

**2014-15**  
**Annual Accountability Report**

# NEW COLLEGE OF FLORIDA

BOT APPROVED 3/05/2016



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



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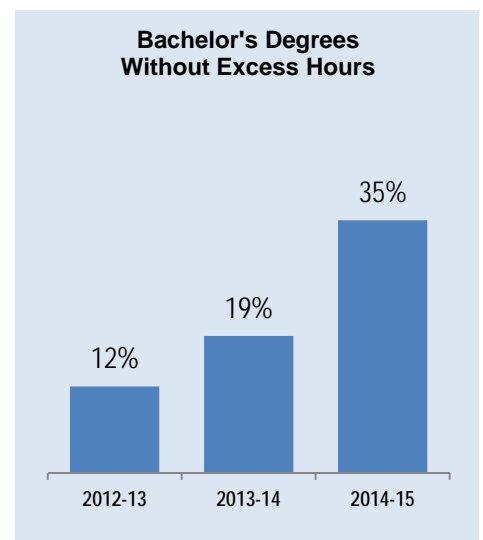
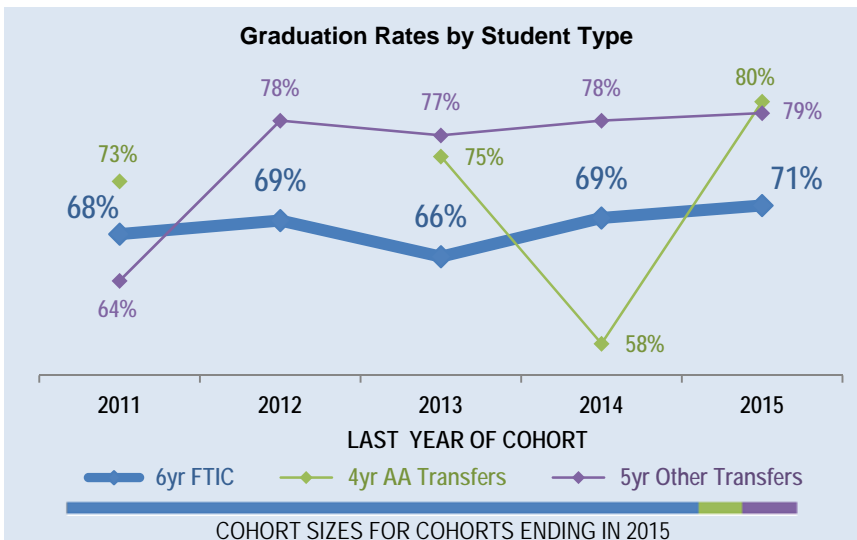
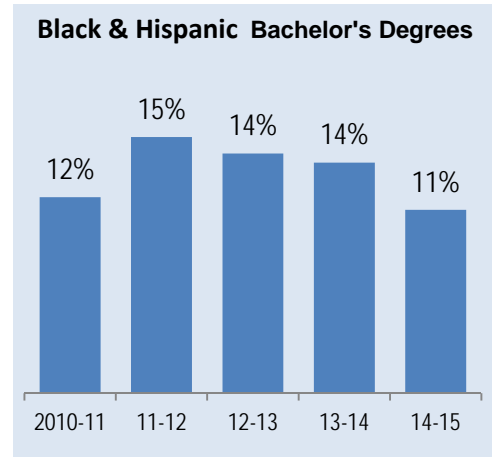
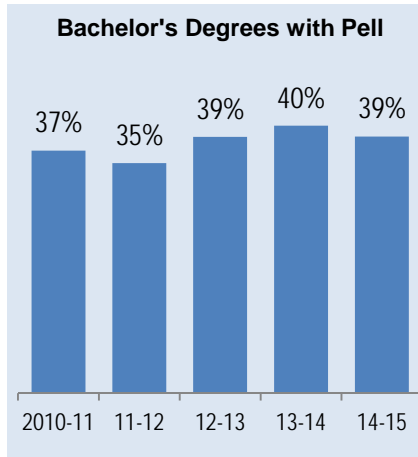
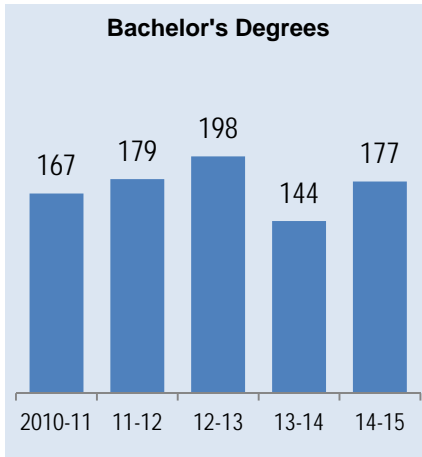
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# Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2014)	Full-Time	Part-Time		
<b>TOTAL</b>	<b>835</b>	<b>100%</b>	<b>5%</b>	<b>TOTAL (as of Spring 2015)</b>				
White	591	71%	1%	Baccalaureate	1		Basic:	Baccalaureate Colleges: Arts & Sciences Focus
Hispanic	128	15%	12%	Master's & Specialist's	0		Undergraduate Instructional Program:	Arts & sciences focus, no graduate
Black	22	3%	5%	Research Doctorate	0		Graduate Instructional Program:	n/a
Other	94	11%	29%	Professional Doctorate	0		Size and Setting:	Four-year, very small, highly residential
Full-Time	834	100%	5%	<b>TOTAL</b>	<b>76</b>	<b>25</b>	Community Engagement:	No
Part-Time	1	0%	0%	Tenure & Ten. Track	68	2		
Undergraduate	835	100%	5%	Non-Tenured Faculty	8	23		
Graduate	0	0	0%					
Unclassified	0	0	0%					

