STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

New College of Florida

2010-11 Annual Report

DRAFT

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

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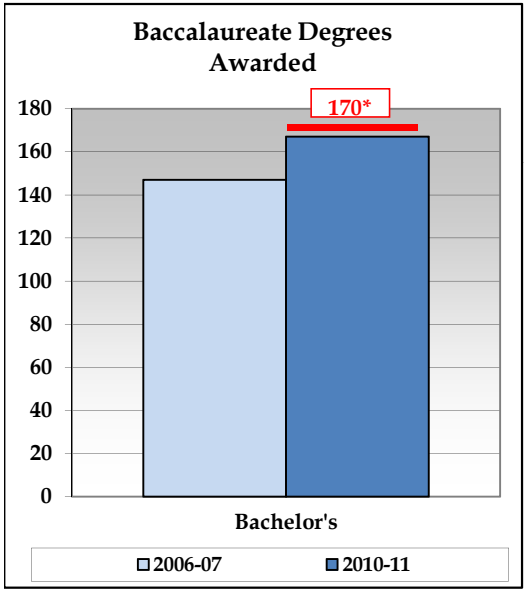
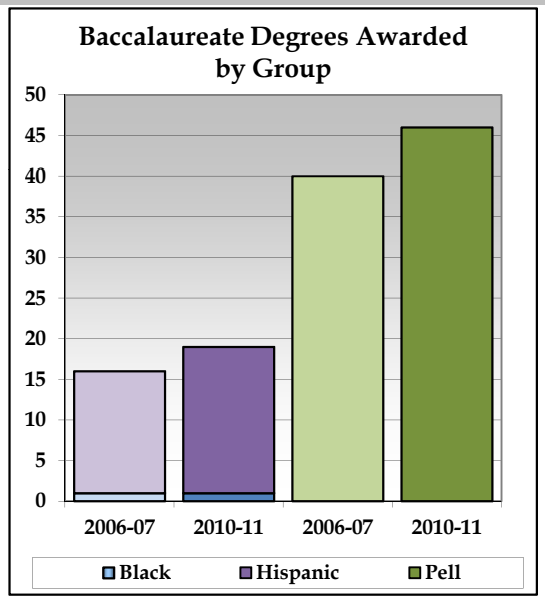
New College of Florida 2011 Dashboard

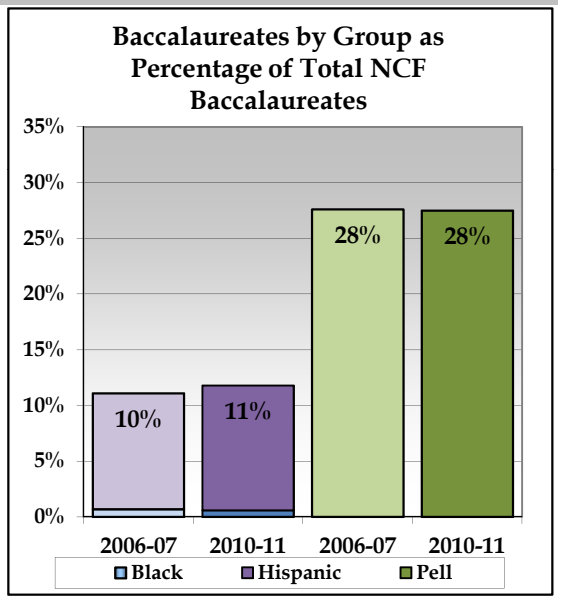
Sites and Campuses			Main Campus				
Enrollments	**Headcount**	**%**	**Degree Programs Offered (As of Spr. 2011)**			**Carnegie Classification**	
TOTAL (Fall 2010)	**805**	100%	**TOTAL**		**167**	Undergraduate Instructional Program:	Arts & sciences focus, no graduate coexistence
Black	12	1%	**Baccalaureate**		167	Graduate Instructional Program:	N/A
Hispanic	102	13%	**Master's & Specialist's**		0		
White	616	77%	**Research Doctorate**		0	Enrollment Profile:	Exclusively undergraduate four-year
Other	75	9%	**Professional Doctorate**		0	Undergraduate Profile:	Full-time four-year, more selective, lower transfer-in
Full-Time	801	100%	**Faculty (Fall 2010)**	**Full-Time**	**Part-Time**	Size and Setting:	Very small four-year, highly residential
Part-Time	4	0.5%				Basic:	Baccalaureate Colleges--Arts & Sciences
Undergraduate	805	100%	**TOTAL**	**73**	**20**		
Graduate	0	0%	**Tenure/T. Track**	67	2	Community Engagement:	N/A
Unclassified	0	0%	**Other Faculty/Instr.**	6	18		

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES







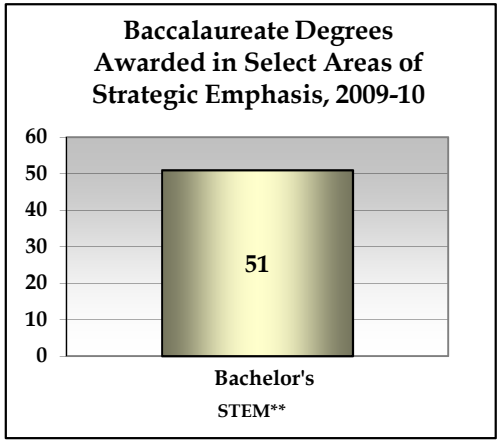
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group Reported in Volume II - Table 4I.].

