

## New College of Florida's Student Goals and Achievement

New College of Florida evaluates success with respect to student achievement consistent with its mission. The mission, as reaffirmed by the Board of Trustees in January, 2014 and the Florida Board of Governors in March, 2014 states:

*New College offers a 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.*

New College of Florida is a member of the State University System of Florida (SUS) and is responsible not only to its own Board of Trustees (BOT), but also to the Florida Board of Governors (BOG). The Florida Board of Governors instituted a system of Performance Based Funding in 2014, based on eight metrics common to all state universities, one individual metric that the Board of Governors determines for each separate university, and one metric that is determined by each individual institution's Board of Trustees. All ten metrics are included in an annual Work Plan required of each state university by the Board of Governors. The annual Work Plans must also include a threshold for each metric, approved first by each state university's Board of Trustees, and then by the Florida Board of Governors. Hence, all Board of Governors metrics are set by the Board of Governors, and it is up to the universities to meet the approved thresholds, which differ somewhat for each state university. The Board of Governors metrics for 2014-15 for New College included in this report are listed in the New College of Florida Work Plan, approved by the New College Board of Trustees on May 31, 2014 and subsequently by the Florida Board of Governors on June 19, 2014; it is published on the Florida Board of Governors website. We have selected, for purposes of discussion here, only those metrics that pertain to student achievement.

Not all of the Florida Board of Governors' student achievement metrics suit New College of Florida, but since they are part of the state's Performance Based Funding program, the College must comply with them. State universities that score low on the Board of Governors' approved thresholds or goals risk losing 3% of their base budget. So it may appear that the thresholds for some metrics are set fairly low in areas where New College does not do as well as the other state universities. The success rate of our students in graduate school and the work force is very important. These two items are among the Board of Governors metrics, and the data, thresholds and rationales are discussed in this report. While a majority of New College graduates have continued their higher education in graduate and professional school programs, most have not made an immediate transition. Since the BOG metric measures only the year immediately after students earn their Bachelor's degree, we have ramped up our career services, internship, and national fellowship support programs to support students who do not go directly to graduate school.

In addition to the Board of Governors' metrics, New College also reports on other standard measures of student achievement that the College considers important, such as course completion rates, faculty assessment of graduates, and graduating students' perception of the effect that their New College education has had on them. This effect is reflected in the National Survey of Student Engagement survey

responses and compared with responses received from several peer groups. New College sets thresholds for the response measures, recommended by the Office of Institutional Research & Assessment and adopted by the President and Provost; rationales for each measure are provided in the narrative with data.

We do not set thresholds for the corroborating responses to similar questions from our Alumni Surveys, but the responses are provided as evidence of the institution's tracking of its graduates.

We conclude with additional data that demonstrate the level of New College student achievement in the percentage of alumni earning doctoral degrees and the numbers winning Fulbright grants. While we do not set thresholds for these student achievements, we have compared our institutional success to other institutions. The following page provides a summary of this report.

<u>Florida Board of Governors' Metrics</u>	<u>Thresholds for Metrics &amp; Measures</u>
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*First-to Second-year Retention Rate	84%
*Six-year Graduation Rate	69%
*Bachelor's Degrees within Programs of *Strategic Emphasis	37%
*Percent of Undergraduate Seniors Participating in a Research Course (BOT-choice metric)	100%
*Percent of Bachelors Graduates Employed Full-time In Florida and or Pursuing their Education one year after Graduation in the US	46%
*Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	\$21,840
*Thresholds approved by NCF BOT & BOG	

New College of Florida Measures

**Course and Contract Completion Rates	90%
**Bacc. Student Academic Program Assessment	4.2 on a 1 to 5-point scale
**Perceived Student Gains – NSSE Survey Data (Comparative thresholds set on a 1-5 point scale)	
**College Contributes to: writing/speaking clearly	3.5
**College contributes to: speaking clearly & effectively	3.3
**College contributes to: thinking critically & analytically	3.7
**College contributes to: working effectively with others	3.0
**College contributes to: solving real-world problems	2.8
**Acquiring job/work-related knowledge & skills	2.5
** Thresholds approved by NCF	
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Comparative Information

Six-year Graduation Rate vis-à-vis COPLAC Schools	Comparative Info only
Alumni Survey Data Corroborating Student Perception	Comparative info only
- Top Alumni Traits Developed Through NC Experience	"
- Degree of Preparation for Five Life Areas	"
- Numbers Pursuing Graduate Degrees Years 1-5 since Graduation	"
- Percentage Indicating Post College Employment Related to Major	"
- Major Area of Employment – 2008 and 2012 Alumni Survey	"
Comparison of Baccalaureate Origin of Doctoral Degree Recipients	"
NCF Fulbright Scholars by Year and NCF Ranked as "Top Producing Fulbright Institution" by IIE in the <i>Chronicle of Higher Education</i>	"

## First- to Second-Year Retention Rate

The first- to second-year retention rate is a standard metric widely used in higher education to measure student achievement and the ability of the institution to encourage student persistence. The Florida Board of Governors uses this metric across the State University System (SUS), and Table 1 indicates that the New College first- to second-year average retention rate average for 2010-12 of 83% falls slightly below the state system average of 85%.

