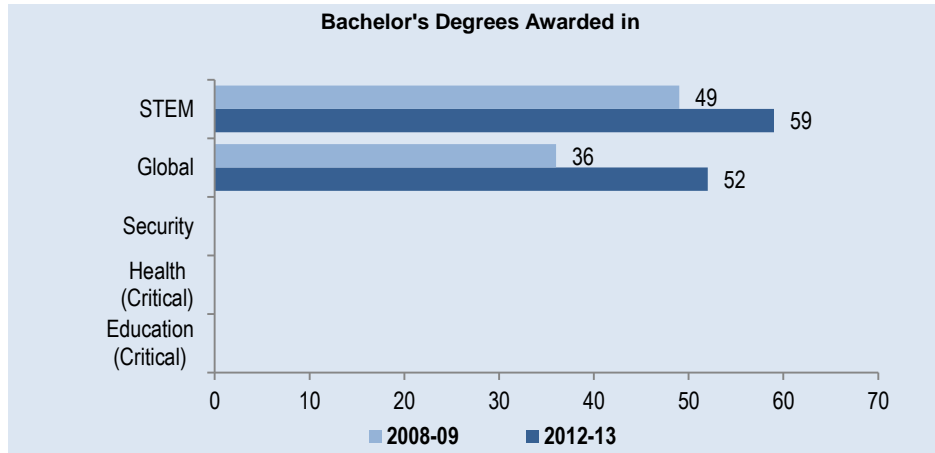


* Based on 2013 preliminary data. To protect the privacy of educational records of university students, data for AA Transfer cohorts with 10 or less students are not reported.



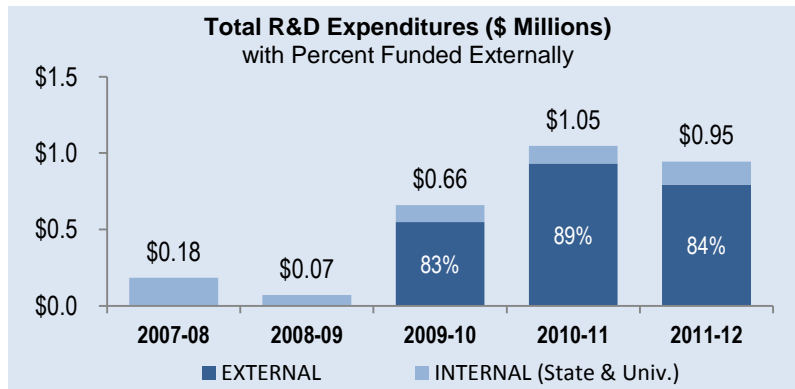
Dashboard

DEGREES AWARDED IN S.T.E.M. AND OTHER AREAS OF STRATEGIC EMPHASIS



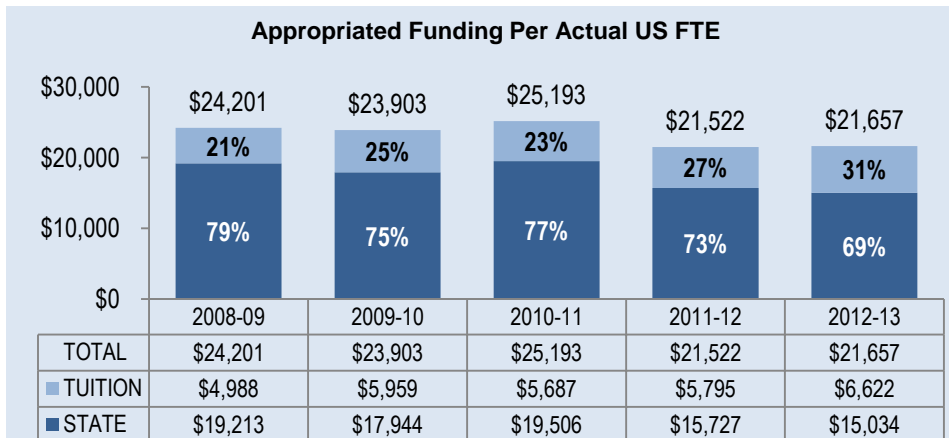
Note: NCF does not report data by CIP code, so this data is provided by NCF (not BOG staff).

RESEARCH AND COMMERCIALIZATION ACTIVITY



Note: Data was 'not available' to determine the external-internal split prior to 2009-10.