New College of Florida 2011 Dashboard

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

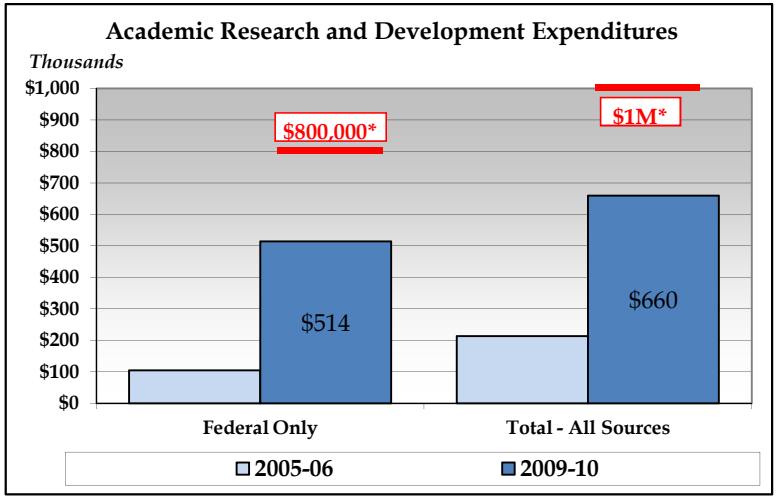


** Although NCF offers only one degree, students are able to specialize in certain disciplines. These students specialized in the STEM fields.

2012-13 Target: Maintain
(2008-09 Baseline: 49 Total)

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



***2011-12 Targets for Research & Development Expenditures.**

New College of Florida 2010-11 Dashboard

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM OF FLORIDA – 2005-2013 STRATEGIC PLAN

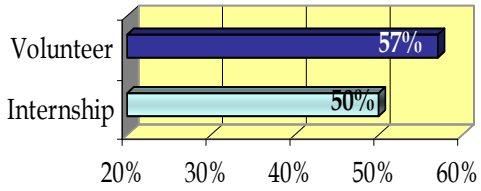
GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

New College offers an undergraduate liberal arts education of the highest quality, in which students are academically challenged and engaged. New College regularly participates in the National Survey of Student Engagement (NSSE), which has become a nationally recognized indicator of academic quality. New College's NSSE benchmarks support our claims of fulfilling our unique institutional mission in the Florida SUS.

New College High Performing 2011 NSSE Benchmarks Compared to All Carnegie Class and All 2011 NSSE			
First Year Students	New College	Carnegie Class	All NSSE 2011
Read more than 10 assigned books	69%	52%	32%
Wrote more than 4 papers between 5-19 pages	59%	41%	29%
Discussed ideas from readings or classes with others outside of class	83%	67%	59%
Had serious conversations with students of other religion/politics/values	77%	63%	54%
Participated in community service or volunteer work	62%	45%	39%
Senior Students	New College	Carnegie Class	All NSSE 2011
Wrote at least one paper of 20 pages or more	87%	64%	49%
Spent more than 10 hours/week preparing for class	88%	73%	62%
Discussed ideas from readings or classes with others outside of class	89%	73%	65%

Students graduating in 2011 (N=167) reported high levels of internships and volunteer activities while enrolled at New College. Secondly, compared to NSSE results from other Universities, first-year students participated in community service at high percentages.

Percent of 2011 graduates participated in volunteer and internship activities



Total Hours Contributed by 2011 Graduates:

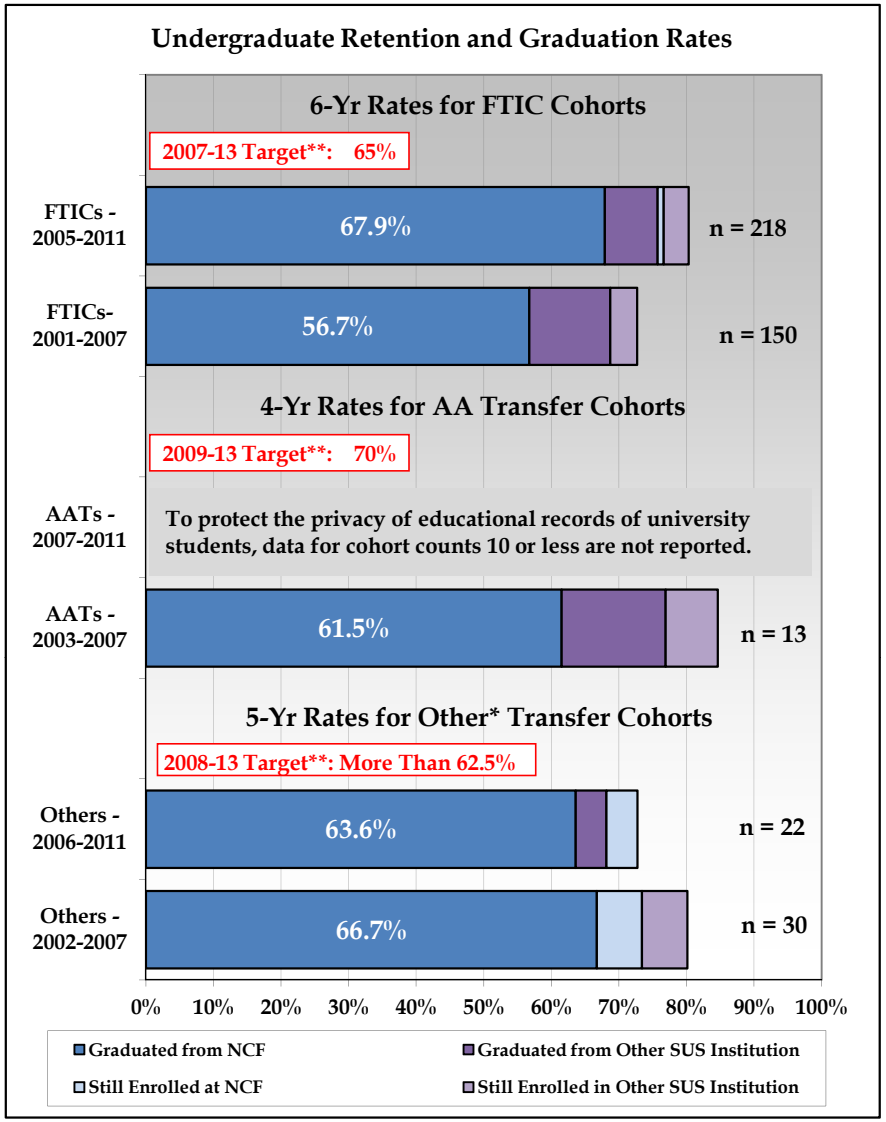
Volunteer: **10,544 Hrs.**

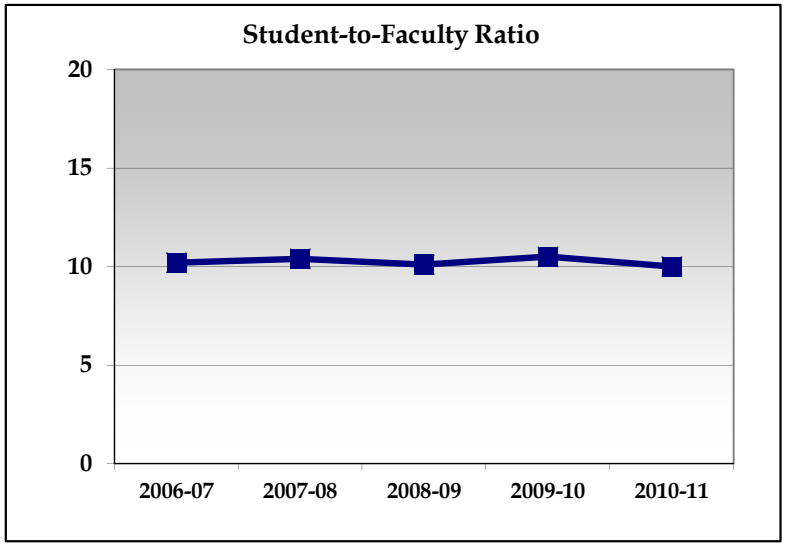
Internship: **21,611 Hrs.**

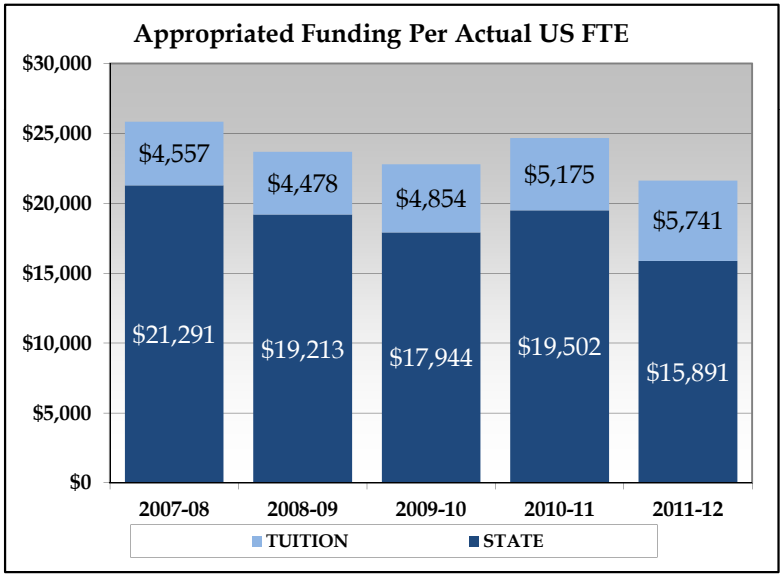
2011 NSSE First-Year Student Benchmark	New College	Carnegie Classi-fication	All NSSE
% Who participated in community service	62%	45%	39%

New College of Florida 2011 Dashboard

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS







* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Targets Based on Graduation Rate from SAME Institution.

TUITION is the appropriated budget authority, not the amount actually collected. Does not include non-instructional local fees.
STATE includes General Revenues, Lottery and Other Trust funds (ie. Federal Stimulus for 2009-10 and 2010-11 only).

New College of Florida
Key University Achievements 2010-2011

► Student awards/achievements

1. Eight Fulbright U.S. Student Program Scholarships awarded to New College graduates for 2010-2011.
2. One graduate received a NSF Graduate Research Fellowship and another was "Honorable Mention."
3. One student received a Barry M. Goldwater Scholarship Award (for his work in number theory) and another student was "Honorable Mention. "

► Faculty awards/achievements

1. Dr. Frank Alcock, Political Science, named Senior Fulbright Scholar to New Zealand for research and lecturing (2011).
2. Dr. Amy Reid, French, authored an English translation of *Queen Pokou: Concerto for a Sacrifice* which was named one of NPR's favorite books of 2010.
3. Dr. Sandra Gilchrist, Biology, received funding for PUSH-SUCCESS science program from Sarasota Estuary Program for the 9th year (2011)

►Program awards/achievements

1. US Department of Education FIPSE grant received by Cook Library to develop and equip Digital Library Repository.
2. Chinese Language and Culture Program received two Chinese course development grants from US Department of Education. (2011)
3. New 35,000 square foot Academic Center (10 classrooms, 36 faculty offices) received LEED Gold Certification. (2011)

► Research awards/achievements

1. Dr. Stephen Shipman, Chemistry, NSF grant for his project "RUI: Pruning Interstellar Weeds with Room Temperature Chirped-Pulse Fourier Transform Microwave Spectroscopy." (2011)
2. Dr. Amy Clore, Biology, NSF grant for "Regulation of Early Endosperm Development in Maize." (second year funding for 2010-11)
3. Dr. Gordon Bauer, Psychology, NSF award for "Manatee Vibrissae-A Mammalian Lateral Line?" (second year funding for 2010-11)

► Institutional awards/achievements

1. Princeton Review recognized NCF as No. 2 Best Value College in America in *100 Best Value Colleges*. (2011)
2. U.S. News & World Reports named NCF No. 5 Ranked Public Liberal Arts College in the U.S. (2011)
3. Forbes.com ranked NCF No. 10 among all public and private colleges on the Top 10 list of "Best College Buys."(2011)

NEW COLLEGE OF FLORIDA
2010-11 NARRATIVE REPORT

INTRODUCTION

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

Vision, Guiding Principles, and Goals
New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:

- *To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.*
- *To engage in undergraduate educational reform by combining educational innovation with educational excellence.*
- *To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.*
- *To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis or project, and innovative approaches to the modes of teaching and learning.