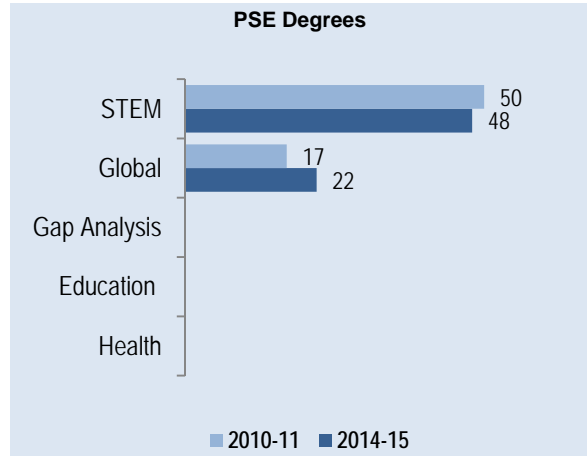
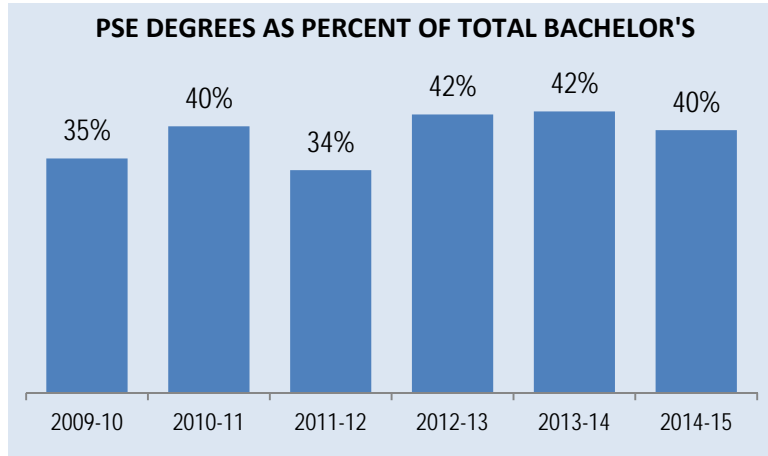
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



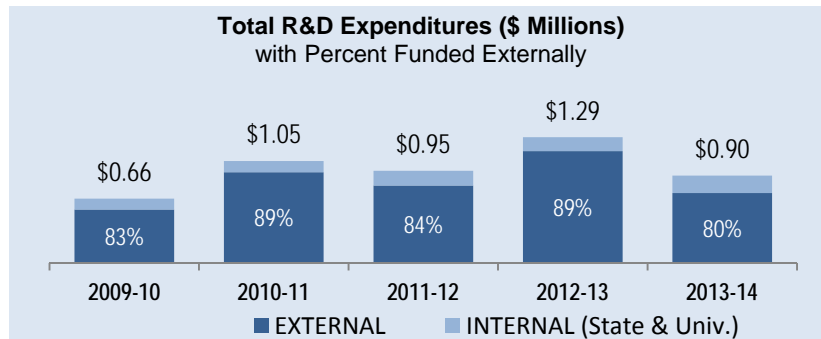


# Dashboard

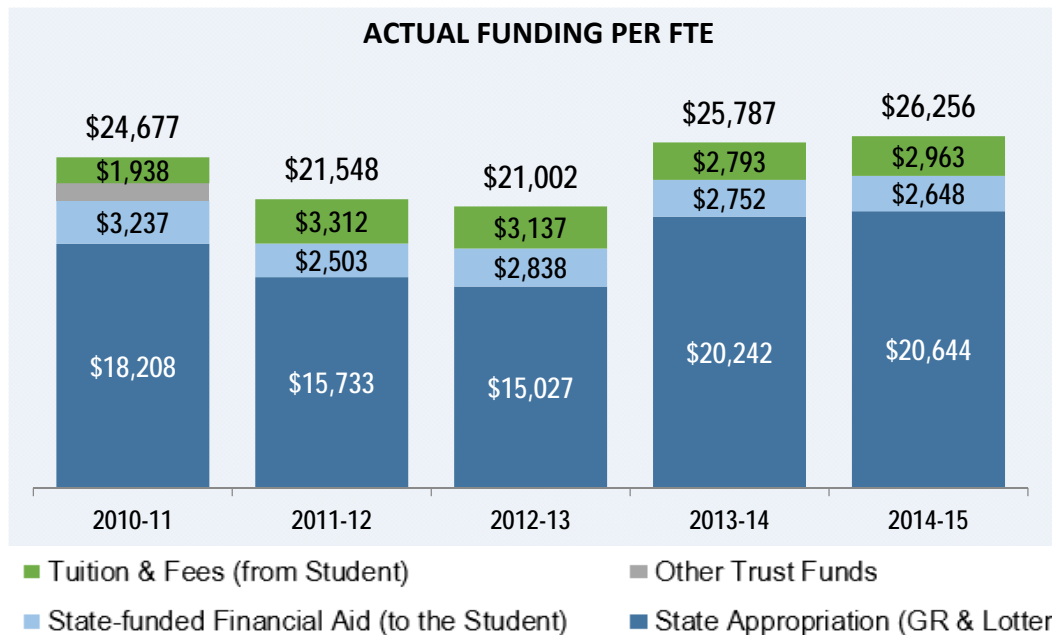
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



## RESEARCH



## RESOURCES



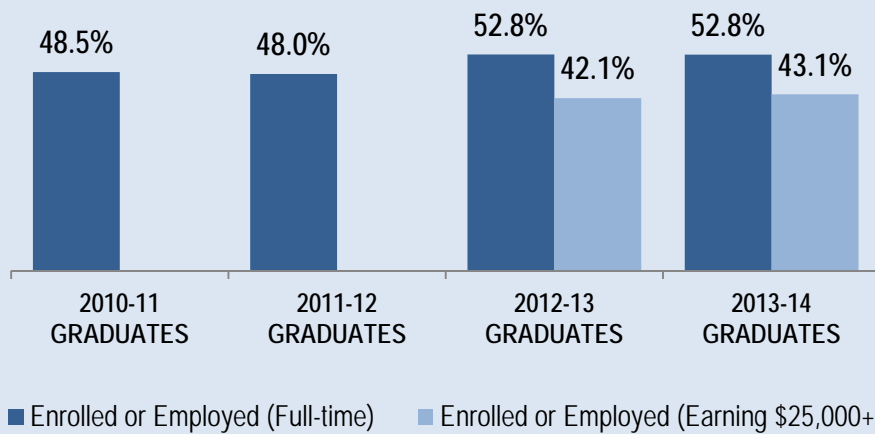
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



# Dashboard

## POST-GRADUATION METRICS

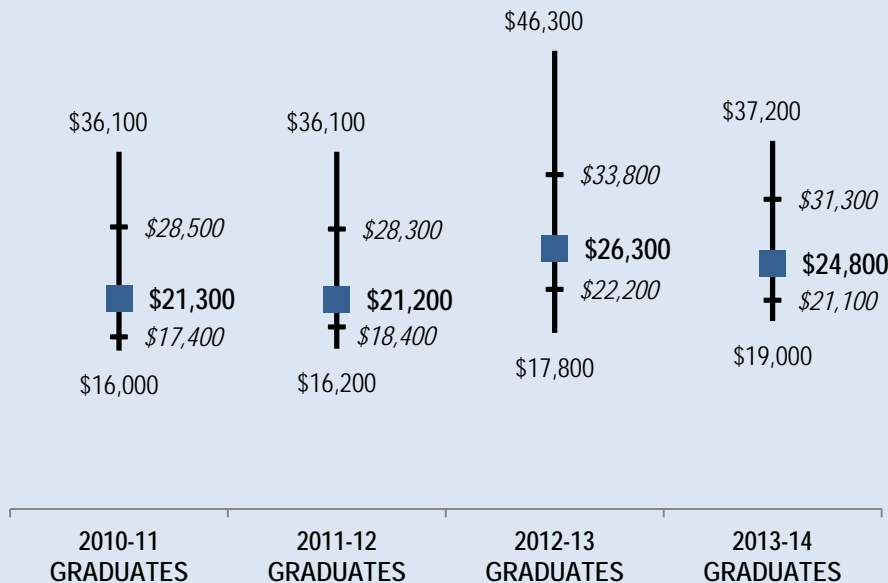
**Percent of Bachelor's Graduates  
Employed or Continuing their Education  
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 85% of the total 2013-14 graduating class.