RESOURCES

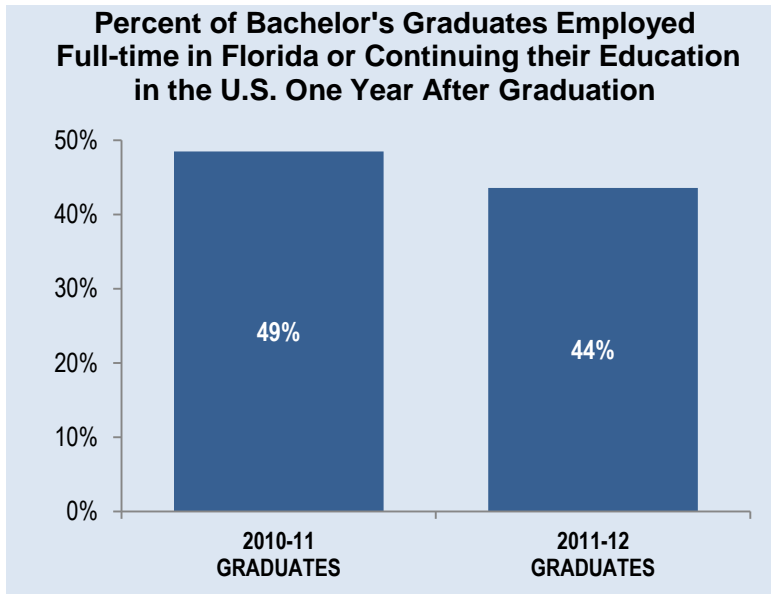


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.

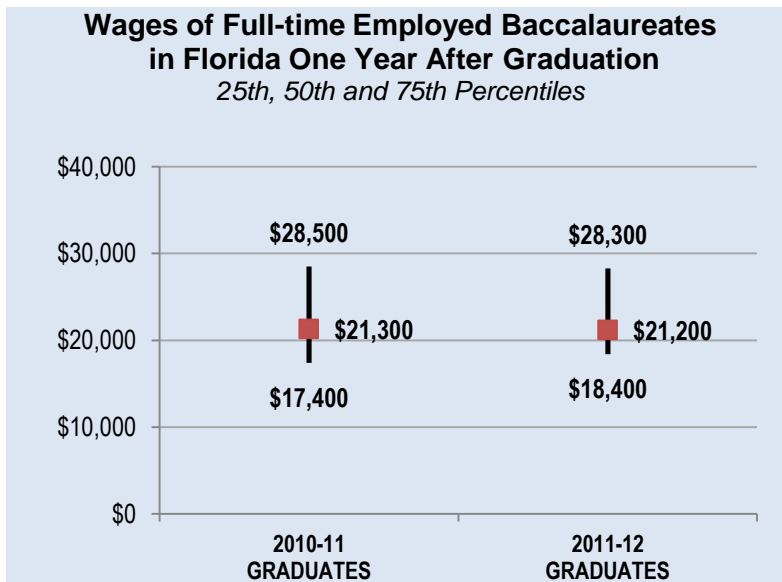


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 72% and 75% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 19% and 14% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



Key Achievements (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

1. Michael Long was awarded a Truman Scholarship by the Harry S. Truman Scholarship Foundation, one of only 62 college juniors to be selected from among 629 candidates. Long was the only student at a Florida college awarded a Truman Scholarship.
2. Timothy Duff and Jonas Slackman were among five Florida students awarded federal Goldwater Scholarships, the premier U.S. undergraduate award in math and science.
3. Six 2013 Graduates received Fulbright Scholarships and will spend the year in the Czech Republic (Rosalia Maier-Katkin); Germany (Amelia Nordin, Elizabeth Burger and Claire Albiez); Sweden (Silvia Ulloa); and Taiwan (Seth Borden).

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Heidi Harley was an invited participant to, "Queries on dolphin consciousness, cognition, & communication." International Conference on the Sensory Biology of Aquatic Mammals, Rostock, Germany. A peer-reviewed publication resulted from the conference: Harley, H.E. (2013). Consciousness in dolphins? A review of recent evidence. *Journal of Comparative Physiology*. DOI: 10.1007/s00359-013-0816-8.
2. Dr. Sandra Gilchrist received a grant (\$8,150) from the Sara Roberts Foundation for Phase II of an animal betterment project to end animal homelessness in Sarasota County.
3. Dr. Uzi Baram will oversee year-long outreach activities and summer internships supported by the Florida Public Archaeology Network through the University of South Florida at the New College Public Archaeology Lab.

PROGRAM AWARDS/ACHIEVEMENTS

1. For 2013, the Princeton Review and USA Today ranked New College of Florida the #3 Best Public College Value in the U.S.A.
2. For 2013, US News & World Report ranked New College of Florida the #5 Best Public Liberal Arts College. The top 4 rankings went to the Public Military Academies.
3. New College received U.S. Department of Homeland Security funding through the FLDE for Camera (\$19,999) and Emergency Communications (\$52,020) Enhancements.
4. New College received a grant (\$22,677) from the Sarasota Arts and Cultural Alliance and Sarasota County Government for New Music New College's 2012-2013 series.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Carl Shaw received both a Fellowship by the Loeb Classical Library Foundation at Harvard University (\$35,000) and a 2013 NEH Summer Stipend (\$6,000) for his work "Ancient Satyr Drama: The Texts, Translations, Documents, and Visual Remains."
2. Dr. Steven Shipman received a grant from DARPA in December 2012 for \$260,032 for "Next Generation Spectrometers for Rapid Analysis of Complex Mixtures."
3. Dr. Eirini Poimenidou received over \$40,000 to support underrepresented female mathematics PhD students during the summer of 2013 through NSF's EDGE program with Pomona College and Morehouse College.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

During 2012-13, **national rankings** continued to affirm the quality and reputation of New College of Florida. Princeton Review, USA Today, Kiplinger’s, U.S. News & World Report, Washington Monthly and Fiske Guide to Colleges each placed New College of Florida in their top rankings.