Other Introductory Contextual Comments
New College is a small, innovative, residential honors college with 801 students and 68 tenure/tenure track faculty. Eighty percent of all students are residential. Each student works directly with a faculty sponsor to plan his or her academic career.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

New College provides Florida high school graduates the opportunity to attend a small, highly selective residential liberal arts and sciences honors program.

Access to high quality honors liberal arts for Florida students*:*

- The College attracts highly motivated, academically talented students and retains them in Florida for their undergraduate education.
- This in-state access to a challenging, nationally-ranked, undergraduate liberal arts and sciences program provides an important option for high-achieving Florida undergraduates.
- New College students are overwhelmingly Florida residents (83%) from public high schools (80%).

New College relies on highly qualified faculty and small class sizes to ensure the high quality of its honors program*:*

- Ninety-seven percent (97%) of our regular faculty members have earned a doctorate or the terminal degree in their field.
- Eighty-nine percent (89%) of New College classes have fewer than 30 students. The average class size is 18 students.
- Eighty-one percent (81%) of New College classes are taught by full-time faculty.

Honors access for underrepresented students

- During the period of 2006-07 through 2010-11, New College awarded 793 Bachelor Degrees.
- One-third of the graduates in 2010-11 (28%) were Pell recipients.
- The number of Hispanic graduates has increased by 260% from 2003 -2011.
- The percentage of minority students in the student body increased from 14% to 21% from fall 2004 to fall 2010. The number of minority students increased by 73%.

New College of Florida has increased the number of underrepresented minority students who are admitted, however many admitted Non-Hispanic Black students do not enroll. In order to understand why admitted students of color choose to enroll somewhere else, New College's Admissions staff reviewed the replies of admitted students to the College Board's Admitted Student Questionnaire. High-achieving minority students who were admitted to New College enrolled elsewhere when they were offered better financial aid packages to attend a college with a strong national reputation. The College's limited ability to offer competitive financial aid packages limited our ability to enroll these students. The same challenge is also faced by the College's peer institutions. Each of our peer institutions typically has very low numbers (and percentages) of non-Hispanic Black graduates.

New College of Florida and Peer Institutions	# of Black or African American/Black Bachelor's Degrees awarded (2009)	% of Bachelor's Graduates who were Black or African American/Black (2009)
New College of Florida	1	1%
Bard College	4	1%
College of Charleston	94	5%
Earlham College	12	5%
Hampshire College	10	3%
Pitzer College	10	4%
St. Mary's College of Maryland	36	7%
SUNY Geneseo	19	2%
University of Minnesota – Morris	3	1%

High quality education at lower cost

- As Florida's designated Honors College, New College provides students a unique opportunity to acquire a residential liberal art college education for a fraction of the cost they would pay at similar private colleges.
- The New College academic program consistently ranks in the upper tier of numerous national rankings and its academic program may be considered comparable to those of many prestigious private liberal art colleges.
- Despite recent budget reductions, New College continues to maintain a high quality educational program.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

New College provides advanced training in critical thinking, scientific inquiry, and communication skills. Our students are well-prepared to enter the workforce and to continue their training in professional and graduate programs.

- One year after college (2010 graduates) 44% were enrolled in graduate/professional schools and 37% were employed.
- Five years after college (2006 graduates) 68% had enrolled in graduate/professional schools, and 34% were employed.

From 2006 to 2011 over half of New College's graduates have concentrated their undergraduate studies in three critical needs areas that the Board of Governors identified as areas of strategic emphasis:

- Science, technology, engineering, and math (STEM) (31%)
- Economic development—regional workforce demand (9%)
- Economic development—globalization (23%)

In a survey of students who graduated from 1997 to 2006, New College alumni were working in careers directly related to three other critical needs areas identified by the BOG.

- Education (34% of employed alumni report working in education)
- Professional and business services (26% of employed alumni report careers in professional and business services)
- Health professions (18% of employed alumni report careers in health services)

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

World-Class Academic Programs

New College, as the designated honors college of the state of Florida, offers a single program leading to the Bachelor of Arts degree in Liberal Arts.

- The College's honors curriculum emphasizes active learning and undergraduate research.
- Students are encouraged to take responsibility for their own education; all plan and negotiate each semester's work with faculty sponsors.
- Faculty members provide feedback to students in the form of *narrative evaluations* rather than grades, so that even the best students receive guidance as to how they might improve.
- By requiring students to be intentional about their programs of study and to reflect on their learning and achievements, New College encourages the development of personal responsibility.
- Each student completes three month-long Independent Study Projects and a senior thesis or project.

The entire instructional faculty is devoted to teaching courses, tutorials, and independent study projects at the baccalaureate level, as well as serving as mentors to undergraduate students. New College students' success in nationally competitive fellowships and scholarship programs provides validation of the strength of its academic program. The record for the last five years is representative of their exceptional achievements:

- Thirty-five Fulbright Fellows (New College has one of the highest number of awards per capita in the nation)

- Thirty-eight NSF Research Experience for Undergraduates awards
- Five NSF Graduate Research Fellows, fifteen NSF Graduate Research Fellowship – Honorable Mention
- Seven Gilman International Scholars, One Gates Cambridge Scholar, two Barry M. Goldwater Scholars and Excellence in Education Scholarship, and two Udall Scholarships
- Seven received grants from the Chinese Government to study in China.

Each year we receive national recognition for our outstanding academic program. In 2011, New College of Florida was ranked among the best colleges in the nation in ratings by U.S. News and World Report, Princeton Review, Forbes.com, and Kiplinger's Personal Finance.