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

**Wages of Full-time Employed in Florida  
Baccalaureates One Year After Graduation  
5th, 25th, 50th, 75th and 95th Percentiles**



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 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. In 2013-14, these data accounted for 15% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



## Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	52.79%	52.78%	0.0%
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$26,300	\$24,800	-5.7%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$76,720	\$79,250	3.3%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	69.37%	70.51%	1.1%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	80.18%	81.28%	1.1%
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	42.36%	39.55%	-2.8%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	28.64%	29.96%	1.3%pts
		FALL 2013	FALL 2014	CHANGE
8	<i>Board of Governors Choice Metric:</i> Freshman in Top 10% of Graduating High School Class	41%	45%	4%pts
		2015	2016	CHANGE
9	<i>Board of Governors Choice Metric:</i> Top 50 National Rankings	5	5	0%
		2013-14	2014-15	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Percent of Undergraduate Seniors Participating in a Research Course	100%	100%	0%



## Key Achievements (2014 -2015)

### STUDENT AWARDS/ACHIEVEMENTS

1. Three graduating seniors were awarded Fulbright grants for a year overseas, Peter Rabb for research in Colombia, Kyna Patel for teaching English in Germany and August Tupper for teaching English in Morocco.
2. Graduating seniors Sarah Oldham (Turkish) and Hilary Ramirez (Russian) received US Dept. of State Critical Language Scholarships for intensive language study in Turkey and Russia.
3. Two undergraduates were awarded Benjamin A. Gilman Scholarships for study abroad funded by the US Dept. of State: Shana Bergman (Norway) and Madeline Yount (Brazil).

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Tyron Ryba was a co-first author on a journal article about the mouseENCODE consortium project. Pope, B.D.\*, Ryba, T.\*, et al. (2014) "Topologically associating domains are stable units of replication-timing regulation." *Nature* 515: 402–405.
2. Dr. Carl Shaw published his book *Satyrical Play: The Evolution of Greek Comedy and Satyr Drama*. Oxford University Press, 2014.
3. Dr. David Harvey published *Special Issue of Historical Reflections/Réflexions Historiques on the topic "Religion(s) and the Enlightenment"*; 40:2 (Summer 2014).

### PROGRAM AWARDS/ACHIEVEMENTS

1. Five Daughters for Life Scholars entered on full, four-year scholarships, the first class of undergraduate students from the Middle East to be supported through a partnership between the College and the Daughters for Life Foundation.
2. The Nanotechnology Lab was the setting for research that led to 9 articles in physics and material science journals by Dr. Mariana Sendova and her post-doctoral collaborators. Two of Dr. Sendova's published articles were in collaboration with undergraduate New College students.
3. The Public Archaeology Lab and Dr. Uzi Baram received support from the Florida Humanities Council for his project, "Tragedy and Survival: Bicentennial of the Southward Movement of Black Seminoles on the Gulf Coast."

### RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Steven Shipman received a 3-year NSF award "RUI: Rapid Acquisition and Analysis of Complex Spectra with High-Speed Detectors."
2. Sixteen New College students received highly prized National Science Foundation "REU" (Research Experience for Undergraduates) for supervised summer research.
3. Dr. George Ruppeiner published three journal articles about thermodynamic curvature and fluid states and was the special editor of a volume on "Geometry in Thermodynamics" for the journal *Entropy*.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Ranked #4 among all public liberal arts colleges in *U.S. News & World Report's* annual ranking of the Best National Liberal Arts Colleges for 2016.
2. Ranked #14 in Kiplinger's "100 Best Values in Public Colleges" for 2015, and ranked #1 among small public colleges.
3. Ranked #15 in *Forbes Magazine's* 2015 list of "Best Value Schools."



# Narrative

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The current **national rankings** continue to affirm the quality and reputation of New College of Florida’s academic program. Kiplinger’s, U.S. News & World Report, Washington Monthly, and Forbes each placed New College of Florida in their top rankings.

Source	Category	Rank
US News & World Report	2016 Best National Liberal Arts Colleges: Public Liberal Arts Colleges. <i>This was the 10<sup>th</sup> consecutive year NCF was in the top 6, with the military academies taking the top 3 spots.</i>	#4
Washington Monthly	2015 Liberal Arts Colleges Contributing to the Public Good (Social Mobility, Research, and Service).	#10
Kiplinger’s	2015 100 Best Values in Public Colleges: Quality Education at an Affordable Value. <i>This was the 12<sup>th</sup> consecutive time NCF placed in the nation’s top 20.</i>	#14
Forbes	2015 Best Value Schools. Forbes divides their “quality score” by in-state tuition.	#15

In addition to these numerical rankings, Princeton Review included New College of Florida in its list of “Colleges That Pay You Back.” This rating is based on academic quality, affordable cost, and salaries earned by graduates. *Fisk Guide to Colleges* included New College of Florida in its unranked list of forty-four (44) “Best Buy” colleges. Fisk has consistently included New College of Florida as a “Best Buy” since 2003.

New College’s national and international reputation was further strengthened by national fellowships awarded to five graduating seniors. Three received Fulbright Awards for a year overseas: Peter Rabb to conduct research in Columbia; Kyna Patel to teach English in Germany; and August Tupper to teach English in Morocco. Two graduating seniors received US Department of State Critical Language Scholarships: Sarah Oldham for intensive language study in Turkey and Hilary Ramirez for intensive language study in Russia. Two undergraduates were awarded Benjamin A. Gilman Scholarships: Shana Bergman is studying in Norway and Madeline Yount is studying in Brazil. Gilman Scholarships are funded by the U.S. Department of State.





To strengthen the quality of academic programs, New College engaged external reviewers to evaluate three academic disciplines during 2014-15: Biology, Political Science, and Economics. These reviews recommended increased methodological and quantitative rigor (political science) greater use of local talent to offer specialized courses and intensive tutorials (economics), and improved curricular planning to meet learning outcomes (biology). Changes to implement these recommendations are well underway.