Source	Category	Rank
Princeton Review and USA Today	2013 Best Value Public College in America. <i>This was NCF's 5th consecutive year in the top three.</i>	#3
Kiplinger's	2012-13 100 Best Values in Public Colleges. <i>This was the 10th consecutive time NCF placed in the nation's top 20.</i>	#5
US News & World Report	2013 Best National Liberal Arts Colleges: Public Liberal Arts Colleges. <i>This was the 8th consecutive year NCF was in the top 6, with the military academies taking the top 4 spots.</i>	#5
Fiske Guide to Colleges	2013 Best Buy Schools. <i>NCF has been rated a Best Buy by Fiske consistently since 2003</i>	
US News & World Report	2013 US Colleges: Percentage of Students Who Go to Graduate School Within a Year of Graduation.	#8
Washington Monthly	2013 Liberal Arts Colleges Contributing to the Public Good.	#8

During 2012-13, the College **completed searches** for six new tenure track faculty in positions that became open during the recession (9% of the tenure/tenure track faculty). A combination of adjuncts and full-time visiting faculty covered teaching in these areas during the interim. The new tenure-track faculty members were in place for academic year 2013-14, strengthening the quality of the academic program.

Towards the end of 2012-13, we entered a partnership with an extraordinary nonprofit, the Daughters for Life Foundation, to bring up to ten academically strong, but economically disadvantaged, female students from Egypt, Gaza, Israel, Syria and Lebanon to New College as first-year students each year. The partnership, entitled “**Educate for Change**,” has brought together different faith groups, nonprofits, and



community members from the region. The first students will arrive in fall semester, 2014. Educate for Change will benefit the Middle Eastern students, the part of the world to which they will return, and the internationalization and diversity of the New College student population.

The normal cycle of **external program reviews** strengthened teaching and learning in two areas. Literature and Language faculty implemented 2012 review recommendations by increasing the hours/week of language instruction in several languages and revising requirements for admission to the English AOC. The 2012-13 review of Psychology provided recommendations for strengthening research partnerships and facilities, and these partner agreements are underway.

The strength of the academic program was also confirmed by the Baccalaureate Student Survey, an annual survey of **senior satisfaction** prior to graduation (response rate was 72%). On a four-point scale, with four being "very satisfied" and one being "very dissatisfied," the 2013 seniors indicated an overall level of satisfaction (3.4) consistent with graduating classes of past years. Graduates were less satisfied with their opportunities to acquire technical skills (2.7) and course selection (2.9), pointing to two priority areas for strengthening teaching and learning at New College.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Several key metrics for academic program efficiency are expressed as percentages. Because of New College's size, year-to-year shifts by a small number of students can lead to large changes in percentages for these performance metrics.

New College's **2013 graduating class** was the largest in its history - 198 students. The average time to degree for the 2013 graduates was 4.2 years, an indication of efficiency.

Seminars in Critical Inquiry (SCI), our SACS-approved Quality Enhancement Plan, concluded its fourth year in 2012-13. These discipline-based seminars assess student learning in thirteen outcomes at the beginning, middle, and end of the semester. During 2012-13, the mean scores of SCI students improved significantly when early semester papers were compared with late semester papers. Greater than 74% of those who started the semester with below-college-level writing and research skills improved to college level skills in nine of the thirteen learning outcomes. The effective pedagogy employed in Seminars in Critical Inquiry spread to additional courses via a summer faculty training workshop, one-on-one planning sessions, and faculty development workshops.

In order to better support the academic program, we took advantage of a departure in the Provost's Office to create the position of **Dean of Studies**, which will be filled by a faculty member on a rotating three-year basis. The new Dean, Dr. Robert Zamsky, is charged with the following: creating a seamless relationship between Academic Affairs and Student Affairs, promoting the academic success of all students, particularly first-year students, serving as the chief point of contact for students in the Provost's Office, bringing together all the offices that serve students, and organizing the retention activities of those offices, strengthening faculty advising, promoting faculty development, creating a faculty mentoring program, and Reconfiguring the Writing Resource Center.

Our freshman retention rate for the 2012 entering cohort was 81%, slightly below our estimate. Seeking leverage point to improve retention, we conducted a telephone survey of students who withdrew during



the period from fall 2011 through fall 2013, eventually reaching 29.5% of withdrawn students. The survey results indicated that most students first considered withdrawing during their first semester at New College. Social reasons were cited as the reason for withdrawal (42%) four times as frequently as academic reasons (11%). As a result, New College's new four-year strategic plan emphasizes improvements in residential life.

Our 6-year graduation rate for the 2013 graduates was 66%, slightly below our estimate. When students who transferred to the SUS and those still enrolled are added, the 6-year success rate was 77%. Our 4-year AA Transfer graduation rate was 75%, well above our estimate. When graduation from other SUS and students still enrolled were added, the AA Transfer success rate was 92%.

