

2013-14

Annual Accountability Report

NEW COLLEGE OF FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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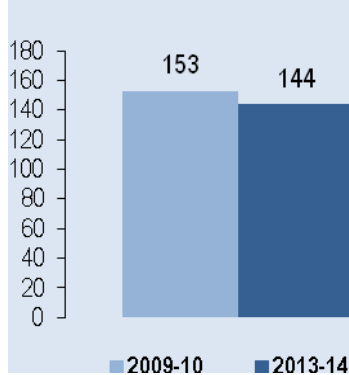


Dashboard

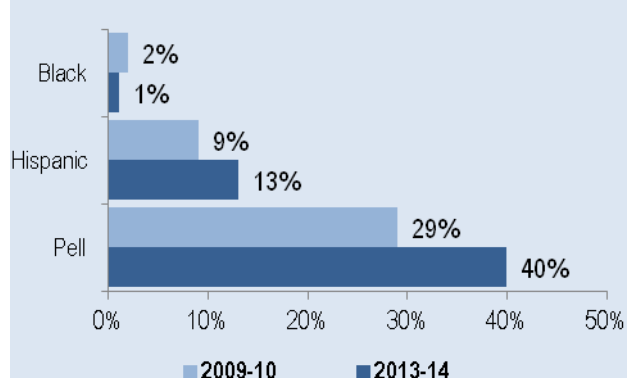
Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications		
				Faculty (Fall 2013)	Full-Time	Part-Time			
TOTAL	794	100%	-5%	TOTAL (as of Spring 2014)			Basic:	Baccalaureate Colleges - Arts & Sciences	
White	586	74%	-5%	Baccalaureate			1	Undergraduate Instructional Program:	Arts & sciences focus, no graduate coexistence
Hispanic	114	14%	1%	Master's			0		
Black	21	3%	31%	Research Doctorate			0	Graduate Instructional Program:	n/a
Other	73	9%	-13%	Professional Doctorate			0		
Full-Time	793	100%	-5%	TOTAL	75	26	Size and Setting:	Very small four-year, highly residential	
Part-Time	1	0%	0%						
Undergraduate	794	100%	-5%	Tenure & Ten. Track	65	2	Community Engagement:	n/a	
Graduate	0	0%	0%	Non-Tenured Faculty	10	24			
Unclassified	0	0%	0%						

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

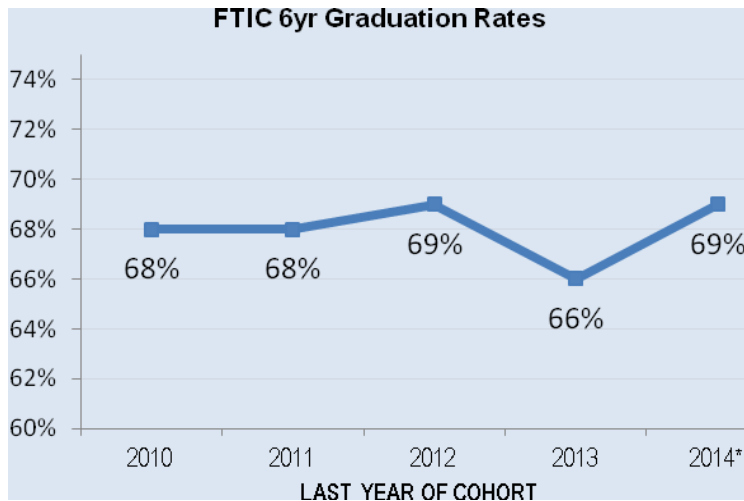
Bachelor's Degrees Awarded



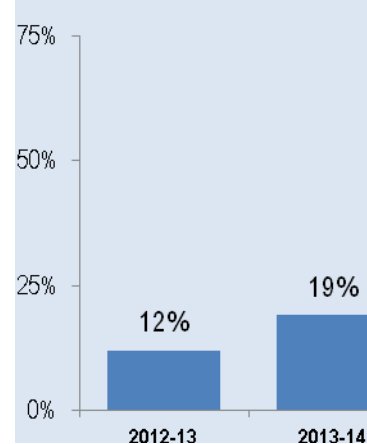
Bachelor's Degrees by Group



FTIC 6yr Graduation Rates



Bachelor's Degrees Without Excess Hours

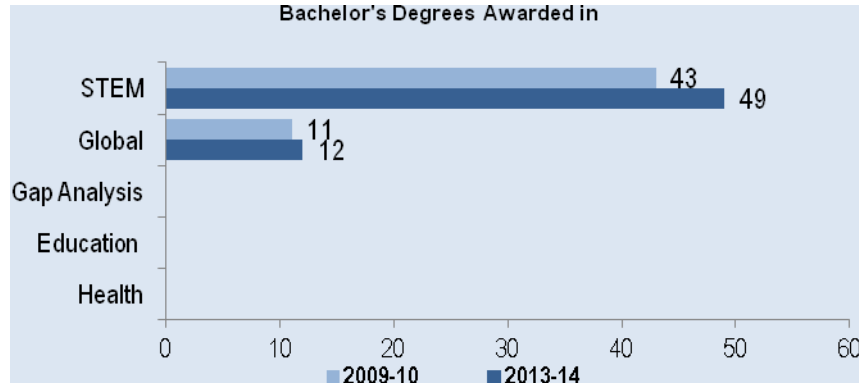


* Based on 2014 preliminary data



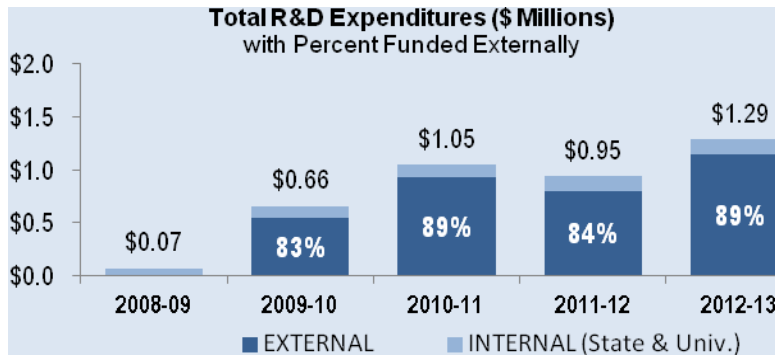
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