### **INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY**

Students who take writing-enhanced courses and use the services of the Writing Resource Center (WRC) have higher retention rates. This contributes to program efficiency. Ten writing-enhanced courses were offered in 2014-15 by full-time faculty who completed workshops addressing course design and implementation. Ninety-eight percent (98%) of students who took fall 2014 writing-enhanced courses persisted and enrolled for spring 2015 semester. The number of first year students who use the services of the WRC increased 240% during 2014-15.

New College rolled out its Navigating New College initiative in 2014-15, a program that provides crucial academic guidance to students. One efficiency objective was to improve deadline compliance for key student academic planning documents. Timely filing indicates there is a plan for student success, while late filing could indicate that a student is struggling. In 2014-15 we saw improvement of 30% or more in timely filing of planning documents: 99% of fall semester contracts, 92% of fifth semester Provisional Area of Concentration forms, and 89% of sixth semester Thesis Prospectus forms were submitted on time. Navigating New College also contributed to efficiency in a second way, with ninety-two percent (92%) of first year students persisting from first to second semester, a notable improvement compared to the previous year.

In another indication of efficiency, the 2014-15 percentage of bachelor's degrees earned without excess hours improved sixteen percentage points (16) compared to the previous year.

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

In 2014-15, New College laid the foundation for increasing the number of degrees awarded in S.T.E.M. and other programs of strategic emphasis through four initiatives: launching the Data Science Master's program, proposing four new degree CIPs, hiring new faculty with cutting edge expertise, and enhancing math instruction and curricula.

In November of 2014, New College received approval from the Board of Governors for a Data Science Master's Degree program. This is the first Master's Degree program at New College of Florida. This emerging S.T.E.M. field combines the tools of statistics and computer science to analyze large, complex datasets. We anticipate 8-15 Data Science Master's graduates each year beginning in 2017. Searches took place in 2014-15 for data science faculty. These new faculty and their courses will enhance learning and research in the S.T.E.M. areas of computer science and statistics.

Since 1975, New College students have earned Bachelor of Arts degrees in 20-30 Majors (Areas of Concentration), all within one Instructional Program (CIP). In 2015, the New College Board of Trustees and the Board of Governor's staff approved proposals to reclassify a subset of majors under four new CIPs. We anticipate that this change will increase undergraduate degrees in areas of strategic emphasis by 50 degrees each year. The two new degree programs in the Economic Development - STEM area of strategic emphasis are Biological and Physical Sciences and Environmental Studies. The two new



degree programs in the Economic Development - Global Competitiveness area of strategic emphasis are Foreign Languages and Literatures and International and Area Studies.

Two Ph.D.s joined the faculty in tenure-eligible biology positions during 2014-15. Both replaced temporary faculty. While temporary faculty members mainly teach courses, tenure-eligible New College faculty members perform many additional academic roles that are crucial to New College pedagogy - academic advising, leading tutorials, and sponsoring student senior theses. A successful search for a third tenure-eligible biology faculty member was completed in 2014-15 and as a group, these three young Ph.D.s are bringing fresh ideas about student learning and cutting edge research expertise in fish biology, entomology, forest ecology, the environmental biology of plants, and the biology of small or declining animal populations.

One Chinese Language and Literature Ph.D. joined the faculty in a tenure eligible position in 2014-15, maintaining our strength in the Global Competitiveness strategic area of emphasis.

Some first year science students lack the mathematical preparation to succeed in Calculus I, a prerequisite for other science classes. Our 2014-15 initiative to improve student success in Calculus had four components: we administered an online Calculus Readiness Assessment; students who were not ready entered the fall semester bridge course, "Introduction to Math for the Sciences"; students who were ready entered fall semester Calculus I; "Introduction to Math for the Sciences" students were able to enroll in Calculus I for spring semester with better preparation. The evaluation of 2014-15 results showed strong student success in "Introduction to Math for the Sciences" and mixed results in Calculus I. We have refined the introductory class for 2015-16. This initiative promises to increase the number of degrees awarded in S.T.E.M. fields.

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

The quality and reputation of our faculty members' scholarship is affirmed by the cumulative record of their publications. Our small faculty (79) reported 135 publications either in press, accepted, or published during 2014-15. This scholarship is accomplished alongside a primary assignment of undergraduate instruction.

The scholarship of several faculty members was outstanding in 2014-15. Four professors published scholarly books: Dr. Anthony Andrews was third editor and author of *Historia General de Yucatán. Tomo I. La Civilización Maya Yucateca*; Dr. David Harvey published *Special Issue of Historical Reflections/Réflexions Historiques on the topic "Religion(s) and the Enlightenment"*; Dr. Susan Marks edited with Hal Taussig *Meals in the Early Judaism: Social Formation at the Table*; and Dr. Carl Shaw published *Satyr Play: The Evolution of Greek Comedy and Satyr Drama*.

In the natural sciences, Dr. George Ruppeiner published three journal articles about thermodynamic curvature and fluid states and was the special editor of a volume on "Geometry in Thermodynamics" for the journal *Entropy*. Dr. Ty Ryba was a co-first author on two journal articles published in the prestigious journal *Nature* about the mouseENCODE consortium project. This project, called the Mouse Encyclopedia of DNA Elements, mapped the functional elements of the mouse genome. Dr. Mariana Sendova was an author on 9 articles in physics or material science journals. Two of Dr. Sendova's published articles were in collaboration with undergraduate New College students.



<b>Total Academic Publications by Type and Status for All Faculty 2014-15</b>				
<b>Publication Type</b>	<b>Published</b>	<b>In Press</b>	<b>Accepted</b>	<b>Total</b>
Book Reviews in Professional Publications	23	4	0	<b>27</b>
Editions or Translations	0	1	2	<b>3</b>
Invited Articles in Journals or Anthologies and Book Chapters	13	7	4	<b>24</b>
Peer-Reviewed Journal Articles	34	3	4	<b>41</b>
Books	4	3	4	<b>11</b>
Creative Works	7	0	0	<b>7</b>
Technical Reports	1	0	0	<b>1</b>
Other	19	2	0	<b>21</b>
<b>Totals</b>	<b>101</b>	<b>20</b>	<b>14</b>	<b>135</b>

Fifty-one faculty received 2015 summer professional development funding based on proposals for scholarly or creative work totaling \$148,025. Endowed Chair funds contributed \$16,000 of this amount.

New College's Institutional Review Board (IRB) administered the College's Responsible Research Conduct Management program. During 2014-15 the IRB processed and managed fifty-five (55) student and faculty research protocols according to Federal and New College of Florida institutional mandates. This successful program plays a central role in maintaining strong research of high reputation. Understanding and following the protocols for responsible research conduct is essential for undergraduate students as they prepare for their research careers.