During 2012-13, we held extensive discussions with the faculty about the 110% excess credit hour surcharge which will begin to affect our students in 2016. Based on those discussions, we are implementing an **internship initiative**, aiming for each student to complete an academic internship. Our survey of 2013 graduating seniors indicated that 57% had completed an internship, however many of these were not reflected on student records. To operationalize the initiative, we've secured funding for an internship coordinator and added a records/transcript tag for academic internships. We are optimistic that these measures will dramatically reduce the percentage of students subject to the excess hours surcharge in 2016. Our internship initiative will also strengthen our ties to the local community and improve student preparation for employment.

The Bachelor of Arts degree at New College of Florida requires students to complete seven semester contracts and three independent study projects totaling at least 31 academic units. In addition, each student must complete a senior thesis or senior project and pass an oral baccalaureate defense of their thesis/project. Our accelerated honors program allows students to complete their full 124 credit-hour-equivalent degree over seven semesters. However, the majority of New College students choose to enroll for eight semesters with an average time to degree of 4.2 years, a standard number of years to earn a baccalaureate degree. With our block tuition at 16 CH per semester and all of our students full-time, a high percentage of our students graduate with 3.6 CH in excess of the 110% threshold.

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

30% of the 2013 New College graduates were in **STEM** disciplines, meeting the goal set in our 2012-13 Workplan. This is an increase compared to 2012, both in the percentage and the numbers of graduates in STEM disciplines.

56% of 2013 New College graduates were in the Board of Governor's **Areas of Strategic Emphasis**. This is an increase compared to 2012, and the highest percentage reported over the recent 5-year period.

We used our faculty searches during 2012-13 to consolidate a core faculty in **Data Science and Analytics**. New tenure-track faculty in Bioinformatics, Computational Science, and Political Science will use Big Data in their teaching and research and collaborate to build interdisciplinary strength in data science and analytics.



We have an additional indication of **STEM outcomes** for our graduates in our 2012 alumni survey. A survey of all alumni since 1967, determined that 5.6 % of alums who went on to earn graduate and professional degrees were in the fields of medicine (MD, DO), veterinary medicine (DVM), dentistry (DMD), or pharmacy (PharmD). In addition, 17% of alums who achieved Doctorate degrees earned New College Bachelor degrees in the disciplines of biology and chemistry.

Area of Strategic Emphasis	Number of Undergraduate Degrees per Academic Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
Science Technology, Engineering, and Math	49	43	51	45	59
Globalization	36	36	39	45	52
Subtotal	85	79	90	90	111
Percentage of all Undergraduate Degrees per Academic Year	54%	52%	54%	50%	56%

Student learning in the **Globalization** Area of Strategic Emphasis is supported by the Language Resource Center (LRC). The LRC supports the 8 languages taught in the classroom (Chinese, French, German, Greek, Hebrew, Latin, Spanish, and Russian), as well as an additional 8 languages (Arabic, Dutch, Haitian Creole, Italian, Japanese, Portuguese, Tibetan, and Turkish) that students study through tutorials or self-instruction. In addition, the Study Abroad Office helps students choose quality programs that best fit their academic needs. In 2012-2013, New College students studied in Europe, the Middle East, Africa, Asia, and South America. The Study Abroad office works in close collaboration with the New College National Fellowship Team to identify and support potential Gilman, Boren, and Critical Language Scholarships applicants.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Seven New College faculty members have funding from federal and/or national foundations that are highly competitive. Such funding rarely goes to undergraduate institutions. For instance, one faculty member won both a National Endowment for the Humanities summer stipend and a fellowship to the Loeb Classical Library of Harvard University. Four faculty work on National Science Foundation funded research. One faculty's research is funded by the U. S. Army Research Lab. Others have state and private funding that is equally competitive.

The extraordinary teaching that makes remarkable student achievement possible has been nourished by the outstanding scholarly, artistic and community work done by our faculty members. During 2012-13, our 69 full-time teaching **faculty members produced 73 publications**, with an additional 23 publications in press and 14 more accepted for publication. Faculty members were also active participants in scholarly conferences, with 40% of the faculty making presentations, serving as panelists, or chairing conference sessions.



Total Academic Publications by Type and Status for Tenured and Tenure Track Faculty				
Publication Type	Published	In Press	Accepted	Total
Book Reviews in Professional Publications	18	4	1	23
Editions or Translations	3	3		6
Invited Articles in Journals or Anthologies and Book Chapters	16	7	5	28
Peer-Reviewed Journal Articles	26	5	4	35
Books	5	4	2	11
Creative Works	3			3
Technical Reports	1		2	3
Other	5			5
Totals	73	23	14	114

New College has always been associated with academic excellence, as defined by the quality and intensity of the interaction among first class faculty and **highly talented students**. 2013 graduates received six Fulbright Grants, six French and one Austrian Government Teaching Assistantship(s), a State Department Critical Language Fellowship, and an impressive number of admissions to top graduate and professional programs. Our third-year students were just as singular, winning the state's only Truman Scholarship, two of the five Goldwater Scholarships (the premier U. S. undergraduate scholarship in math and science) awarded in Florida, as well as another Critical Language Fellowship and a Gilman Scholarship. This type of performance has been consistent over the last decade, and its statistical unlikelihood beggars the imagination. This past year, our 830 students comprised a tenth of one percent of the total 800,000 students undergraduate students enrolled in public and private institutions in Florida. Yet they received nearly 10% of the Fulbright Grants and 40% of the Goldwater Scholarships (and 100% of the Truman Scholarships). Six students won National Science Foundation "Research Experiences for Undergraduate" (NSF-REU) awards for funded summer research at labs across the country. Seven students received federal NSF, US Office of Naval Research, and US Army Research Laboratory funding to conduct research at New College under grants held by New College faculty in the physical and biological sciences. One third-year student won an Endocrine Society of America award for summer clinical research Northwestern U.'s Feinberg School of Medicine. Such awards generally go to graduate or medical students.