Source of Ranking	New College of Florida Ranking
U.S. News and World Report "Top Public Liberal Arts Colleges" 2011	Ranked # 5
Princeton Review "100 Best Value Colleges" 2011	Ranked # 2
Forbes.com "Best College Buys" 2011 (all public and private colleges)	Ranked # 10
Kiplinger's Personal Finance "100 Best Values in Public Colleges" 2011	Ranked # 11

Research Capacity
New College faculty provide research opportunities for students to participate in externally funded projects regularly. Recent examples include:

- Dr. Stephen Shipman, Chemistry, NSF grant for his project "RUI: Pruning Interstellar Weeds with Room Temperature Chirped-Pulse Fourier Transform Microwave Spectroscopy."
- Dr. Amy Clore, Biology, NSF grant for "Regulation of Early Endosperm Development in Maize."
- Dr. Gordon Bauer, Psychology, NSF award for "Manatee Vibrissae-A Mammalian Lateral Line?"

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Meeting community needs
New College practices intellectual and civic leadership in local and regional Florida communities. Students, faculty and staff work toward identifying, highlighting, and meeting community needs.

- New College students tutored/mentored at Sarasota High School, Y Reads, Y Achievers, and Next Step Foster Care.
- All Faiths Food Bank honored New College with an Award for Excellence in Community Service for contributing personnel and service.
- Through our Vista program students volunteered 2100 hours to community organizations and projects.
- 2011 National Survey of Student Engagement (NSSE) showed 62% of New College first-year students participated in community service or volunteer work, compared to the Carnegie Class mean of 45% and the NSSE 2011 mean of 39%.

Fulfilling unique institutional responsibilities
New College offers an undergraduate liberal arts education of the highest quality, in which students are academically challenged and engaged, and have significant gains in critical thinking and independent research competencies. When compared to students at other institutions, a higher percentage of New College students report engaging in demanding reading, writing, and discussion activities. The percentages at New College exceed the mean for students in our Carnegie class, and are well above the mean percentages for all students taking the 2011 NSSE.

New College High Performing 2011 NSSE Benchmarks Compared to All Carnegie Class and All 2011 NSSE			
First Year Students	New College	Carnegie Class	All NSSE 2011
Read more than 10 assigned books	69%	52%	32%
Wrote more than 4 papers between 5-19 pages	59%	41%	29%
Discussed ideas from readings or classes with others outside of class	83%	67%	59%
Had serious conversations with students of other religion/politics/values	77%	63%	54%
Participated in community service or volunteer work	62%	45%	39%
Senior Students			
Wrote at least one paper of 20 pages or more	87%	64%	49%
Spent more than 10 hours/week preparing for class	88%	73%	62%
Discussed ideas from readings or classes with others outside of class	89%	73%	65%

PROGRESS ON INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORKPLAN

Goal 1: **Improving New College's first-year retention rate.**
Overall enrollment management and retention are top priorities, but this goal was specifically targeted in the recent development of first year seminars and with the creation of an Academic Resource Center.

- The annual first-year retention rate will be monitored. By 2013, the first year retention rate is targeted to be 90%.
- The 6-year graduation rate will be monitored annually. By 2015, the 6-year graduation rate is targeted to be 70%.

Metrics:

Five-Year Trend in New College FTIC First Year Retention Rates and Six Year Graduation Rates			
FTIC Year	First Year Retention	Graduation Year	Six Year Graduation Rate
Fall 2006	87%	2001	57%
Fall 2007	82%	2002	63%
Fall 2008	86%	2003	60%
Fall 2009	82%	2004	68%
Fall 2010	86%	2005	68%

Specific Targeted Academic Support Outcomes:

- *First-Year Seminars*: 2009 retention of FTIC students enrolled in Critical Inquiry Seminars was 92% compared to retention of 80% for students who did not enroll in these seminars.
- *The Academic Resource Center*: Peer tutors worked with 80 students on quantitative skills, 90% of faculty used Learning Management System, and all foreign language students used resources at Language Resource Center.

Goal 2: Increased campus environmental sustainability and the comprehensive management of natural, historic and built campus resources.

Metrics: Specific Targeted Outcomes

- *LEED Square Footage*: New College's 35,000 square foot Academic Center was certified at LEED Gold level.
- *Campus Energy Savings*: New College achieved the greatest percentage reductions in Campus EPI and Student EPI (reduced 19% compared to 2007-08) in the SUS.
- *Restoration of Shoreline*: Project underway to replace 1020 linear feet of failing seawall with a combination of seawall, revetment, and the creation of +/- 500 linear feet of new intertidal shoreline.

Goal 3: Further internationalization of the New College curriculum to reflect the global interconnectedness of contemporary political, economic, and social issues.

- Frequency of student study abroad experience
- Student and faculty use of language learning laboratory
- Funding for the International Studies Building

Metrics: Specific Targeted Outcomes

- *Majors in International and Area Studies and Foreign Language Programs*: Over the last three-years the numbers of graduates in International and Area Studies were stable (6/year) and an average of 11 graduated in Foreign Languages.
- *Foreign Language Learning*: During AY 2010-11, the LRC supported study of 7 languages by 159 students enrolled in 13 language classes.
- *Frequency of Study Abroad Experience*: Fourteen percent (14%) of 2010 graduates studied abroad during their undergraduate years at New College.

Goal 4: Campus and Educational Diversity

This is a new goal, established in June 2011. We have implemented several strategies. Data on metrics will be reported next year.

- *Coordination*: A new position of Associate Provost was established in July 2011. Among her duties, Dr. Raymonda Burgman is assisting with diversity strategies.
- *Consortium for Faculty Diversity*: CFD Post Doctoral Teaching Fellow Ivan Ramirez joined the faculty as a Visiting Assistant Professor of Environmental Studies for AY 2011-12.
- *Increased Enrollment of Underrepresented*: Twenty-six percent (26%) of the 2011 entering class is from underrepresented populations (SUS definition). The number of underrepresented students (headcount) in the 2011 entering class increased 68% compared to the underrepresented number from the 2010 entering class.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Efficiencies

New College continually looks for new efficiency opportunities and frequently reviews current operations and procedures in an effort to improve campus wide operations. A prime example of a long standing operational efficiency involves sharing operating costs for the following academic and administrative support functions with USF Sarasota-Manatee, whose campus is immediately adjacent to the College's campus: Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services. In another shared services function, the College and FSU Ringling Museum have co-located their chiller plants in the same facility, providing each other with back up chilled water capacity and other benefits.