The research climate at New College was celebrated at the inaugural Academic Research and Creative Arts Conference in January 2015. Over twenty-five faculty members (one-third of the fulltime faculty) presented talks and posters about their research and scholarship. As research mentors, many faculty members included undergraduate students in faculty led research and scholarship. Twenty-five students were hired to conduct research and service on various grants and contracts during 2014-15.

### **INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY**

A number of students and faculty focus their research on real world challenges affecting commerce. Working under the guidance of Dr. David Gillman and Dr. Gary Kalmanovich, students completed practical projects for community organizations and businesses. These included an upgrade for oil and gas delivery software for P. E. Mosley Co., software for urban planning for R2DevCo., inventory software for Planned Parenthood of Central and Southwest Florida, a Web application for the Center for Engagement and Opportunity, Web applications for Mote Marine Lab's citizens science and red tide notification program, and a Web application to manage administration of the Calculus Readiness assessment.

Faculty members Dr. Tyrone Ryba and Dr. Patrick McDonald and their students worked on a model to analyze inpatient outcomes at Sarasota Memorial Hospital from electronic medical records. In this ongoing collaboration, progress was made on developing and refining the Rothman Index, a predictive model for patient status used by doctors.



## INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

During 2014-15, seventeen (17) new proposals for external support were submitted to federal, state, local and non-profit organizations. New College maintained external support for fifteen (15) extensions or renewals, continuations, and supplements of existing projects. External awards in 2014-15 totaled \$1,265,526 and supported initiatives for research, community service and outreach, cultural arts, wellness and health, and College operations. In the area of grants and contracts, New College managed 36 active awards during 2014-15, including 34 active research personnel. Total research and development expenditures during 2014-15 were \$924,000 (21% federal government sources, 46% private business sources, 25% institutional sources).

Dr. Tyrone Ryba and Dr. Patrick McDonald administered New College's yearly summer research program with the Lovelace Respiratory Research Institute (LRRI) and Mind Research Network (MRN) in Albuquerque, New Mexico. Eight students were selected to participate and matched with suitable research projects and sponsors. Project topics included risk factors for lung cancer and chronic obstructive pulmonary disease, models of traumatic brain injury, and factors in allergy and asthma. Many of these projects were computational, and involved large-scale processing of biological datasets. Most students continued this work in research tutorials at New College. Students were successful in authoring papers and presenting posters at professional conferences, and they reported positive experiences.

Dr. Steven Shipman received a three-year NSF grant to use high-speed digitizers and grid computing techniques to rapidly acquire and analyze rotational spectra of molecules related to interstellar and atmospheric chemistry. This will advance understanding of the chemistry of the atmosphere of exoplanets and in the interstellar medium. All spectral analysis software developed via this work will be freely available. Development of these new tools will make high-resolution spectroscopy accessible for undergraduates, and New College students will use these tools for a variety of research projects.

Sarasota-based Roskamp Institute conducts research to understand and cure debilitating diseases of the mind and three New College students collaborated on Roskamp research projects this year. One student used a variety of biochemical methods to study a protein implicated in inflammation in Alzheimer's Disease. Another student studied protein and behavioral changes after traumatic brain injury using a mouse model. A third student conducted mass spectrometry assays to identify protein and lipid changes associated with Gulf War Illness (GWI). The collaboration with Roskamp also included New College's Dr. Katherine Walstrom serving as a reviewer of Roskamp's "Open University" graduate program. Dr. Walstrom joined a research day at Roskamp Institute that featured posters of student and faculty research.

Dr. Emily Saarinen received support from the U.S. Fish and Wildlife Service to continue her work on the conservation of the Dakota Skipper and Poweshiek Skipperling, two candidate species for listing under the Endangered Species Act. Dr. Saarinen's work focuses on the distribution of genes among different populations. The results of her research will be essential for propagation and critical habitat designation for these two species.

Dr. Uzi Baram received support from the Florida Humanities Council for his project, "Tragedy and Survival: Bicentennial of the Southward Movement of Black Seminoles on the Gulf Coast." This project brings attention to the little known local history of Angola, a settlement that was part of the Second Spanish Period history for peoples of African heritage. As the project continues, new, innovative digital heritage technologies will represent the Black Seminole/maroon struggles on the Gulf Coast.



Research Scientist Justin Saarinen initiated the first year of a five-year cooperative agreement with the United States Geological Service Lakes Science Center. His research will apply spatial analysis techniques to wetland restoration in the Great Lakes Region. The title of the cooperative agreement is "Geospatial Modeling for Prioritizing Coastal Wetland Restoration."

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

To strengthen the quality and reputation of community and business engagement, New College launched a new internship program, engaged numerous new business partners for the Data Science Master's Program, and maintained an active Vista service program during 2014-15.

Through the efforts of the internship program, student participation in internships increased 140% during the 2015 spring semester compared to the previous year. Satisfaction surveys also indicated a successful start for the internship program: 100% of students rated their internship experience as excellent or outstanding; 95% of faculty advisors increased their commitment to providing internships; and 94.5% of providers rated their interns as excellent or outstanding.

For example, Dr. Tracy Collins sponsored several students engaged in meaningful community internships. One intern developed a commercial script for Mended Little Hearts, a non-profit dedicated to overcoming congenital heart defects in small children. A second intern prepared background material for a hearing in a medical products case with the Maglio and Toule Law firm. A third intern gathered empirical evidence to compare event-day and non-event day sales revenue, addressing a dispute between event planners and Sarasota merchants. A fourth intern tested software and established a dialog with a large software company in China for Horn, a voice-based social communication platform.

During 2014-15, New College cultivated partnerships with local and national businesses to establish internships for Data Science graduate students. Seminar talks featured researchers from the following companies: Cast Retail, Voalte, and Mote Marine Lab in Sarasota; Home Shopping Network in St. Petersburg; Ancestry in San Francisco; Google in Mountain View; Akamai in Boston; and SRI in Princeton. In addition to these seminar presenters, Data Science collaborations were initiated with Star2star, Sarasota Memorial Hospital, the Florence A. Rothman Institute, Mobilebits, and Colchis Capital.

Through the campus Vista program, 156 students volunteered 8505 hours of community service during 2014-15. Education, health, and animal welfare logged the largest number of service hours with local organizations (e.g., early childhood education, tutoring K-12 students, assisting adults in recovery, volunteering for the Humane Society and the Girl Scouts). And over half of the 2014 graduates (90 of 177 graduates) reported volunteering an average of 134 hours each, while enrolled at New College.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The College increased its community and business engagement through its lecture series New Topics New College, its experimental music series New Music New College, hosting the Sarasota World Affairs Council lecture series, providing science workshops for middle and high school students, and stepping up to community leadership roles.