Student Scholarship and Research Awards and Recognitions	2012-13 Number of New College Recipients
Fulbright U.S. Student Program Grants	6
French and Austrian Government Teaching Assistants	7
State Department Critical Language Fellowships	2
Truman Scholarship	1
Goldwater Scholarship	2
Gilman Scholarship	1
NSF Research Experiences for Undergraduate	6
NSF, US Office of Naval Research, and US Army Research Laboratory Research Support	7

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY AND INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

New College of Florida and the **Lovelace Respiratory Research Institute (LRRI)** have established a productive research and teaching collaboration. LRRI is a private biomedical research organization dedicated to public health. New College and LRRI jointly fund a faculty position in Bioinformatics and New College students participate in summer research internships at the LRRI facility in New Mexico. During 2012-13, we assessed outcomes and made key improvements: better student preparation for LRRI internships, a standard process for determining New College participants, regular visits and communication between New College and LRRI administrators. Based on these new processes, five students were selected for 2012-13 internships. Each student made substantial progress with their assignments.

New College Students regularly participate in research projects at the **Roskamp Institute**, whose mission is to conduct scientific research to discover safe and effective new drug therapies to treat diseases of the mind and to promote healthy aging. During 2012-13, five students participated in internships and research projects at Roskamp Institute. Two 2013 graduates continued their work at Roskamp post-graduation.

New College faculty members have developed long-standing research collaborations at Mote Marine Laboratory and a dolphin facility in central Florida for the **study of animal behavior and cognition**. Student researchers also have access to the animals at the Lemur Conservation Foundation Reserve and the Clearwater Aquarium.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

In President O’Shea’s first year, substantial progress was made in improving the coordination between the College and the **New College Foundation**. The Foundation re-focused its mission on fundraising to support New College of Florida priorities. After a national search, a new Vice President for Advancement



was hired, Shannon Duvall. She has the expertise and knowledge to strengthen community and business understanding of New College's quality and reputation.

New College's flexible program and emphasis on research allows **students to engage with local businesses and non-profits**. During 2012-13, economics students worked with Sarasota Memorial Hospital to develop scheduling efficiencies for the Operating Room suites through the use of a visual representation of scheduling data. Students also participated in entrepreneurship tutorials. In one tutorial, guest presentations and reading assignments from 5 local entrepreneurs resulted in student-developed business plans.

Graduating seniors complete a Baccalaureate Student Audit survey each year. On this survey, seniors self-report their **internship and volunteer hours** and activities. 58% of 2013 graduates reported participating in volunteer activities, and 57% participated in internships. In terms of hours, seniors reported over 25,000 working hours for internships and over 7,000 working hours for volunteer activities during their years at New College. Many of the students had internships at organizations which provided social services (18% of all internships) or at organizations which conducted scientific research (14% of all internships). There was an even split between local and national internship locations while student volunteers served local organizations. New College's **VISTA program** regularly engages students in community service projects. Throughout the year, New College students tutored and mentored K-12 students at 5 local community centers and schools. Students also participated in over 30 community service events partnering with Habitat for Humanity, All Faiths Food Bank, Relay for Life, and other local organizations.

Our **Pritzker Marine Biology Research Center** offered three science-teacher workshops this year funded by the Sarasota Bay Estuary Program. We hosted a summer science enrichment project for middle school and high school students and field trips for K-12 classes, home-school groups, and Girl Scout and 4-H groups. Pritzker lab assists local K-12 students with their science fair projects.

New College continued its long-standing relationship with **Duke University's Talent Identification Program (Duke TIP)**. Duke TIP identifies and supports academically gifted students. In 2012-13, New College offered two sessions of weekend-long enrichment experiences for Duke TIP students in grades 8-11. Students from the Tampa Bay and Sarasota region studied marine biology, psychology, mathematics, and Shakespearean theater. New College also provided the 2013 Summer Institute for Marine Biology, a residential two-week intensive study program for 100 Duke TIP high school students.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

There are a number of nearby institutions with different missions and potential to cooperate. The Gulf Coast Community Foundation funded a retreat in June for presidents, provosts and faculty members from New College, Ringling College of Art and Design, FSU's Asolo Conservatory and Ringling Art Museum, USF-Sarasota/Manatee, State College of Florida and Eckerd College. The retreat was a great success, and our collective willingness to collaborate surprised all of us. We are pushing ahead with a **Gulf Coast College Collaboration (GCCC)** which will include: academic collaborations (courses, programs, research), joint spousal hiring, possible joint emphases (internationalization, remediation,



advanced work), back office collaboration (internet access, power, purchasing, specialized legal counsel, enterprise risk management), North Trail and local economic enhancement, shared faculty and/or student housing, and shared student services (such as food, chaplaincy). Such collaboration will create new academic opportunities, allow new efficiencies, and make Sarasota/Bradenton an educational destination.