Examples of recent efficiencies implemented during FY 2010-11 include:

Automation

- The College implemented an automated Web Time Entry (WTE) system to record daily time worked, eliminating the use of paper timesheets. Annual recurring savings total approximately $15,000. A new program has been implemented in support of Information Technology and Physical Plant operations. The request system monitors individual job progress from start to finish and aids management in balancing work assignment among employees.

Energy Management

- Progress continues to be made in reducing consumption of purchased utilities (electricity, natural gas, water and sewer) despite increasing per unit costs. As funds permit, we continue to add buildings to our electronic campus wide energy management system and retrofit buildings with more efficient HVAC, lighting, window and roof systems.

Outsourced Services and Renegotiated Contracts

- The College's email system was outsourced to Google, resulting in $30,000 non-recurring equipment savings plus annual recurring savings of $14,000.
- The Campus Bookstore serving the College and USF Sarasota-Manatee and operated by Barnes & Noble has implemented a textbook rental program providing savings to students of 50% compared to the cost of a new text. Students are also purchasing more used texts (25% less than the cost of a new text) and more digital texts (30% to 60% less costly than a new text).
- Contracts with various software companies have been renegotiated yielding recurring annual savings in excess of $16,000.

Organization Restructuring

- Restructure of support services within the Office of Student Affairs, Physical Plant, Housing, Facilities Planning, Admissions/Financial Aid and Information Technology has generated recurring annual savings in excess of $100,000.

Instructional Cost per FTE

Appropriated funding per actual student at New College of Florida is high in comparison to the other SUS institutions, but similar to more costly specialized programs within the Florida universities.

A comparison of New College's instructional cost per FTE with fourteen other institutions showed that New College's cost effectiveness. The comparison included two groups of colleges: five private colleges that are similar to New College in student/faculty ratio and quality of students (Bowdoin, Oberlin, Colby, Kenyon, and Colorado Colleges), and ten colleges named by *U.S. News and World Report's* as the nation's top ten public liberal arts colleges for 2012. New College's instructional cost per FTE falls in the middle of this group of 15 colleges. The following table lists these 15 institutions in descending order from highest to lowest instructional cost per FTE.

Institution Name	FTE	Instructional cost per FTE
United States Military Academy	4,539	$32,057
United States Naval Academy	5,177	$31,840
Bowdoin College	1,381	$30,235
United States Air Force Academy	5,478	$27,788
Oberlin College	2,692	$26,081
Colby College	1,998	$17,408
Kenyon College	1,817	$16,492
Colorado College	2,421	$13,991
Virginia Military Institute	1,634	$11,041
New College of Florida	901	$9,211
St. Mary's College of Maryland	2,127	$8,932
University of Minnesota-Morris	1,577	$8,654
University of North Carolina at Asheville	3,195	$7,724
SUNY at Purchase College	4,454	$7,263
Massachusetts College of Liberal Arts	1,702	$6,982

Data Source: IPEDS Data Center AY 2008-09, the most recent year available.

ADDITIONAL RESOURCES

- New College of Florida Strategic Plan: https://ncf.edu/c/document_library/get_file?uuid=6b204284-b898-4262-8f88-baf583223e7d&groupId=48902
- Carnegie Classification: Baccalaureate College-Arts & Sciences (Bac/A&S)
- Voluntary System of Accountability College Portrait of Undergraduate Education: http://www.collegeportraits.org/FL/NCF
- Common Data Set: http://ncf.edu/c/document_library/get_file?uuid=8efe690f-fd71-41da-a81b-ad45755e544d&groupId=48902
- College Navigator: http://nces.ed.gov/COLLEGENAVIGATOR/?q=new+college+of+florida&s=all&id=262129
- University Institutional Research Unit: http://www.ncf.edu/web/ncflorida/institutional-research

Institutional Peers:
College of Charleston Honors College
Earlham College
Hampshire College
University of Minnesota Morris

Aspirational Peers:
Bard College
Pitzer College
St. Mary's of Maryland
SUNY Geneseo

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds *(GR & Lottery)*	$18,203,242	$17,011,880	$15,311,203	$15,669,405	$14,437,235
Non-Recurring State Funds *(GR & Lottery)*	$612,263	$172,356	$103,917	$918,145	$627,336
Tuition *(Resident & Non-Resident)*	$3,265,248	$3,738,243	$4,218,012	$4,287,172	$4,817,263
Tuition Differential Fee	$0	$0	$95,973	$261,261	$460,611
Other Revenues *(Includes Misc. Fees & Fines)*	$762,132	$266,728	$189,072	$166,039	$165,000
Federal Stimulus Funds	$0	$0	$1,231,589	$1,178,450	$0
TOTAL	**$22,842,885**	**$21,189,207**	**$21,149,766**	**$22,480,472**	**$20,507,445**

TABLE 1B. University Education and General Expenditures	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	$8,673,914	$8,632,193	$8,749,476	$9,120,665	$8,329,965
Institutes and Research Centers	$0	$0	$0	$0	$0
PO&M	$2,847,229	$2,772,715	$2,561,127	$2,678,714	$2,795,286
Administration and Support Services	$5,293,913	$4,857,661	$4,888,976	$5,312,315	$5,056,895
Radio/TV	$0	$0	$0	$0	$0
Library/Audio Visual	$1,092,010	$972,254	$851,812	$789,280	$986,494
Museums and Galleries	$0	$0	$0	$0	$0
Agricultural Extension	$0	$0	$0	$0	$0
Student Services	$3,577,464	$3,717,783	$3,622,635	$3,655,221	$3,338,806
Intercollegiate Athletics	$0	$0	$0	$0	$0
TOTAL	**$21,484,530**	**$20,952,606**	**$20,674,026**	**$21,556,195**	**$20,507,446**

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. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 – Financial Resources (continued)

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	$20,968	$18,317	$15,953	$17,264	$14,819
Lottery Funds per FTE	$323	$896	$663	$944	$1,072
Tuition & Fees per FTE	$4,556	$4,988	$5,959	$5,686	$5,840
Other Trust Funds per FTE	$0	$0	$1,328	$1,294	$0
Total per FTE	**$25,847**	**$24,201**	**$23,903**	**$25,187**	**$21,731**
Actual Funding per FTE					
Tuition & Fees per FTE	$4,557	$4,478	$4,854	$5,175	$5,741
Total per FTE	**$25,848**	**$23,691**	**$22,797**	**$24,677**	**$21,632**

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.