New Topics New College presented a six-program series of community lectures in 2014-15. Nationally-known experts lecture on timely topics, followed by a question-and-answer session with the audience. These included: "Reclaiming the American Dream," with Pulitzer Prize-winning writer Hedrick Smith; "Composing for Broadway, Film and TV," with composer David Krane; "Traumatic Brain Injury Research," with Dr. Fiona Crawford of the Roskamp Institute; "The State of Hate and Extremism," with Heidi Beirich of the Southern Poverty Law Center; "Florida – The Canary in the Climate Change Coal Mine," with Dr. Jeff Chanton, professor of oceanography at Florida State University; and "Burning Questions," with arson investigator John Lentini.

New Music New College (NMNC) was a vital point of intersection between the college and the community. NMNC presented five performances of contemporary, avant-garde, and experimental music on the New College campus, where hundreds of people from the area interacted with students, faculty, and staff. At least two of the performances featured New College students as performers and/or composers, and receptions after the concerts let audience and the performers converse about the event. A free Artist Conversation preceded each event, fostering open discussion about the meaning and importance of contemporary music and art. NMNC also collaborated with local arts organizations including The Ringling, the Hermitage Artist Retreat, and the Sarasota Orchestra. Several times this season NMNC offered a combination lecture/demonstration/discussion at Booker/Visual and Performing Arts High School, a Sarasota public magnet school.

The Sarasota World Affairs Council (SWAC) hosted a five-lecture series at New College in 2014-15. This year's presenters included: "Building a Regional Coalition to Combat Human Trafficking," led by Nola Theiss, Executive Director, Human Trafficking Awareness Partnerships, Inc.; "The New Global Order, China's Rise, and Our Shared Future," by Ronnie C. Chan, Chairman of the Hang Lung Group Limited; "Beyond Crisis and Conflict: Toward a Deeper Understanding of the Middle East," by Derek Harvey, Director of the Global Initiative for Civil Society and Conflict at USF; "Conversation -- Outpost: Life on the Front Lines of American Diplomacy," by Ambassador Christopher Hill, Dean of the Josef Korbel School of International Studies at the University of Denver; "Winds of Change in Havana and Washington," by Ambassador José Ramón Cabañas Rodríguez, Chief of Mission of the Cuban Interests Section, Washington, D.C. SWAC also leads an eight week "Great Decisions" discussion series and hosts a peer mediation program.

New College faculty and students engaged with many local educational institutions during 2014-15. Our Plant Biology Outreach Team (PBOT) made multiple visits to Suncoast School for Innovative Studies (SSIS), a Title I middle school in Sarasota. The team gave presentations on grains, nutrition, basic plant biology and cultivation. They also worked with the Orange Blossom Community Garden to prepare a garden plot for the Children First Headstart program. New College faculty served as science fair judges, joined advisory boards for high school science clubs, and served on School Advisory Committees.

The summer PUSH/SUCCESS program educated students to become Bay Stewards at the Pritzker Marine Biology Research Center. The program targeted 13-18 year olds from groups that are underrepresented in science fields and students who will be the first in their families to attend college. The Sarasota Bay Estuary Program provided funding support. Students completed lab and field experiments, learned to write computer code, and assembled an underwater robot. Collaboration, cooperation, and leadership skills were emphasized throughout.

College for Every Student, a non-profit organization that prepares disadvantaged students to attend college, brought local middle school students for a science-centered day at New College. The visiting students toured labs where they engaged in science discussions with New College faculty and students. The middle school students heard about the psychology of dolphins, used a Scanning Electron



Microscope to view insect antenna, examined a maize cross-sections with a fluorescent microscope, and witnessed dramatic chemical reactions.

New College faculty held leadership positions in numerous local and state community organizations during 2014-15, including the following: Health Start Coalition of Sarasota, Unidos Now, Sarasota World Affairs Council, United Nations Association, Children's Guardian Fund, BioFlorida, One Book One Community, Boy Scouts, Alliance Francaise de Sarasota, ACLU Florida Affiliate, Sarasota Tiger Bay Club, New Springs Charter Schools in Tampa, and Masala, an African American Giving Circle.

### INCREASE COMMUNITY AND BUSINESS WORKFORCE

2014-15 saw increased community engagement around workforce development. Much of this engagement was facilitated by the New College Center for Engagement and Opportunity (CEO). CEO met with local partners in a broad cross-section of industries. CEO actively participated in community organizations and events such as BioFlorida, Engage Sarasota, Step Up Sarasota, the Manatee Chamber Annual Leadership Retreat, the Sarasota Chamber Annual Meeting, and the Young Professionals Groups (YPG) of both the Sarasota and Manatee Chambers. Through these new partnerships 350+ jobs were posted and 130 students participated in a part-time job fair held on campus.

The United Nations Association and the New College International Studies Program hosted the 5<sup>th</sup> International Career Development Seminar in October, 2015. High school and college students, young professionals, and faculty in Sarasota and Manatee Counties attended this seminar that promotes engagement with the global community. Eight international experts presented talks followed by sessions on career paths in foreign service, Peace Corps, U.S. Military, international education, international media, United Nations, and international environment.

President O'Shea provided opening remarks to the second annual "State of Jobs" conference in February. The conference was organized by the Young Professionals Group of the Greater Sarasota Chamber of Commerce with the goal of educating younger workers. The conference featured local businesses and Southwest Florida educational institutions.

Dr. Katherine Walstrom played a key leadership role in organizing and hosting the first Bio-Tech Expo for the Sarasota Manatee Chapter of BioFlorida. The Bio-Tech Expo highlighted the strong STEM infrastructure offered by 15 higher education colleges, universities, and institutes in the life sciences and technology. The event highlighted innovation, research, and healthcare in the life sciences. The event was designed to let industry know that the Sarasota and Manatee area has an attractive, science-oriented workforce sought after by expanding biotechnology firms.