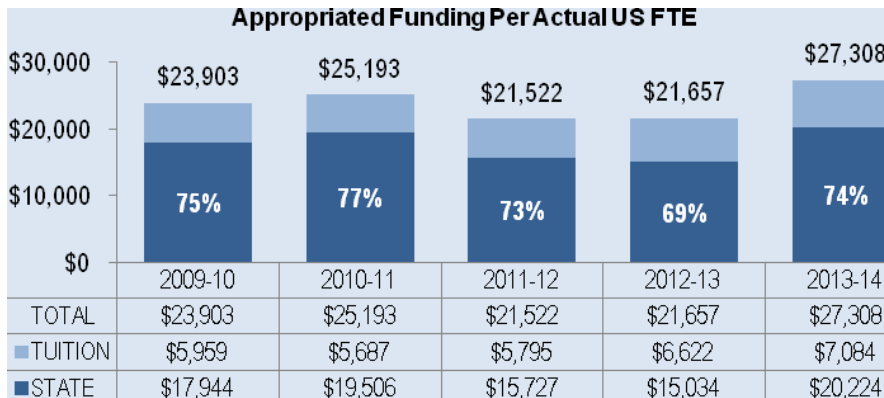


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

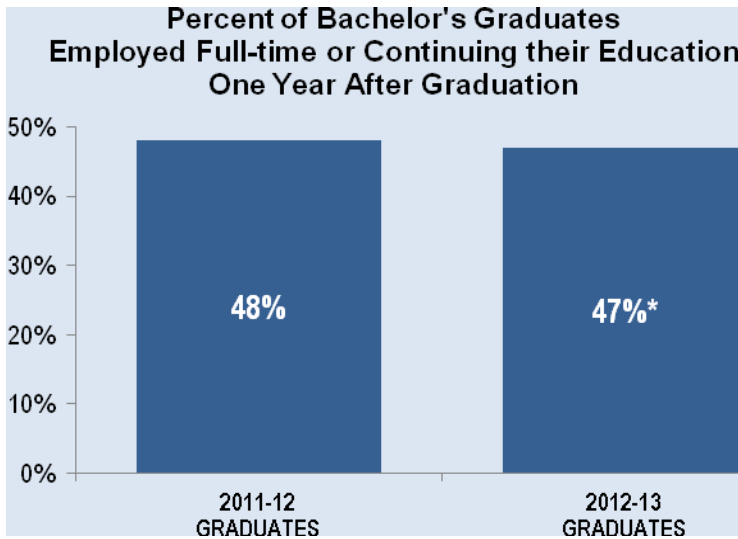


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.



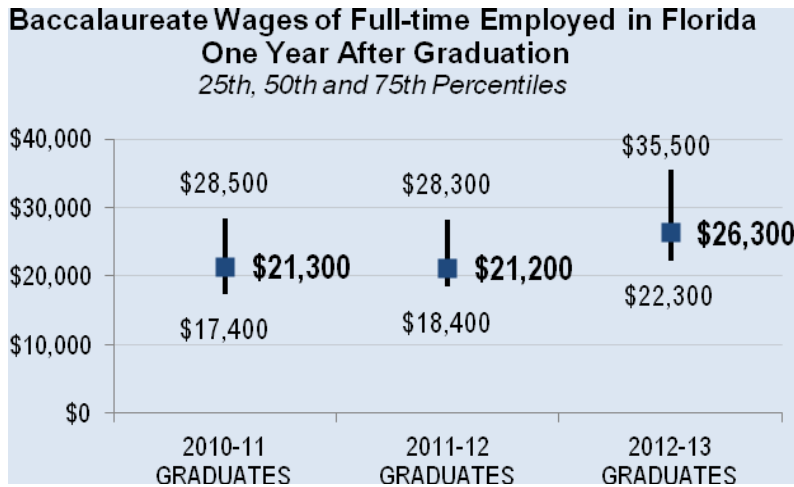
Dashboard

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 79% and 81% of the total graduating class for 2011-12 and 2012-13, respectively.

Note*: 2012-13 data is preliminary because it does not yet include non-Florida employment data. BOG staff are actively working on resolving this issue.



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%, 14% and 18% of the total graduating class for 2010-11, 2011-12, and 2012-13 respectively. Wages rounded to nearest hundreds.



Key Achievements (2013 -2014)

STUDENT AWARDS/ACHIEVEMENTS

1. Abigail Oakes was awarded one of 50 Udall Scholarships nationwide for college sophomores and juniors committed to careers related to the environment.
2. Five NCF graduates won Fulbright Scholarships and will spend 2014-15 in Belarus (Erich Bargainer), China (Katharine Williams), India (Laura Robinson), Germany (Richard Zay), and Taiwan (Robert Klinkel).
3. Benjamin A. Gilman Scholarships to study abroad were awarded to Sarah Oldham for a semester in Turkey and Zachary Natale for study in Morocco.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Gordon Bauer was elected a Fellow in the American Psychological Association.
2. Four Professors published books: Dr. Queen Meccasia Zabriskie (Sociology) *Black Theater is Black Life*; Dr. Thomas McCarthy (History) *Chronicles of the Investiture Contest: Frutolf of Michelsberg and his continuator*; Dr. Amy Reid (French), translation of *Far from My Father*; Dr. Mike Michalson (Religion), *Kant's Religion Within the Boundaries of Mere Religion*.
3. Dr. Steven Shipman (Chemistry) published three articles in refereed journals: "Extension of the Measurement, Assignment, and Fit of the Rotational Spectrum of the Two-Top Molecule Methyl Acetate", *J. Mol. Spec.*, 299, 17-21 (2014); "Spectroscopic characterization and detection of Ethyl Mercaptan in Orion", *Astrophys. J. Lett.*, 784, L7 (2014); "The rotational spectrum of methyl ethyl ketone in its ground vibrational state", *J. Mol. Spec.*, 295, 52-57 (2014).