President O'Shea completed an ambitious first year of engagement with local, state and national organizations. He had 89 individual meetings with local community and business leaders, attended 79 community events and dinners, and was the invited speaker for 37 engagements. He met 17 times with local and national foundation leaders and 9 times with national foundations. President O'Shea participated in Southern University and College Presidents meeting, the annual meeting of the AAC&U, the meeting of the Council of Independent Colleges, and the Harvard New Presidents Institute.

New Music New College (NMNC) presents performances of contemporary, avant-garde, and experimental music throughout the year, attracting over 660 local residents to our campus. In addition to performances by New College faculty and students, NMNC regularly presents concerts by internationally renowned guest artists, who also work with our students in master classes and seminars. All five subscription concerts are preceded by Artist Conversations, which foster open discussion about the meaning and importance of contemporary music and art. We received \$22,677 from the Sarasota Arts and Cultural Alliance and Sarasota County Government for New Music New College's 2012-2013 series.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Using National Student Clearinghouse data and FETPIP, BOG staff identified the **Florida employment status and U.S. continuing education enrollment** status of 68% of the New College 2012 graduates. When only full-time workers earning minimum wage were included, 37% of the 2012 graduates were employed or enrolled. Twelve additional 2012 graduates were awarded international scholarships or employed or enrolled overseas, raising the employed/enrolled percentage to 44%. Since FETPIP and NSC underrepresent our graduates, we conducted a telephone survey of the 2012 graduates and learned that an additional 14% of the 2012 graduates were employed outside of Florida.

New College of Florida has initiated new programs in 2013-14 to strengthen the connection between liberal arts and sciences and career preparation. However, our mission is to prepare our undergraduates for success in a variety of careers with the skills to be leaders and civically engaged citizens, and at the same time, prepare students for graduate school. Instead of evaluating wages a full year after graduation, a more appropriate measure of wages would be 5-10 years after graduation. An indication of these wages is drawn from a recent New College alumni survey, described below.

During 2012-13, The Office of Institutional Research and Assessment surveyed all New College of Florida alumni – classes of 1967 through 2012. The adjusted response rate was 27.8%. The survey focused in part on the graduate school enrollment and employment status of New College Alumni – one measure of our contribution to the community and business workforce.



Business Workforce: Overall, 82.1% of responding NCF alumni were employed full- or part-time, or self-employed. Excluding retired alumni and "other" responses, 91.4% of responding alumni were employed full- or part-time, or self-employed; 8.6% were not employed. Alumni who earned at least one graduate or professional degree were more likely to be employed full-time versus alumni who did not earn at least one graduate or professional degree. Among all responding NCF graduates employed full-time:

- income before taxes ranged from \$50,000 through \$74,999 per year for the 50th percentile (the range in which 50% of the responses was reached).
- income before taxes ranged from \$100,000 through \$125,000/year for the 75th percentile.

Five broad categories encompass the majority of current occupations reported by of New College of Florida Alumni.

Occupation That Best Describes Current Employment of NCF Alumni	Percentage of NCF Alumni Reporting this Occupation
Education, Training, and Library	25%
Life, Physical, and Social Science	11%
Arts, Design, Entertainment, Sports, Media	10%
Health Services	10%
Legal Services	8%

Alumni who responded to the survey indicated that the New College undergraduate experience “very much” developed skills and traits in the areas of 'Critical thinking', 'Intellectual curiosity', and 'Overall intellectual development'. Alumni also reported that they were particularly well prepared for 'Life-long learning' and 'Graduate school'.

Graduate and Professional School Enrollment: Almost three-fourths (72.7%) of responding NCF alumni reported enrolling in at least one graduate or professional program since graduation from New College. The graduate/professional school attendance rate for NCF alumni increases with the number of years since graduation.

Years Since NCF Graduation	Percentage Enrolled in Graduate or Professional Program
1 year after graduation	30%
5 years after graduation	66%
6 or more years after graduation	80%

Discussions unfolded during 2012-13 about career preparation among New College of Florida trustees, staff, faculty and students. This resulted in new initiatives for **increased student internships**. The faculty clarified the definition of internships for academic credit, the Registrar added a records/transcript tag for academic internships, and a private donor provided matching funds for an internship coordinator position.