**Board of Governors' Threshold:** The threshold for New College is set at 84% for first- to second-year retention.

**Rationale:** Despite the fact that when New College compares its data with that of the group of institutions we selected for our IPEDS Feedback Report (20 four- year institutions which are members of the Council of Public Liberal Arts Colleges known as COPLAC),<sup>1</sup> and our 83% three-year average exceeds that of the COPLAC peer group, it is still below that of the other State University System (SUS) of Florida institutions. We want to see our first- to second-year retention rise to at least the level of our SUS sister institutions. The conservative threshold of 84% makes a one-point incremental rise likely for us this year, as we complete the first year of the institution-wide “Navigating New College” program of providing additional advice, support, and guidance for entering and continuing students under the Dean of Studies.

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<sup>1</sup> College of Charleston (Charleston, SC)  
Eastern Connecticut State University (Willimantic, CT)  
Fort Lewis College (Durango, CO)  
Georgia College and State University ( Milledgeville, GA)  
Henderson State University (Arkadelphia, AR)  
Keene State College (Keene, NH)  
Massachusetts College of Liberal Arts (North Adams, MA)  
Ramapo College of New Jersey (Ramapo, NJ)  
Sonoma State University (Rohnert Park, CA)  
Southern Oregon University (Ashland, OR)  
St. Mary's College of Maryland (St. Mary's City, MD)  
SUNY College of Genesee (Genesee, NY)  
The Evergreen State College (Olympia, WA)  
Truman State University (Kirksville, MO)  
The University of Maine at Farmington (Farmington, ME)  
University of Mary Washington (Fredericksburg, VA)  
University of Minnesota-Morris ( Morris, MN)  
University of Montevallo (Montevallo, AL)  
University of North Carolina at Asheville (Asheville, NC)  
University of Wisconsin-Superior (Superior, WI)

**Table 1. First to Second Year Retention Rate**

	NCF				COPLAC*	SUS**
	2010	2011	2012	Average	Average	Average
First-Time First-Year (Freshman) Cohort						
Second year Retention Rate	86%	83%	81%	<b>83%</b>	<b>79%</b>	<b>85%</b>

\*Council of Public Liberal Arts Colleges Member Colleges

\*\* State University System of Florida Institutions

**Data Source: Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report**

### Six-Year Graduation Rate

The six-year graduation rate is a standard metric widely used in higher education to measure student achievement and the success of the institution in contributing to student persistence toward graduation and earning the Bachelor’s degree. The Florida Board of Governors (BOG) compares the six-year graduation rate data of all State University System institutions reported in their annual Work Plans. In addition to this, in Table 2, we also compare New College data with that of its IPEDS Selected Comparison Group of 20 four-year colleges (COPLAC members).

**Table 2. Six-year Graduation Rates**

	NCF				COPLAC*	SUS**
	2005	2006	2007	Average	Average	Average
Entering cohort						
Six Year Graduation Rate	68%	69%	66%	<b>68%</b>	<b>58%</b>	<b>68%</b>

\*Council of Public Liberal Arts Colleges Member Colleges

\*\* State University System of Florida Institutions

**Data Source: Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report**

This Board of Governors’ metric applies to all State University System of Florida institutions.

**Board of Governors’ Threshold:** The threshold for New College is set at 69% for the six-year graduation rate.

**Rationale:** Although the New College average six-year graduation rate for the past three years for cohorts entering in Fall 2006, Fall 2007, and Fall 2008, is 68%, exceeding that of our peer comparison group, COPLAC institutions, by 10%, it is equal to the Florida State University system average of 68%. We expect to exceed this in 2014-15, and return to the six-year graduation rate for the Fall 2006 cohort, of 69%. Our recently-completed QEP Impact Report (Sept. 2014) focused on “Seminars in Critical Inquiry” for first- and second-year students, preparing them for writing well and thinking critically and analytically in their disciplines, and learning the methods and tools for developing and presenting their own research findings effectively. As the QEP Impact Report indicated, the ideas and techniques introduced to the faculty teaching the seminars have spread across the institution in a transformational way and been institutionalized. Findings show that students who participate in the seminars are retained at a higher rate than others; and retention improves the six-year graduation rate.

## Bachelor's Degrees Awarded Within Programs of Strategic Emphasis

This Board of Governors' metric applies to all State University System of Florida institutions.

**Board of Governors' Threshold:** The threshold for New College is set at 37% for the percentage of graduates who major in areas/programs of strategic emphasis.

**Rationale:** As a liberal arts and sciences institution, New College of Florida offers a traditional undergraduate program, with areas of study organized into three divisions: humanities, natural sciences, and social sciences. The STEM areas (Science, Technology, Engineering and Mathematics) are represented well by our science students in Biology, Chemistry, Mathematics, and Physics, as well as those who create special programs in interdisciplinary fields such as Computer Science, Bioinformatics, Environmental Studies, etc. The Globalization fields encompass the foreign language students from Humanities as well as from interdisciplinary Social Science fields such as International & Area Studies. When Anthropology and Political Science were removed from the BOG's Programs of Strategic Emphasis list in Nov. 2013, our numbers in Globalization plummeted from 25 to 12 students, as the data in Table 3 indicate. Anthropology, Psychology, and Political Science are strong programs at New College and attract many students, but are not included in any areas of strategic emphasis. For this reason, the 2014-15 threshold is set at 37%, below that of the 2013-14 total percentage of 42%. However, New College anticipates soon adding both a Statistics and a Computer Science major to the curriculum, which eventually will increase the number and percentage of our graduates within these programs of strategic emphasis. We anticipate that the percentage of majors in areas of strategic emphasis will increase substantially as these new majors are added.