PROGRAM AWARDS/ACHIEVEMENTS

1. New Music New College was awarded a grant from the Arts and Cultural Alliance of Sarasota County in support of its 15th Anniversary Season.
2. New College's SailFuture Youth Mentoring Program was supported by a grant from the TK Foundation.
3. New College's Animal Betterment Program was supported by a grant from the Sara Roberts Foundation.

RESEARCH AWARDS/ACHIEVEMENTS

1. Graduating seniors Timothy Duff and Kaitlin Statz won Frost Scholarships to attend Oxford University for one-year, full-time Master's courses and research in STEM fields.
2. Eight students won National Science Foundation "Research Experiences for Undergraduates" (NSF-REU) awards for funded summer research.
3. Katharine Williams and Laura Robinson received Critical Language Enhancement Awards, supplemental awards funded by the U.S. Student Fulbright Program, to continue their study of Chinese and Hindi, respectively.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. *The Princeton Review* and *USA Today* named New College the #2 Best Value Public College in America in their 2014 list of "100 Best Value Colleges" - this is the sixth year that New College made the top three.
2. Ranked #5 among all public liberal arts colleges by *U.S. News & World Report* in its annual rankings of the Best National Liberal Arts Colleges for 2014.
3. Rated #7 by *Kiplinger's* in its "100 Best Values in Public Colleges" for 2013.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

During 2013-14, **national rankings** continued to affirm the quality and reputation of New College of Florida’s academic program. Princeton Review, Kiplinger’s, U.S. News & World Report, Washington Monthly, Forbes, and Fiske Guide to Colleges each placed New College of Florida in their top rankings.

Source	Category	Rank
Princeton Review	2014 Best Value Public College in America. <i>This was NCF’s 6th consecutive year in the top three.</i>	#2
US News & World Report	2014 Best National Liberal Arts Colleges: Public Liberal Arts Colleges. <i>This was the 9th consecutive year NCF was in the top 6, with the military academies taking the top 4 spots.</i>	#5
Kiplinger’s	2013 100 Best Values in Public Colleges. <i>This was the 10th consecutive time NCF placed in the nation’s top 20.</i>	#7
Washington Monthly	2014 Liberal Arts Colleges Contributing to the Public Good.	#8
Forbes	2014 Best Value Colleges.	#12
Fiske Guide to Colleges	2015 Best Buy Schools. <i>Fiske identifies only 44 institutions, 22 public and 22 private, each year. NCF has been rated a Best Buy by Fiske consistently since 2003.</i>	

Adding to our reputation, the percentage of New College **graduates who go on to earn doctorate** degrees is significantly greater than the percentage for the SUS baccalaureate graduates as a whole. The National Opinion Research Center (NORC) at the University of Chicago reports the baccalaureate origins of doctorate recipients in the United States using the Survey of Earned Doctorate (SED) data, a census survey of all doctorate recipients in the U.S. The survey asks doctorate recipients to report their baccalaureate degree institution. When SUS baccalaureate enrollment data is combined with SED doctorate recipient data for the period 2003-2012, the percentage of SUS baccalaureate degree recipients who went on to receive a doctorate degree was 1.5%. The percentage for New College over the same period was 14.5%.



Baccalaureate-Origin Institution	Total Doctorate Recipients 2003-2012	Total Baccalaureate Recipients 2003-2012	Estimated Percent of Baccalaureate Recipients Earning Doctorate
State University System of Florida	7,291	485,036	1.5%
New College of Florida	218	1,503	14.5%

In 2014, the College created a full-time Assistant Director of **National Fellowships** devoted to counseling, mentoring, and advising students and faculty who are interested in prestigious national and international scholarships, fellowships and awards. The consistent record of success that New College students attain in the national competition for prestigious fellowships and scholarships affirms the quality and reputation of the New College of Florida's academic program. During 2013-14, our students were awarded the fellowships and scholarships listed below.

Student Scholarship and Research Awards and Recognitions	2013-14 Number of New College Recipients
Fulbright U.S. Student Program Grants	5
Frost Scholarship to Oxford	2
Fulbright Critical Language Enhancement Awards	2
Udall Scholarship	1
Gilman Scholarships	2
NSF Research Experiences for Undergraduates	8
Spanish Government Teaching Assistant Grants	1

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

In 2013-14 the College created the **Dean of Studies position** to support student academic success. During his first year, Dean Robert Zamsky consolidated resources for student academic advising, including new advising checklists for first, second, third, and fourth year students. Meetings, discussions, and workshops designed to improve retention and graduation rates employed these resources, resulting in greater program efficiency.

New College is striving to improve its graduation rates. Even so, the College had the **third highest 6-year graduation rates in the SUS** in 2013 (66%), and the rate increased to 69% in 2014. In addition, New College ranked #6 nationally in the percentage of students who go on to graduate school within a year of graduation - this according to the most recent supplemental data ranking (2013) by US News and World Report .

In order to **improve our pre-medical education**, the College developed a Pre-Med Handbook and companion video with year-by-year advice on course selection and overall advice on preparing for the MCAT exam. Local medical experts joined our new Pre-Med Advisory Committee. The committee advises students and faculty on courses, screens potential medical school applicants, and provides letters of support for student applications.

Leaders of six local colleges continued their collaborative planning initiative during 2013-14. (New College of Florida, Eckerd College, State College of Florida, USF- Sarasota/ Manatee, FSU Ringling, and



Ringling College of Art and Design). The group developed a new name, **Consortium of Colleges of the Cultural Coast (C4)**, and prepared a draft mission statement in 2014. C4 includes both academic and administration collaborations. Planning moved forward during 2013-14 in the following areas of teaching and learning: allowing cross-enrollment at any institution without charge to the student, subject to the availability at the host institution; collaborating to enable students to learn how to write computer code; collaborating to identify higher education employment options for trailing spouses when recruiting and hiring new faculty.