Data Tables

FINANCIAL RESOURCES

- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Other Budget Entities
- Table 1E. Voluntary Support of Higher Education
- Table 1F. Tuition Differential Fee

PERSONNEL

- Table 2A. Personnel Headcount

ENROLLMENT

- Table 3A. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction

UNDERGRADUATE EDUCATION

- Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)

GRADUATE EDUCATION

- Table 5A. Graduate Degree Program Changes in AY 2011-2012
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

RESEARCH & ECONOMIC DEVELOPMENT

- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence



Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$15,311,203	\$15,669,405	\$14,397,452	\$15,628,449	\$17,171,432
Non-Recurring State Funds	\$103,917	\$918,145	\$627,336	-\$1,548,051	\$0
Tuition	\$4,218,012	\$4,287,172	\$4,919,987	\$4,554,054	\$4,278,884
Tuition Differential Fee	\$95,973	\$261,261	\$471,411	\$867,129	\$865,203
Misc. Fees & Fines	\$189,072	\$166,039	\$162,295	\$177,571	\$176,205
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$1,231,589	\$1,178,450	\$0	\$0	\$0
TOTAL	\$21,149,766	\$22,480,472	\$20,578,481	\$19,679,152	\$22,491,724

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	\$8,749,476	\$9,120,665	\$8,605,937	\$9,332,607	\$9,466,987
Administration and Support	\$4,888,976	\$5,312,315	\$4,847,701	\$4,806,773	\$5,177,081
PO&M	\$2,561,127	\$2,678,714	\$2,599,986	\$2,525,378	\$2,912,312
Student Services	\$3,622,635	\$3,655,221	\$3,444,864	\$3,873,890	\$3,937,823
Library/Audio Visual	\$851,812	\$789,280	\$924,737	\$925,385	\$997,521
Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$20,674,026	\$21,556,195	\$20,423,225	\$21,464,033	\$22,491,724

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

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



Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$18,317	\$15,953	\$17,268	\$14,663	\$14,246
Lottery Funds	\$896	\$663	\$944	\$1,064	\$788
Tuition & Fees	\$4,988	\$5,959	\$5,687	\$5,795	\$6,622
Other Trust Funds	\$0	\$1,328	\$1,294	\$0	\$0
TOTAL	\$24,201	\$23,903	\$25,193	\$21,522	\$21,657
Actual Funding per FTE					
Tuition & Fees	\$4,478	\$4,854	\$5,176	\$5,813	\$5,978
TOTAL	\$23,691	\$22,797	\$24,682	\$21,541	\$21,013

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	\$5,788,088	\$5,867,658	\$6,503,047	\$6,152,200	\$6,816,628
Expenditures	\$4,960,812	\$5,050,113	\$5,414,560	\$5,799,943	\$6,711,626
Contracts & Grants					
Revenues	\$1,500,608	\$2,095,388	\$1,813,766	\$2,197,433	\$2,174,657
Expenditures	\$1,446,453	\$1,931,466	\$1,907,778	\$2,064,665	\$2,174,657
Local Funds					
Revenues	\$4,600,688	\$4,666,891	\$4,513,077	\$4,417,219	\$4,493,305
Expenditures	\$4,535,216	\$4,731,787	\$4,392,180	\$4,556,240	\$4,493,305
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$33,314	\$25,005	\$25,234	\$ 29,670	\$28,170
Gifts Received (\$1000s)	\$5,200	\$1,004	\$917	\$2,991	\$2,065
Percentage of Alumni Donors	24%	14%	19%	29%	21%

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

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$261,261	\$471,411	867,129
Students Receiving TDF Funded Award	35	26	64
Total Value of TDF Funded Financial Aid Awards	\$2,240	\$5,439	4,089

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	109	105	108
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	\$0	\$0	\$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	47	48	49	45	49
Tenure-track Faculty	20	18	18	15	12
Non-Tenure Track Faculty	10	5	6	14	11
Instructors Without Faculty Status	0	0	1	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	184	185	180	174	175
FULL-TIME SUBTOTAL	261	256	254	248	247
Part-time Employees					
Tenured Faculty	0	0	1	0	1
Tenure-track Faculty	0	0	1	0	1
Non-Tenure Track Faculty	12	15	18	28	27
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	7	5	5	5	3
PART-TIME SUBTOTAL	19	20	25	33	32
TOTAL	280	276	279	281	279

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



Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	124	132	124	159	124	165
UPPER-DIVISION	419	442	419	440	419	437
MASTER'S (GRAD I)	.	.	.	.	.	0
DOCTORAL (GRAD II)	.	.	.	.	.	0
TOTAL	543	574	543	599	543	602
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	29	.	37	.	23
UPPER-DIVISION	.	81	.	81	.	77
MASTER'S (GRAD I)	.	0	.	.	.	0
DOCTORAL (GRAD II)	.	0	.	.	.	0
TOTAL	113	110	113	118	113	100
TOTAL FTE						
LOWER-DIVISION	.	161	.	196	.	188
UPPER-DIVISION	.	523	.	521	.	514
MASTER'S (GRAD I)	.	0	.	0	.	0
DOCTORAL (GRAD II)	.	0	.	0	.	0
TOTAL	656	684	656	717	656	702
TOTAL US Definition	875	912	875	956	875	937

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	160	196	188
UPPER-DIVISION	523	521	514
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
TOTAL	683	717	702
HYBRID			
LOWER-DIVISION	0	0	0
UPPER-DIVISION	0	0	0
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
TOTAL	0	0	0
DISTANCE LEARNING			
LOWER-DIVISION	0	0	0
UPPER-DIVISION	0	0	0
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
TOTAL	0	0	0
TOTAL			
LOWER-DIVISION	160	196	188
UPPER-DIVISION	523	521	514
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
TOTAL	683	717	702