TABLE 1D. University Other Budget Entities	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	$5,123,417	$5,474,259	$5,788,088	$5,867,658	$6,291,141
Expenditures	$5,200,301	$4,879,388	$4,960,812	$5,050,113	$6,199,142
Contracts & Grants					
Revenues	$1,130,276	$1,399,782	$1,500,608	$2,095,388	$2,258,557
Expenditures	$1,148,358	$1,347,837	$1,446,453	$1,931,466	$2,258,557
Local Funds					
Revenues	$3,864,188	$4,010,126	$4,600,688	$4,666,891	$4,658,648
Expenditures	$3,785,230	$3,967,276	$4,535,216	$4,731,787	$4,658,648

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

TABLE 1E. University Total Revenues and Expenditures	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Total Revenues	**$32,960,766**	**$32,073,374**	**$33,039,150**	**$35,110,409**	**$33,715,791**
Total Expenditures	**$31,618,419**	**$31,147,107**	**$31,616,507**	**$33,269,561**	**$33,623,793**

Section 1 – Financial Resources (continued)

TABLE 1F. Voluntary Support of Higher Education	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (Thousand $)	$32,162	$33,550	$33,314	$25,005	$25,234
Annual Gifts Received ($)	$1,340,022	$2,158,359	$5,200,212	$1,003,780	$917,242
Percentage of Graduates Who are Alumni Donors	29.1%	31.2%	24.3%	13.5%	19.0%

TABLE 1G. University Federal Stimulus Dollars (ARRA)	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	$1,231,589	$1,178,450
Scholarships	$0	$0
Library Resources	$0	$0
Building Repairs/Alterations	$0	$0
Motor Vehicles	$0	$0
Printing	$0	$0
Furniture & Equipment	$0	$0
Information Technology Equipment	$0	$0
Financial Aid to Medical Students	$0	$0
Other	$0	$0
TOTAL	**$1,231,589**	**$1,178,450**

Section 2 – Personnel

TABLE 2A. Personnel Headcount	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/ Tenure-track Faculty	61	0	64	0	67	0	66	0	67	2
Total Non-Tenure Track Faculty	8	14	7	15	10	12	5	15	6	18
Instructors Without Faculty Status	0	0	0	0	0	0	0	0	1	0
Total Graduate Assistants/ Associates	0	0	0	0	0	0	0	0	0	0
Total Executive/ Administrative/ Managerial	40	4	41	2	47	2	44	2	47	2
Total Other Professional	49	1	49	2	48	2	51	0	50	0
Total Non-Professional	83	2	85	2	89	3	90	3	83	3
TOTAL	**262**		**267**		**280**		**276**		**279**	

Section 3 – Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)						
	2009-10		2010-11		2011-12	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	124	157	124	132	124	154
Upper	419	424	419	442	419	440
Grad I	0	0	0	0	0	0
Grad II	0	0	0	0	0	0
Total	543	582	543	574	543	593
NON-FLORIDA RESIDENTS						
Lower		37		29		39
Upper		78		81		78
Grad I		0		0		0
Grad II		0		0		0
Total	113	114	113	110	113	118
TOTAL FTE						
Lower		194		161		193
Upper		502		523		518
Grad I		0		0		0
Grad II		0		0		0
Total FTE *(FL Definition)*	**656**	**696**	**656**	**684**	**656**	**711**
Total FTE *(US Definition)*	**875**	**928**	**875**	**912**	**875**	**948**

Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 – Enrollment (continued)

TABLE 3B. Enrollment by Location			
	2009-10 Actual	2010-11 Actual	2011-12 Estimated
MAIN CAMPUS			
Lower	194	161	193
Upper	502	523	518
Grad I	0	0	0
Grad II	0	0	0
TOTAL	**696**	**684**	**711**
VIRTUAL/DISTANCE LEARNING *For the sum of current or planned State-fundable FTE enrollments not served at a physical location.*			
Lower	0	0	0
Upper	0	0	0
Grad I	0	0	0
Grad II	0	0	0
TOTAL	**0**	**0**	**0**

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2010-11					
Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Terminated Programs					
Inactive Programs					
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. **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. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.

TABLE 4B. First-Year Persistence Rates					
Term of Entry	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009 Preliminary
Cohort Size *Full-time FTIC*	218	175	202	222	218
From Same University					
% Still Enrolled	82.1%	88.6%	82.2%	87.8%	84.9%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size *Full-time FTIC*	150	160	157	189	218
6 – Year Rates					
From Same University					
% Graduated	56.7%	63.1%	59.9%	68.3%	67.9%
% Still Enrolled	0.0%	0.6%	0.6%	1.6%	0.9%
% Success Rate	56.7%	63.7%	60.5%	69.8%	68.8%

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 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size *Full- & Part-time*	150	160	157	189	218
4 – Year Rates					
From Same University					
% Graduated	43.3%	45.0%	46.5%	56.6%	50.5%
% Still Enrolled	18.7%	23.8%	17.8%	16.9%	21.1%
From Other SUS University					
% Graduated	6.0%	4.4%	2.5%	3.2%	3.7%
% Still Enrolled	6.0%	8.8%	7.0%	5.3%	5.0%
From State University System					
% Graduated	49.3%	49.4%	49.0%	59.8%	54.2%
% Still Enrolled	24.7%	32.5%	24.8%	22.2%	26.1%
% Success Rate	74.0%	81.9%	73.9%	82.0%	80.3%
6 – Year Rates					
From Same University					
% Graduated	56.7%	63.1%	59.9%	68.3%	67.9%
% Still Enrolled	0.0%	0.6%	0.6%	1.6%	0.9%
From Other SUS University					
% Graduated	12.0%	10.0%	5.1%	6.3%	7.8%
% Still Enrolled	4.0%	6.3%	4.5%	3.2%	3.7%
From State University System					
% Graduated	68.7%	73.1%	65.0%	74.6%	75.7%
% Still Enrolled	4.0%	6.9%	5.1%	4.8%	4.6%
% Success Rate	72.7%	80.0%	70.1%	79.4%	80.3%

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.