During 2013-14, the College **completed searches** for four tenure track faculty in positions that became open during the recession. A combination of adjuncts and full-time visiting faculty covered teaching in these areas during the recession. The new tenure-track faculty members were in place for academic year 2014-15 in the disciplines of biology, economics and history. Replacing temporary faculty with tenure track faculty strengthened the quality and the reputation of the academic program.

The normal cycle of **external program reviews** strengthened teaching and learning in two areas. In 2013-14 external programs reviews were completed for arts (Art, Art History, and Music) and a cluster of social science disciplines (Anthropology, History, and Sociology). Sociology faculty implemented several recommendations quickly (improved course planning, expanded introductory courses, added an advanced methods course), and discussions are underway to implement a broad set of review recommendations which will improve the efficiency of the academic program.

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 92%). On a four-point scale, with four being "very satisfied" and one being "very dissatisfied," the 2014 **seniors indicated an overall level of satisfaction (3.3)** consistent with graduating classes of past years. Graduates were less satisfied with their opportunities to acquire technical skills (2.6) and course selection (2.8), pointing to two priority areas for strengthening teaching and learning at New College.

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

The annual **percentage of Bachelor's degrees awarded in Areas of Strategic Emphasis** remains at 42% for the 2014 graduating class. The BOG decision to exclude both Anthropology and Political Science from the Areas of Strategic Emphasis was a setback, but the percentage of degrees awarded in STEM disciplines continues to grow – 34% of the 2014 Bachelor's Degrees awarded at New College were in STEM disciplines.

The stream of first, second, and third year students **preparing for STEM degrees** continues to swell. Over the five-year period from 2009-10 to 2013-14, enrollments in natural sciences/STEM courses have increased by 18%. The unduplicated headcount of students enrolled in STEM classes as a percentage of total enrollment during Fall semester 2013 was 59%.

During 2013-14, the Legislature provided planning and design funds for a new wing of the **Heiser Natural Sciences Building**. This will be the first new STEM facility constructed at New College since 2000. The new Heiser wing will include 22,000 gross square feet of space for teaching labs, research labs, and faculty offices. The new wing will increase capacity for teaching labs, addressing current crowding and anticipating 15 years of future growth in STEM disciplines.

During 2013-14, the Legislature also provided funding for New College to develop a small, focused **Master's Degree in Data Science**, an emerging STEM field. Intensive planning during June 2014 affirmed that faculty hired for Data Science will teach both undergraduate and graduate classes,



strengthening undergraduate learning by providing two new areas of concentration - statistics and computer science. Over the next three years, the Data Science program will increase the number of degrees awarded in STEM areas.

During 2013-14, a faculty committee developed recommendations to **improve support for Interdisciplinary areas of study**, including two Strategic Area Emphasis areas: International and Area Studies (a Global Competitive Area of Emphasis) and Environmental Studies (a STEM Area of Emphasis). The committee recommendations are a first step toward increasing the number of degrees in these two areas.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Four New College of Florida faculty members concluded **multi-year, federally-funded research projects** during 2013-14.

1. Dr. Gordon Bauer (Psychology) completed a multi-year NSF-sponsored project investigating "Manatee Vibrissae-A Mammalian Lateral Line?"
2. Dr. Amy Clore (Biology) completed a multi-year NSF-sponsored project investigating "Regulation of Early Endosperm Development in Maize."
3. Dr. Mariana Sendova (Physics) completed a multi-year U.S. Army Research Laboratory sponsored project, "Nanoparticles - Laser Assisted Modification, Characterization, and Properties."
4. Dr. Steven Shipman (Chemistry) completed a multi-year grant from DARPA investigating "Next Generation Spectrometers for Rapid Analysis of Complex Mixtures."

In 2013-2014, **Dr. Carl Shaw was granted two fellowships** (National Endowment for the Humanities and a Loeb Fellowship from Harvard University) to work on a complete edition and English translation of all the literary remains of ancient Greek satyr drama (tentatively titled, *Ancient Satyr Drama: The Texts, Translations, Documents, and Visual Remains*). Dr. Shaw's project will fill a conspicuous lacuna in Classical studies, offering texts and translations of Euripides' *Cyclops* (the only complete play to survive from ancient Greece), as well as of ancient testimonia and the hundreds of satyric fragments quoted by later authors or salvaged from shreds of Egyptian papyrus. He worked diligently during 2013-14, and plans to publish a book that will provide a one of a kind, comprehensive collection of the texts, translations, documents, and visual remains of ancient satyr plays.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Four New College of Florida **faculty members published new books** in 2013-14:

- Professor of French Amy Reid, a translation of African francophone author Veronique Tadjo's novel, *Far from My Father*;
- Associate Professor of History Thomas McCarthy, *Chronicles of the Investiture Contest: Frutolf of Michelsberg and his continuator*, the first English translation of one of the most significant chronicles of the Middle Ages;
- Assistant Professor of Sociology Queen Meccasia Zabriskie, *Black Theater is Black Life*, an oral history of contemporary performance.
- Mike Michalson, former NCF President and Professor of Humanities, *Kant's Religion Within the Boundaries of Mere Religion*, published by Cambridge University Press.



Dr. Sendova's multi-year U.S. Army Research Laboratory project research project focused on **three topics with commercial applications: barium titanate nanoparticles, nanofluids, and phosphate glass nanocomposites doped with rare earth elements**. Six students participated in the research project during 2013-14. Over the five-year project, this research resulted in 22 papers published in peer-reviewed journals.