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **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 (and Technology Enhanced)** 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). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3A, 3B.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

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

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

Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

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



Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	222	218	183	237	223
% Retained	86%	82%	86%	83%	81%
% Retained with GPA of 2.0 or higher	86%	82%	86%	83%	81%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	157	189	218	175	202
% Graduated	60%	68%	68%	69%	66%
% Still Enrolled	1%	2%	1%	1%	1%
% Success Rate	61%	70%	69%	70%	67%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	218	175	202	222	218
<i>From Same University</i>					
% Graduated	50%	56%	57%	57%	63%
% Still Enrolled	21%	20%	13%	18%	11%
<i>From Other SUS University</i>					
% Graduated	4%	1%	2%	2%	4%
% Still Enrolled	5%	5%	6%	3%	4%
<i>From State University System</i>					
% Graduated	54%	57%	59%	59%	67%
% Still Enrolled	26%	25%	20%	21%	16%
% Success Rate	80%	82%	79%	80%	83%
6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	157	189	218	175	202
<i>From Same University</i>					
% Graduated	60%	68%	68%	69%	66%
% Still Enrolled	1%	2%	1%	1%	1%
<i>From Other SUS University</i>					
% Graduated	5%	6%	8%	4%	8%
% Still Enrolled	4%	3%	4%	4%	2%
<i>From State University System</i>					
% Graduated	65%	75%	76%	73%	74%
% Still Enrolled	5%	5%	5%	5%	3%
% Success Rate	70%	79%	80%	78%	77%

Notes: 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. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	11	4	12	19	15
From Same University					
% Graduated	9%	.	17%	0%	20%
% Still Enrolled	73%	.	67%	74%	60%
From Other SUS University					
% Graduated	0%	.	0%	0%	7%
% Still Enrolled	18%	.	8%	16%	7%
From State University System					
% Graduated	9%	.	17%	0%	27%
% Still Enrolled	91%	.	75%	89%	67%
% Success Rate	100%	.	92%	89%	93%
4 – Year Rates					
Cohort	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
	16	10	11	4	12
From Same University					
% Graduated	88%	.	73%	.	75%
% Still Enrolled	0%	.	0%	.	0%
From Other SUS University					
% Graduated	13%	.	9%	.	8%
% Still Enrolled	0%	.	9%	.	8%
From State University System					
% Graduated	100%	.	82%	.	83%
% Still Enrolled	0%	.	9%	.	8%
% Success Rate	100%	.	91%	.	92%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Note*: To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	24	12	22	23	13
<i>From Same University</i>					
% Graduated	63%	67%	64%	78%	77%
% Still Enrolled	8%	0%	5%	0%	8%
<i>From Other SUS University</i>					
% Graduated	13%	8%	5%	0%	8%
% Still Enrolled	0%	0%	0%	0%	8%
<i>From State University System</i>					
% Graduated	75%	75%	68%	78%	85%
% Still Enrolled	8%	0%	5%	0%	15%
% Success Rate	83%	75%	73%	78%	100%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	158	153	167	179	198

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a “degree fraction” of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution’s criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	49	43	51	45	59
Health Professions <i>*only disciplines in critical need</i>	0	0	0	0	0
Security and Emergency Services	0	0	0	0	0
Globalization	36	36	39	45	52
Education <i>*only disciplines in critical need</i>	0	0	0	0	0
SUBTOTAL	85	79	90	90	111
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	54%	52%	54%	50%	56%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	1	3	1	5	4
Percentage of Degrees	1%	2%	1%	3%	2%
Hispanic					
Number of Degrees	17	13	18	22	23
Percentage of Degrees	11%	9%	11%	13%	12%
Pell-Grant Recipients					
Number of Degrees	40	44	61	62	76
Percentage of Degrees	26%	29%	37%	35%	39%

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

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

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2010-11 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours – Data Provided by NCF

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	n/a	n/a	n/a	n/a	8%
AA Transfers	n/a	n/a	n/a	n/a	25%
Other Transfers	n/a	n/a	n/a	n/a	39%
TOTAL	n/a	n/a	n/a	n/a	12%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	154	157	161	168	178
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	88%	86%	89%	90%	90%
30 to 49 Students	10%	11%	9%	8%	9%
50 to 99 Students	2%	3%	2%	2%	1%
100 or More Students	0%	0%	0%	0%	0%

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



Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	88%	88%	87%	83%	84%
Adjunct Faculty	8%	8%	10%	12%	12%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	4%	4%	3%	5%	4%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	10.1	10.5	10.0	10.4	10.4

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$183	\$71	\$660	\$1,046	\$945
Federally Funded (\$ 1,000s)	\$23	\$67	\$514	\$626	\$451
Percent Funded From External Sources	N/A	N/A	83%	89%	84%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$2,859	\$1,060	\$10,000	\$15,612	\$15,750
Technology Transfer					
Invention Disclosures	0	0	0	0	0
U.S. Patents Issued	0	0	0	0	0
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	0	0	0	0	0
Licenses/ Options Executed	0	0	0	0	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.