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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues** (Not Adjusted for Inflation)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$14,397,452	\$15,628,449	\$17,474,866	\$18,885,300	\$18,844,988
Non-Recurring State Funds	\$627,336	-\$1,548,051	\$483,811	\$665,000	\$500,000
Tuition	\$4,919,987	\$4,554,054	\$3,940,224	\$4,284,501	\$3,958,040
Tuition Differential Fee	\$471,411	\$867,129	\$793,432	\$844,335	\$779,787
Misc. Fees & Fines	\$162,295	\$177,571	\$185,833	\$184,836	\$177,313
<b>TOTAL</b>	<b>\$20,578,481</b>	<b>\$19,679,152</b>	<b>\$22,878,166</b>	<b>\$24,863,972</b>	<b>\$24,260,128</b>

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



## Section 1 – Financial Resources *(continued)*

**TABLE 1B. University Education and General Expenditures** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13*	2013-14	2014-15
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$8,968,659	\$8,631,363	\$9,114,958	\$9,904,889	\$10,909,323
Administration and Support	\$5,231,396	\$4,835,962	\$4,690,473	\$4,833,587	\$4,954,684
PO&M	\$2,652,749	\$2,615,356	\$2,471,622	\$2,783,831	\$2,875,860
Student Services	\$3,604,013	\$3,451,065	\$3,808,094	\$3,874,571	\$4,413,541
Library/Audio Visual	\$764,085	\$878,036	\$884,985	\$910,300	\$946,788
Other	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$21,220,902</b>	<b>\$20,411,782</b>	<b>\$20,970,132</b>	<b>\$22,307,178</b>	<b>\$24,100,196</b>

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

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



## Section 1 – Financial Resources *(continued)*

**TABLE 1C. Funding per Full-Time Equivalent (FTE) Student** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR &amp; Lottery)</i>	\$18,208	\$15,733	\$15,027	\$20,242	\$20,644
Tuition & Fees <i>(State-funded Aid)</i>	\$3,237	\$2,503	\$2,838	\$2,752	\$2,648
Tuition & Fees <i>(from Student)</i>	\$1,938	\$3,312	\$3,137	\$2,793	\$2,963
Other Trust Funds	\$1,294	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$24,677</b>	<b>\$21,548</b>	<b>\$21,002</b>	<b>\$25,787</b>	<b>\$26,256</b>

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

**TABLE 1D. Cost per Degree** *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
<b>TOTAL</b>	<b>\$77,550</b>	<b>\$74,520</b>	<b>\$73,900</b>	<b>\$76,720</b>	<b>\$79,250</b>

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV.

*This data is not adjusted for inflation.*



## Section 1 – Financial Resources *(continued)*

**TABLE 1E. University Other Budget Entities** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Auxiliary Enterprises</b>					
Revenues	\$5,788,088	\$5,867,658	\$6,503,047	\$6,152,200	\$6,238,338
Expenditures	\$4,960,812	\$5,050,113	\$5,414,560	\$5,799,943	\$6,007,411
<b>Contracts &amp; Grants</b>					
Revenues	\$1,500,608	\$2,095,388	\$1,813,766	\$2,197,433	\$2,102,609
Expenditures	\$1,446,453	\$1,931,466	\$1,907,778	\$2,064,665	\$2,180,094
<b>Local Funds</b>					
Revenues	\$4,600,688	\$4,666,891	\$4,513,077	\$4,417,219	\$4,317,725
Expenditures	\$4,535,216	\$4,731,787	\$4,392,180	\$4,556,240	\$4,370,698

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

**TABLE 1F. Voluntary Support of Higher Education** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$29,670	\$28,170	\$31,954	\$36,413	\$37,922
Gifts Received (\$1000s)	\$2,991	\$2,065	\$1,895	\$2,006	\$3,858
Percentage of Alumni Donors	29.5%	20.7%	14.8%	14.9%	12.8%

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](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*



## Section 2 – Personnel

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

	2010	2011	2012	2013	2014
<b>Full-time Employees</b>					
Tenured Faculty	49	45	49	53	53
Tenure-track Faculty	18	15	12	12	15
Non-Tenure Track Faculty	6	14	11	10	8
Instructors Without Faculty Status	1	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	180	174	175	176	194
<b>FULL-TIME SUBTOTAL</b>	<b>254</b>	<b>248</b>	<b>247</b>	<b>251</b>	<b>270</b>
<b>Part-time Employees</b>					
Tenured Faculty	1	0	1	2	2
Tenure-track Faculty	1	0	1	0	0
Non-Tenure Track Faculty	18	28	27	24	23
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	5	5	3	3	1
<b>PART-TIME SUBTOTAL</b>	<b>25</b>	<b>33</b>	<b>32</b>	<b>29</b>	<b>26</b>
<b>TOTAL</b>	<b>279</b>	<b>281</b>	<b>279</b>	<b>280</b>	<b>296</b>

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



## Section 3 – Enrollment

**TABLE 3A. Headcount Enrollment by Student Type and Level**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>TOTAL</b>	<b>805</b>	<b>845</b>	<b>833</b>	<b>794</b>	<b>835</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	697	740	726	691	710
FTIC (Profile Admit)	10	9	15	13	18
AA Transfers	37	38	36	33	37
Other Transfers	61	58	56	57	70
<b>Subtotal</b>	<b>805</b>	<b>845</b>	<b>833</b>	<b>794</b>	<b>835</b>
<b>GRADUATE</b>					
Master's	0	0	0	0	0
Research Doctoral	0	0	0	0	0
Professional Doctoral	0	0	0	0	0
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>UNCLASSIFIED</b>					
HS Dual Enrolled	0	0	0	0	0
Other	0	0	0	0	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought.



**Section 3 – Enrollment** *(continued)*

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment** [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
Lower-Division	124	165	.	154	.	160
Upper-Division	419	437	.	423	.	446
Master's (GRAD I)	.	0	.	0	.	0
Doctoral (GRAD II)	.	0	.	0	.	0
<b>Subtotal</b>	<b>543</b>	<b>602</b>	.	<b>577</b>	.	<b>606</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	23	.	32	.	44
Upper-Division	.	78	.	56	.	61
Master's (GRAD I)	.	0	.		.	
Doctoral (GRAD II)	.	0	.		.	
<b>Subtotal</b>	<b>113</b>	<b>100</b>		<b>89</b>		<b>105</b>
<b>TOTAL FTE</b>						
Lower-Division	.	188	170	187	170	204
Upper-Division	.	514	486	479	486	507
Master's (GRAD I)	.	0	.	0	.	0
Doctoral (GRAD II)	.	0	.	0	.	0
<b>Total</b>	<b>656</b>	<b>702</b>	<b>656</b>	<b>665</b>	<b>656</b>	<b>710</b>
<b>Total (US Definition)</b>	<b>875</b>	<b>937</b>	<b>875</b>	<b>887</b>	<b>875</b>	<b>947</b>

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 by course level. 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). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **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. Total FTE are equal in tables 3B and 3C.



## Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>TRADITIONAL</b>					
Lower-Division	160	196	188	187	204
Upper-Division	523	521	514	479	507
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>TOTAL</b>	<b>683</b>	<b>717</b>	<b>702</b>	<b>665</b>	<b>710</b>
<b>HYBRID</b>					
Lower-Division	0	0	0	0	0
Upper-Division	0	0	0	0	0
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>DISTANCE LEARNING</b>					
Lower-Division	0	0	0	0	0
Upper-Division	0	0	0	0	0
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>					
Lower-Division	160	196	188	187	204
Upper-Division	523	521	514	479	507
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>TOTAL</b>	<b>683</b>	<b>717</b>	<b>702</b>	<b>665</b>	<b>710</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. 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 3B and 3C.





### Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>MILITARY</b>					
Unclassified	0	0	0	0	0
Undergraduate	2	2	11	5	6
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>Subtotal</b>	<b>2</b>	<b>2</b>	<b>11</b>	<b>5</b>	<b>6</b>
<b>DEPENDENTS</b>					
Unclassified	0	0	0	0	0
Undergraduate	5	12	11	7	17
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>Subtotal</b>	<b>5</b>	<b>12</b>	<b>11</b>	<b>7</b>	<b>17</b>
<b>NON-MILITARY</b>					
Unclassified	0	0	0	0	0
Undergraduate	798	831	811	782	812
Master's (GRAD 1)	0	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0	0
<b>Subtotal</b>	<b>798</b>	<b>831</b>	<b>811</b>	<b>782</b>	<b>812</b>
<b>TOTAL</b>	<b>805</b>	<b>845</b>	<b>833</b>	<b>794</b>	<b>835</b>

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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	232	254	238	226	246
<b>Percent with Pell Grant</b>	<b>28.86%</b>	<b>30.09%</b>	<b>28.81%</b>	<b>28.64%</b>	<b>29.96%</b>

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



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
None					
<b>Terminated Programs</b>					
None					
<b>Programs Suspended for New Enrollments</b>					
None					
<b>New Programs Considered By University But Not Approved</b>					
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, 2014 and May 4, 2015.

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

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

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

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



## Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	183	237	223	222	235
% Retained <i>with Any GPA</i>	86%	83%	81%	80%	81%
% Retained <i>with GPA 2.0 or higher</i>	86.34%	82.70%	81.17%	80.18%	81.28%

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

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	218	175	202	222	217
% Graduated	68%	69%	66%	69%	71%
% Still Enrolled	1%	1%	0%	0%	0%
% Success Rate	69%	70%	66%	69%	71%

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



**Section 4 – Undergraduate Education** *(continued)*

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

<b>4 – Year Rates</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>
Cohort Size	202	222	217	183	237
Same University	57%	57%	63%	54%	57%
Other University in SUS	2%	2%	4%	3%	4%
Total from System	59%	59%	67%	57%	61%

<b>6 – Year Rates</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14</b>	<b>2009-15</b>
Cohort Size	218	175	202	222	217
Same University	67.89%	69.14%	65.84%	69.37%	70.51%
Other University in SUS	8%	4%	8%	4%	7%
Total from System	76%	73%	74%	73%	78%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.

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

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

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



**Section 4 – Undergraduate Education** *(continued)*

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	12	19	15	*	11
Same University	17%	0%	20%	*	18%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	11	*	12	19	15
Same University	73%	*	75%	58%	80%

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

**TABLE 4F. Graduation Rates for Other Transfer Students**

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	22	23	13	23	19
Same University	64%	78%	77%	78%	79%

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



## Section 4 – Undergraduate Education *(continued)*

### TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	167	179	198	144	177
Second Majors	0	0	0	0	0
<b>TOTAL</b>	<b>167</b>	<b>179</b>	<b>198</b>	<b>144</b>	<b>177</b>

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

### TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

Data provided by NCF staff

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	50	44	58	49	48
HEALTH	0	0	0	0	0
GLOBALIZATION	17	16	25	12	22
EDUCATION	0	0	0	0	0
GAP ANALYSIS	0	0	0	0	0
<b>SUBTOTAL</b>	<b>67</b>	<b>60</b>	<b>83</b>	<b>61</b>	<b>70</b>
<b>PSE PERCENT OF TOTAL</b>	<b>40.12%</b>	<b>33.52%</b>	<b>41.92%</b>	<b>42.36%</b>	<b>39.55%</b>

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: [http://www.flbog.edu/pressroom/strategic\\_emphasis/](http://www.flbog.edu/pressroom/strategic_emphasis/). The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Non-Hispanic Black</b>					
Number of Degrees	1	5	4	1	2
Percentage of Degrees	1%	3%	2%	1%	1%
<b>Hispanic</b>					
Number of Degrees	18	22	23	19	17
Percentage of Degrees	11%	13%	12%	13%	10%
<b>Pell-Grant Recipients</b>					
Number of Degrees	61	62	76	58	68
Percentage of Degrees	37%	35%	39%	40%	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 2011-12 academic year. This reclassification will impact trends.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

Data provided by NCF staff

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	.	.	8%	15%	36%
AA Transfers	.	.	25%	9%	40%
Other Transfers	.	.	39%	68%	29%
<b>TOTAL</b>	.	.	<b>12%</b>	<b>19%</b>	<b>35%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers’ Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors 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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	161	168	178	177	188
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	89%	89%	89%	89%	91%
30 to 49 Students	9%	8%	9%	10%	9%
50 to 99 Students	2%	2%	1%	1%	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**

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	87%	83%	84%	88%	89%
Adjunct Faculty	10%	12%	12%	9%	9%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	3%	5%	4%	3%	1%

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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	10	10	10	10	10

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



## Section 4 – Undergraduate Education *(continued)*

**TABLE 40. Post-Graduation Metrics**

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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	49%	48%	52.79%	52.78%
Enrolled or Employed (Earned \$25,000+)	.	.	42.13%	43.06%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	72%	79%	91%	85%

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least \$25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](http://www.doleta.gov/performance/wris_2.cfm).

For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

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

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$16,000	\$16,200	\$17,800	\$19,000
25th PERCENTILE WAGE	\$17,400	\$18,400	\$22,200	\$21,100
<b>MEDIAN WAGE</b>	<b>\$21,300</b>	<b>\$21,200</b>	<b>\$26,300</b>	<b>\$24,800</b>
75th PERCENTILE WAGE	\$28,500	\$28,300	\$33,800	\$31,300
95th PERCENTILE WAGE	\$36,100	\$36,100	\$46,300	\$37,200
<i>Percent Found</i>	19%	14%	19%	15%

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



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2014-15**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
Data Science	11.9999	Masters	8/28/2014	Spring 2016	11/6/2014	
<b>Terminated Programs</b>						
None						
<b>Programs Suspended for New Enrollments</b>						
None						
<b>New Programs Considered By University But Not Approved</b>						
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, 2014 and May 4, 2015.

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

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

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

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



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$660	\$1,046	\$945	\$1,294	\$897
Federally Funded (\$ 1,000s)	\$514	\$626	\$451	\$758	\$332
Percent Funded From External Sources	83%	89%	84%	89%	80%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$10,000	\$15,612	\$15,750	\$21,213	\$13,800
<b>Technology Transfer</b>					
Invention Disclosures	0	0	0	0	0
Licenses & Options Executed	0	0	0	0	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
U.S. Patents Issued <b>[REVISED]</b>	0	0	0	0	0

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