Dr. Steve Shipman's DARPA research grant added extended capabilities to the chirped-pulse microwave spectrometer at New College of Florida. These new capabilities were used to study a wide variety of molecules of potential astrochemical interest. As new, more sensitive radio telescopes are developed and come online, Dr. Shipman's **results will be used to guide searches for these compounds and will help to address fundamental questions about the origins of complex molecules in the universe**. All of the work performed under this grant was carried out by undergraduate students under Dr. Shipman's direction. The participating students gained experience in molecular spectroscopy, computational chemistry, and software and hardware development for scientific research. These students were also responsible for preparing and presenting talks and posters at conferences.

During 2013-14, Dr. Amy Clore completed her collaboration with researchers at Central Michigan University and University of Arizona Tucson on a NSF-Plant Genome Research Program project. The goal of this research project was to understand the gene networks that control endosperm development and function in maize. The endosperm of the seed is biologically and economically important. More than 50% of the calories in the human diet originate from cereal endosperm, which also serves as a raw material for manufacturing numerous industrial products. These data will make it possible to **evaluate the importance of specific genes to a variety of grain quality traits**. Thirty NCF students contributed to the project as undergraduate researchers. The research results are reported in the August, 2014, issue of the *American Journal of Botany*.

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. Each year, New College students participate in summer research internships at the LRRI facility in New Mexico, with additional projects available through the affiliated **Mind Research Network**. Students who worked at LRRI in 2012-2013 made substantial research progress in 2013-14, including work presented at national conferences and authorship on scholarly manuscripts; and one of the students was selected as a Goldwater Scholar. During 2013-2014, key improvements in student preparation, and regular visits and communication between New College and LRRI mentors were retained, and a jointly-funded faculty position in Bioinformatics provided opportunities for close support. Current students will present their results at conferences sponsored by the American Thoracic Society and the American Association for Cancer Research.

Dr. Heidi Harley was an invited participant and presenter at the October 2013 **NIMBioS workshop on Multidisciplinary Approaches to Analyzing Vocal Communication Sequences**. NIMBioS is the National Institute for Mathematical and Biological Synthesis. The aim of the workshop was to bridge the gap between mathematical and biological researchers with an interest in the quantitative analysis of animal vocal sequences and develop and explore new horizons for collaboration. Dr. Harley's presentation was "Cognition and communication in the bottlenose dolphin." The workshop resulted in a 2014-15 publication. In collaboration with a dolphin facility in Central Florida, Dr. Harley established a high-end lab at New College to process simultaneous video/audio of dolphins. Video/audio are recorded at the dolphin facility in central Florida, and students, faculty, and staff analyze this synchronized data on the New College of Florida campus.



Dr. Bauer's NSF-sponsored research project concluded in June of 2014. The Florida Manatee Recovery Plan called for study of sensory processes and Dr. Bauer and his colleagues investigated the **abilities of manatees to see, hear, and feel different stimuli** in a controlled environment in order to understand how well they can detect boats and other sound sources, as well as static objects such as water control structures, crab pots and traps through the changes made in water flow patterns. Dr. Bauer's research suggests that in the dimly lit, turbid manatee habitat the sensory hairs that cover the manatee's entire body (a unique arrangement among mammals) may act as a three-dimensional array for orientation and navigation. Three publications in peer reviewed journal have resulted from this research project.

Dr. Bauer continued his collaboration with Roger Reep at the University of Florida and David Mann of Loggerhead Instruments researching the sensory processes of manatees. Dr. Bauer had additional collaborations with: Roger Reep on a proposal for research on manatee motor activity and Joseph Mobley (University of Hawaii); Adam Frankel (Marine Bioacoustics--another private company) on humpback whale behavior research; and Christin Murphy, a postdoctoral fellow investigating manatee sensory mechanisms. Dr. Bauer is a co-author of a collaborative manuscript that has been presented to the Journal of Comparative Physiology, "Eight-Choice Sound Localization by Manatees: Performance Abilities and Head Related Transfer Functions."

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

During the second year of the **Consortium of Colleges on the Cultural Coast (C4)**, President O'Shea led the development of a collaborative SUS TEAm grant proposal designed to enhance undergraduate computing science among a subset of the C4 schools. The TEAm grant was not funded, but indirectly contributed to NCF's prototype terminal Master's program in Data Science designed to meet the workplace needs of numerous corporate and business supporters in the region and nationwide. C4 also collaborated on administrative and community engagement activities during 2013-14. Human Resource Directors at the six colleges shared employee training events on Title IX, discrimination, fraud detection and prevention. Plans were developed to share resources, communications, and security functions during emergencies. An inventory of conference facilities was developed as a first step toward coordinated planning for hosting mid-size conferences in the region. Student Affairs Deans at the six colleges developed plans to coordinate student clubs, athletics, wellness events, and a cappella groups.

New Music New College (NMNC), an extension of the music program at NCF, is a vital point of intersection between the college and the community. Among other things, NMNC presents five performances a year of contemporary, avant-garde, and experimental music at venues on the New College campus, where hundreds of people from the area get to interact with students, faculty, and staff. At least two of each year's performances feature New College students as performers and/or composers, and most feature free receptions after the concerts where the audience and the performers converse about the event. Our front-of-house staff (who do all the lobby work) are students. The Thursday preceding each concert NMNC offers a free Artist Conversation, which fosters open discussion about the meaning and importance of contemporary music and art. NMNC partners with a local hotel, caterer, photographer, and several media outlets; and has ongoing collaborations with other arts organizations in the area including The Ringling, the Hermitage Artist Retreat, and the Sarasota Orchestra. Several times a season NMNC offers a combination lecture/demonstration/discussion at Booker/Visual and Performing Arts High School, a Sarasota public magnet school. For its 15th Anniversary Season in 2013-2014 NMNC was awarded a grant for \$17,646 by the Arts and Cultural Alliance of Sarasota County.