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students

Term of Entry	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007 Preliminary
Cohort Size *Full- & Part-time*	13	19	16	*	*
2 – Year Rates					
From Same University					
% Graduated	7.7%	5.3%	12.5%		
% Still Enrolled	61.5%	73.7%	75.0%		
From Other SUS University					
% Graduated	0.0%	0.0%	0.0%		
% Still Enrolled	15.4%	5.3%	12.5%		
From State University System					
% Graduated	7.7%	5.3%	12.5%		
% Still Enrolled	76.9%	78.9%	87.5%		
% Success Rate	84.6%	84.2%	100%		
4 – Year Rates					
From Same University					
% Graduated	61.5%	47.4%	87.5%		
% Still Enrolled	0.0%	5.3%	0.0%		
From Other SUS University					
% Graduated	15.4%	5.3%	12.5%		
% Still Enrolled	7.7%	10.5%	0.0%		
From State University System					
% Graduated	76.1%	75.9%	75.6%		
% Still Enrolled	7.7%	15.8%	0.0%		
% Success Rate	84.6%	68.4%	100%		

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year; (4) to protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

Section 4 – Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students

Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006 Preliminary
Cohort Size *Full- & Part-time*	30	29	24	12	22
5 – Year Rates					
From Same University					
% Graduated	66.7%	69.0%	62.5%	66.7%	63.6%
% Still Enrolled	6.7%	3.4%	8.3%	0.0%	4.6%
From Other SUS University					
% Graduated	0.0%	6.9%	12.5%	8.3%	4.6%
% Still Enrolled	6.7%	6.9%	0.0%	0.0%	0.0%
From State University System					
% Graduated	66.7%	75.9%	75.0%	75.0%	68.2%
% Still Enrolled	13.3%	10.3%	8.3%	0.0%	4.6%
% Success Rate	80.0%	86.2%	83.3%	75.0%	72.7%

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.

TABLE 4G. Baccalaureate Degrees Awarded

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	147	168	158	153	167

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

	2006-07	2007-08	2008-09	2009-10	2010-11
Education	0	0	0	0	0
Health Professions	0	0	0	0	0
Science, Technology, Engineering, and Math	46	44	49	43	51
Security and Emergency Services	0	0	0	0	0
Globalization	31	39	36	36	39
SUBTOTAL	**77**	**83**	**85**	**79**	**90**

Section 4 – Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups	2006-07	2007-08	2008-09 BASELINE YEAR	2009-10	2010-11
Non-Hispanic Black					
Number of Baccalaureate Degrees	1	4	1 Maintain*	3	1
Percentage of All Baccalaureate Degrees	1%	3%	1% Maintain*	2%	1%
Hispanic					
Number of Baccalaureate Degrees	15	19	17 Maintain*	13	18
Percentage of All Baccalaureate Degrees	10%	12%	11% Maintain*	9%	11%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	40	43	40 Maintain*	44	46
Percentage of All Baccalaureate Degrees	28%	26%	26% Maintain*	29%	28%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.
Note*: Directional goals for the 2012-13 year were established in the 2010 University Work Plan.

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours	2006-07	2007-08	2008-09	2009-10	2010-11
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	-	-	-	-	-

TABLE 4K. Undergraduate Course Offerings	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of Course Sections	157	149	154	157	161
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	89%	87%	88%	86%	89%
30 to 49 Students	9%	12%	10%	11%	9%
50 to 99 Students	2%	1%	2%	3%	2%
100 or More Students	0%	0%	0%	0%	0%

Section 4 – Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of Credit Hours Taught by:					
Faculty	90%	88%	88%	88%	87%
Adjunct Faculty	8%	9%	8%	8%	10%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	3%	3%	4%	4%	3%

Note: 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. Undergraduate Instructional Faculty Compensation	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	$82,983	$85,301	$87,900	$89,418	$89,403

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	10.2	10.4	10.1	10.5	10.0

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).

TABLE 4O. Professional Licensure/Certification Exams for Undergraduate Programs	2006-07	2007-08	2008-09	2009-10	2010-11
Nursing: ***National Council Licensure Examination for Registered Nurses***					
Examinees	-	-	-	-	-
Pass Rate					
National Benchmark					

Section 4 – Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2009-10	2010-11	2011-12 Projected
Total Revenues Generated By the Tuition Differential	$95,973	$261,261	$460,611
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	9	35	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	$3,199	$2,240	
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	148	109	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	0	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	$0	$0	

Section 6 – Research and Economic Development

TABLE 6A. Research and Development					
	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures *(Thousand $)*	$105	$57	$23	$67	$514
Total Expenditures *(Thousand $)*	$213	$170	$183	$71	$660
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$3,492	$2,787	$2,859	$1,060	$10,000
Technology Transfer					
Invention Disclosures	0	0	0	0	0
Total U.S. Patents Issued	0	0	0	0	0
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	0	0	0	0	0
Total Number of Licenses/ Options Executed	0	0	0	0	0
Total Licensing Income Received ($)	$0	$0	$0	$0	$0
Total Number of Start-Up Companies	0	0	0	0	0

Note: Awards and 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). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.