During 2013-14, **New Topics New College** presented a six-program series in collaboration with the New College Foundation. The series brought nationally-known experts to Sarasota for lectures on timely topics, followed by a question-and-answer session with the audience and a reception with the speaker. The topics and speakers for 2013-14 were: a look at Florida Wildlife Corridor, with photographer Carlton Ward (Nov. 21); research into brain health, with Dr. Michael Mullan of the Roskamp Institute (Dec. 5); the creation of rock stars, with music executive Tony Michaelides (Jan. 21); the status of financial markets, with Boston Federal Reserve Bank President Eric Rosengren (Feb. 6); the future of women's health and rights, with Judy Norsigian, author of "Our Bodies, Ourselves" (Feb. 25) and the war in Afghanistan, with David Staats, former U.S. consul in Pakistan (March 19).

Dr. Uzi Baram hosted a **workshop for the Florida Public Archaeology Network (FPAN)** at the NCPAL, showing how archaeologists study artifacts linked to fishing, such as ancient water craft, fishing hooks, and nets. Archaeologists from the New College Public Archaeology Lab and the Florida Public Archaeology Network were on hand to help the community with hands-on learning.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

President O'Shea deepened his involvement with local, state, and national organizations. He attended 61 community events, and was featured as a speaker at seven. He participated as a board member in the Sarasota and Manatee County Chambers of Commerce; attended the Manatee County 2013 Planning and Leadership Retreat in Fort Myers and the Executive Leadership Florida workshop in St. Petersburg. Dr. O'Shea participated in the annual conferences of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in Atlanta, the Florida Association of Colleges and Universities, and the Southern Universities Conference of college presidents in Asheville. On a national level, he attended the Council of Public Liberal arts Colleges (COPLAC) meeting in conjunction with the Association of American Colleges and Universities (AAC&U) annual meeting in Washington, DC, as well as the Consortium for Innovative Environments in Learning (CIEL) annual meeting at Stockton College in New Jersey.

Under President O'Shea's leadership, NCF raised private funding in 2013-14 to augment our initiative to re-invigorate NCF's Career Services and Internship Programs. President O'Shea also engaged the community in a new "Daughters for Life" program, raising private funding from a variety of new donors to enable five students from Middle Eastern countries to earn their BA degrees at New College with the intent for them to return home and work for peace in a variety of ways.

Graduating seniors complete a Baccalaureate Student Audit survey each year. On this survey, seniors self-report their internship and volunteer hours and activities. **44% of 2014 graduates reported participating in volunteer activities**, and 50% participated in internships. In terms of hours, seniors reported 28,987 working hours for internships and 7,225 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 (13% of all internships). Most internship locations were local (54%) or national (40%), while student volunteers served local organizations (87%).

An important goal of Dr. Clore's maize research project was to **increase the representation of underrepresented minorities in science and to communicate science through outreach to K-12 teachers and to nonscientists**. Over the multi-year project, Dr. Clore and a dedicated outreach team of undergraduate students from NCF collaborated with 5 schools (4 public, all Title I, and one private) on outreach activities with a total number of 689 student interactions (including 69 students on multiple occasions). During 2013-14, seven science outreach projects for local K-12 students were completed



including: presentations and classroom activities highlighting grain biology, cultivation and nutrition at two middle schools; two tours of the College greenhouses and laboratories (including scanning electron and fluorescent microscopes) for middle school students; Earth Day presentations and a Q&A session about grains, nutrition and some basic plant biology; Grain Demonstration Garden Open House at the Orange Blossom Community Garden teaching about crop rotation, soil amendments, grains and pseudograins; and a presentation about science record-keeping and lab report-writing at a local public middle school, requested by a science teacher.

Dr. Erin Dean continued the **Water Oral History Project**, a collaborative project between New College and Sarasota County. In 2013-14, New College anthropology students interviewed four community leaders about local water heritage. Students transcribed the interviews and composed 8 minute video profiles of each community leader, which are available for public viewing on the Sarasota Water Atlas. The community leaders profiled in 2013-14 included Waldo Profitt, retired Editor-in-Chief of the Sarasota Herald Tribune; Sandra Sims Terry, Executive Director of the Laurel Civic Association; Betty Dailey-Nugent, owner of the Lampp House Museum; and Bob Richardson, retired commercial realtor and community leader. The participating students sharpened their oral history research skills, learned to produce short video profiles, and deepened their understanding of local history.

The TK Foundation, a private foundation supporting maritime and youth development projects, provided support for the New College of Florida **SailFuture Youth Mentoring Project** during 2013-14. The original objectives of the program included building self-confidence and relationships through learning to sail. A third objective, academic support, was added during the year. Disengaged high school students from Booker High School were paired with college students and together they learned to sail. Neither the college students nor the high school students had previous sailing experience. Each sailing session was preceded by 60-90 minutes of homework, with the college student tutoring the high school student who was their sailing partner. During and following the SailFuture experience, the high school participants reduced the number of days of high school missed by 41% and increased their average grade point average by 27%.

New College of Florida provided crucial support for the establishment of the Sarasota World Affairs Council, a chapter of the long-established national network of World Affairs Councils of America. The Sarasota World Affairs Council (SWAC) held its inaugural event at New College in 2013-14. In addition, The New College International and Area Studies Committee, led by Dr. Barbara Hicks, sponsored a series of events to **engage the local community around international topics**. The following well-attended events at New College featured nationally and internationally important speakers addressing current issues during 2013-14:

- International Day of Peace. "Moving from War to Peace: Lessons from Selected Cases" a panel discussion led by NCF faculty, students and alumna; and "Peace Day Community Celebration" featuring NCF's Education Initiative for Change and the Sarasota World Affairs Council's Peer Mediation Program.
- SWAC Lecture by the Honorable Jon O. Newman, Senior Judge of the United States Court of Appeals for the Second Circuit, "The Federal Courts Confront the War on Terror."
- SWAC Presentation by Khri Nedam, director of U.S.-based charity Kids4AfghanKids, "America and Afghanistan as Partners for Peace."
- SWAC Presentation by Ambassador Daniel Hernández Joseph, Consul General of Mexico in Boston, "Function and Dysfunction – How the Mexican and U.S. Governments Interact over Migration."



INCREASE COMMUNITY AND BUSINESS WORKFORCE

With funding from the Gulf Coast Community Foundation, New College joined a project called **BIG – Bright Ideas for the Gulf Coast**. Suzette Jones, a serial entrepreneur, held office hours each week during spring semester 2014 in the Career Center. Students with ideas for new products and businesses met with Suzette, and she in turn connected students with a local network of resources—business owners, retired executives, technology solutions, and capital—to help students to develop their ideas and possibly launch businesses. The objective of the Community Foundation initiative was to identify successful projects, encourage college students to stay in the area, and help the local economy.

New College **collaborated with the HuB** in 2013-14 to engage New College students with local creative businesses. HuB is a dynamic space and community that is building a creative economy in Sarasota. With over 80 entrepreneurs and a wide diversity of creative and tech businesses, the HuB has become the center of innovation and creativity in the region. During January, 2014, six students spent a week at four different HuB businesses, each with a distinct business model. As a final project, each student developed a project and proposed business model. This collaboration will be repeated in January 2015.

In collaboration with the Sarasota-Manatee Chapter of the United Nations Association USA, the NCF International and Area Studies Program hosted the **4th Annual International Career Development Seminar**. This full-day seminar was open to local college students, high school juniors and seniors, and young professionals. Nine presenters from a broad spectrum of professionals offered advice on preparing for international careers.

The New College Alumni Association hosted seven events during the year for current students to meet alums representing a cross-section of professions. During these “Coffee Talks”, students and alums talked informally about transitions from college to professional school and entrepreneurship. In addition, the Tampa Bay Alumni Chapter provides mentorship and networking for young New College alums starting their careers. This model will be expanded to other Alumni Chapters in 2014-15.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$15,669,405	\$14,397,452	\$15,628,449	\$17,474,866	\$17,824,888
Non-Recurring State Funds	\$918,145	\$627,336	-\$1,548,051	\$483,811	\$665,000
Tuition	\$4,287,172	\$4,919,987	\$4,554,054	\$3,940,224	\$3,825,669
Tuition Differential Fee	\$261,261	\$471,411	\$867,129	\$793,432	\$778,963
Misc. Fees & Fines	\$166,039	\$162,295	\$177,571	\$185,833	\$177,313
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$1,178,450	\$0	\$0	\$0	\$0
TOTAL	\$22,480,472	\$20,578,481	\$19,679,152	\$22,878,166	\$23,271,833

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 2013-14 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 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 2012-13); beginning 2013-14 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 Actual*
MAIN OPERATIONS					
Instruction/Research	\$8,749,476	\$9,120,665	\$8,605,937	\$9,332,607	\$10,144,750
Administration and Support	\$4,888,976	\$5,312,315	\$4,847,701	\$4,806,773	\$4,989,337
PO&M	\$2,561,127	\$2,678,714	\$2,599,986	\$2,525,378	\$2,876,748
Student Services	\$3,622,635	\$3,655,221	\$3,444,864	\$3,873,890	\$3,944,156
Library/Audio Visual	\$851,812	\$789,280	\$924,737	\$925,385	\$939,099
Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$20,674,026	\$21,556,195	\$20,423,225	\$21,464,033	\$22,894,090

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.

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$15,953	\$17,268	\$14,663	\$14,246	\$19,223
Lottery Funds	\$663	\$944	\$1,064	\$788	\$1,001
Tuition & Fees	\$5,959	\$5,687	\$5,795	\$6,622	\$7,084
Other Trust Funds	\$1,328	\$1,294	\$0	\$0	\$0
TOTAL	\$23,903	\$25,193	\$21,522	\$21,657	\$27,308
Actual Funding per FTE					
Tuition & Fees	\$4,854	\$5,176	\$5,813	\$5,978	\$5,540
TOTAL	\$22,797	\$24,682	\$21,541	\$21,013	\$25,764

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. 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 Actual
Auxiliary Enterprises					
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
Contracts & Grants					
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
Local Funds					
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
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

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$25,234	\$29,670	\$28,170	\$31,954	\$36,413
Gifts Received (\$1000s)	\$917	\$2,991	\$2,065	\$1,895	\$2,006
Percentage of Alumni Donors	18.6%	29.5%	20.7%	14.8%	14.9%

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)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$471,411	\$867,129	\$793,432
Students Receiving TDF Funded Award	26	64	90
Total Value of TDF Funded Financial Aid Awards	\$5,439	\$4,089	\$2,908

Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	105	108	106
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)

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	48	49	45	49	53
Tenure-track Faculty	18	18	15	12	12
Non-Tenure Track Faculty	5	6	14	11	10
Instructors Without Faculty Status	0	1	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	185	180	174	175	176
FULL-TIME SUBTOTAL	256	254	248	247	251
Part-time Employees					
Tenured Faculty	0	1	0	1	2
Tenure-track Faculty	0	1	0	1	0
Non-Tenure Track Faculty	15	18	28	27	24
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	5	5	5	3	3
PART-TIME SUBTOTAL	20	25	33	32	29
TOTAL	276	279	281	279	280

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	827	805	845	833	794
UNDERGRADUATE					
FTIC (Regular Admit)	725	697	740	726	691
FTIC (Profile Admit)	11	10	9	15	13
AA Transfers	33	37	38	36	33
Other Transfers	58	61	58	56	57
Subtotal	827	805	845	833	794
GRADUATE					
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>
Subtotal	0	0	0	0	0
UNCLASSIFIED					
	0	0	0	0	0

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.



Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	124	159	124	165	.	154
Upper-Division	419	440	419	437	.	423
Master's (GRAD I)	.	.	.	0	.	
Doctoral (GRAD II)	.	.	.	0	.	
Subtotal	543	599	543	602	.	577
NON-FLORIDA RESIDENTS						
Lower-Division	.	37	.	23	.	32
Upper-Division	.	81	.	78	.	57
Master's (GRAD I)	.	.	.	0	.	
Doctoral (GRAD II)	.	.	.	0	.	
Subtotal	113	118	113	100	.	89
TOTAL FTE						
Lower-Division	.	196	.	188	170	187
Upper-Division	.	521	.	514	486	479
Master's (GRAD I)	.	0	.	0	.	0
Doctoral (GRAD II)	.	0	.	0	.	0
Total	656	717	656	702	656	666
Total (US Definition)	875	956	875	937	875	888

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
TRADITIONAL				
Lower-Division	160	196	188	187
Upper-Division	523	521	514	479
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Total	683	717	702	666
HYBRID				
Lower-Division	0	0	0	0
Upper-Division	0	0	0	0
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Total	0	0	0	0
DISTANCE LEARNING				
Lower-Division	0	0	0	0
Upper-Division	0	0	0	0
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Total	0	0	0	0
TOTAL				
Lower-Division	160	196	188	187
Upper-Division	523	521	514	479
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Total	683	717	702	666

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
MILITARY				
Unclassified	0	0	0	0
Undergraduate	2	2	11	5
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Subtotal	2	2	11	5
ELIGIBLE DEPENDENT				
Unclassified	0	0	0	0
Undergraduate	5	12	11	7
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Subtotal	5	12	11	7
NON-MILITARY				
Unclassified	0	0	0	0
Undergraduate	798	831	811	782
Master's (GRAD 1)	0	0	0	0
Doctoral (GRAD 2)	0	0	0	0
Subtotal	798	831	811	782
TOTAL	805	845	833	794

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	195	232	254	238	226
Percent with Pell Grant	24%	29%	30%	29%	29%

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 (excluding Non-Resident Aliens) regardless of whether they remained enrolled the entire term. The bottom row provides the percentage of undergraduates (excluding non-resident aliens) that received a Pell Grant.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Programs Suspended for New Enrollments					
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, 2013 and May 4, 2014.

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

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	218	183	237	223	222
% Retained	83%	86%	83%	81%	80%
% Retained <i>with GPA of 2.0 or higher</i>	83%	86%	83%	81%	80%

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. Note: The historical retention rates with GPAs of 2 or higher have been revised since the 2012-13 Accountability report to fix an error that impacted every institutions rates.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	189	218	175	202	222
% Graduated	68%	68%	69%	66%	69%
% Still Enrolled	2%	1%	1%	0%	0%
% Success Rate	70%	69%	70%	66%	69%

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 Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	175	202	222	218	183
Same University	56%	57%	57%	63%	54%
Other University in SUS	1%	2%	2%	4%	3%
Total from System	57%	59%	59%	67%	57%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	189	218	175	202	222
Same University	68%	68%	69%	66%	69%
Other University in SUS	6%	8%	4%	8%	4%
Total from System	75%	76%	73%	74%	73%

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). 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **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 data for students in the cohort who graduated from the same institution. **Other University in SUS** provides data 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. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	4	12	19	15	6
Same University	*	17%	0%	20%	*
Other University in SUS	*	0%	0%	7%	*
Total from System	*	17%	0%	27%	*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	10	11	4	12	19
Same University	50%	73%	*	75%	58%
Other University in SUS	20%	9%	*	8%	5%
Total from System	70%	82%	*	83%	63%

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.

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	12	22	23	13	23
Same University	67%	64%	78%	77%	78%
Other University in SUS	8%	5%	0%	8%	4%
Total from System	75%	68%	78%	85%	83%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	153	167	179	198	144
TOTAL (Second Majors)	0	0	0	0	0

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 (i.e., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (i.e., 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)

[Includes Second Majors] - Data Provided by NCF Staff

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	43	50	44	58	49
HEALTH	.	.	.	.	.
GLOBALIZATION	11	17	16	25	12
EDUCATION	.	.	.	.	.
GAP ANALYSIS	.	.	.	.	.
SUBTOTAL	54	67	60	83	61
PSE PERCENT OF TOTAL	35%	40%	34%	42%	42%

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/. 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

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	3	1	5	4	1
Percentage of Degrees	2%	1%	3%	2%	1%
Hispanic					
Number of Degrees	13	18	22	23	19
Percentage of Degrees	9%	11%	13%	12%	13%
Pell-Grant Recipients					
Number of Degrees	44	61	62	76	58
Percentage of Degrees	29%	37%	35%	39%	40%

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

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	N/A	N/A	N/A	8%	15%
AA Transfers	N/A	N/A	N/A	25%	9%
Other Transfers	N/A	N/A	N/A	39%	69%
TOTAL	N/A	N/A	N/A	12%	19%

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, 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*: NCF first began reporting excess hours data for their 2012-13 graduating class. Because NCF does not provide an Hours to Degree file to the Board of Governors, Board staff cannot calculate this data.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	157	161	168	178	177

Percentage of Undergraduate Course Sections by Class Size

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Fewer than 30 Students	86%	89%	89%	89%	89%
30 to 49 Students	11%	9%	8%	9%	10%
50 to 99 Students	3%	2%	2%	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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	88%	87%	83%	84%	88%
Adjunct Faculty	8%	10%	12%	12%	9%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	4%	3%	5%	4%	3%

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	10.5	10.0	10.4	10.4	10.0

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.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees	N/A	N/A	N/A	N/A	N/A

First-time Pass Rate

National Benchmark

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



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

	2008-09	2009-10	2010-11*	2011-12	2012-13* Preliminary
Percent Found Employed or Enrolled	n/a	n/a	49%	48%	47%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>72%</i>	<i>79%</i>	<i>81%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. 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.

Note*: Non-Florida employment data was not available for the 2010-11 graduates, and has not yet been provided for 2012-13 graduates.

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.

For more information about WRIS2 see: 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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$21,300	\$21,200	\$26,300
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>19%</i>	<i>14%</i>	<i>18%</i>

Notes: **Median 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. 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 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$71	\$660	\$1,046	\$945	\$1,294
Federally Funded (\$ 1,000s)	\$67	\$514	\$626	\$451	\$758
Percent Funded From External Sources	N/A	83%	89%	84%	89%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$1,060	\$10,000	\$15,612	\$15,750	\$21,213
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.