**Table 3. Percentage of New College Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)\***

	2011-12	2012-13	2013-14
STEM	44	58	49
GLOBALIZATION	16	25	12
SUBTOTAL	60	83	61
PSE PERCENT OF TOTAL	34%	42%	42%

**Data Source: New College of Florida Office of Institutional Research and Assessment**

\*Data Include Second Majors

**Notes:** This table provides 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. For more information see: [http://www.flbog.edu/pressroom/strategic\\_emphasis/](http://www.flbog.edu/pressroom/strategic_emphasis/). The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees.

## Percent of Undergraduates Participating in a Research Course

This Board of Governors' metric was selected for New College of Florida by its own Board of Trustees, and approved by the Board of Governors.

**Threshold:** The threshold for New College was set at 100% for the percent of undergraduates participating in a research course.

**Rationale:** Research education has been a hallmark of the New College academic program since the beginning. Studying a subject in depth, in close contact with faculty members, often working with a professor on his or her own research, is woven into the very DNA of New College. At the state's designated honors college, New College requires every graduate to complete a year-long research project, culminating in a senior thesis.

**Table 4. Percent of Undergraduate Seniors Participating in a Research Course by Year**

	2011-12	2012-13	2013-14
Percent of Undergraduate Seniors Participating in a Research Course	100%	100%	100%

**Data Source:** Graduation Requirements, published in the New College General Catalog

**Notes:** All New College students must complete a senior thesis project as part of graduation requirements.

## Course Completion Rates

This measure of course completion and semester contract completion is one of New College of Florida's own criteria for measuring student achievement.

**Threshold:** New College set its threshold at 90% for the completion of student courses and contracts.

**Rationale:** The data on course and semester contract completion are closely monitored by the faculty, the Provost's Office, and Enrollment Services through the College's electronic Student Evaluation System. Our own data are the benchmark for this measurement of student achievement. Based on the data from past ten semesters shown below in Tables 5 and 6, slightly more than 90% of all enrolled students satisfactorily complete their coursework and fulfill their semester contracts, providing a reasonable threshold. At the state's designated honors college, New College students find the rigorous demands challenging in courses such as Calculus, Organic Chemistry, and the elementary foreign

languages. Some failure rate is inevitable in courses like these. As we increase the retention rate and offer support to students who otherwise would have left the College for academic reasons, the difficulty of maintaining the 90% satisfactory course completion rate will increase.

**Table 5. NCF Student Course Completion & Contract Completion Data Fall 2009 - Spring 2014**

Semester	# of Students Enrolled in Courses*	# Satisfactory Completions	% Satisfactory Completion
Fall 2009	3465	3217	93%
Spring 2010	3196	2926	92%
Fall 2010	3400	3145	93%
Spring 2011	3249	3011	93%
Fall 2011	3606	3321	92%
Spring 2012	3392	3126	92%
Fall 2012	3355	3116	93%
Spring 2013	3343	3072	92%
Fall 2013	3249	2973	92%
Spring 2014	3100	2811	91%

**Data Source: New College of Florida Student Data System. Obtained 8/22/2014.**

\*Data do not include students withdraw from a course before the drop/add deadline.

**Table 6. NCF Student Semester Contract Fulfillment Data Fall 2009 – Spring 2014**

Semester	# of Student Contracts	# Satisfactory Completions	% Satisfactory Completion
Fall 2009	831	775	93%
Spring 2010	772	707	92%
Fall 2010	811	754	93%
Spring 2011	773	722	92%
Fall 2011	858	787	92%
Spring 2012	802	731	91%
Fall 2012	836	786	94%
Spring 2013	781	719	92%
Fall 2013	810	736	91%
Spring 2014	748	671	90%

**Data Source: New College of Florida Student Data System. Obtained 2/26/2015.**

## Baccalaureate Student Academic Program Assessment

This measure of a graduating student's total academic program achievement is one of New College's own criteria for measuring student achievement.

**Threshold:** New College set its threshold at 4.2 on a 5-point scale for the demonstration of all competencies expected of baccalaureate students on the Student Academic Program Assessment form.

**Table 7. Student Academic Program Assessment Mean Scores 2005-2014**

Year of Graduation	2010	2011	2012	2013	2014
Number of graduates	153	167	179	198	144
Number of Returned Surveys	117	156	159	181	127
Response Rate	76%	93%	89%	91%	88%
Student shows evidence of intellectual curiosity.	4.6	4.6	4.6	4.6	4.6
Student effectively uses technology appropriate to his or her AOC.	4.4	4.5	4.6	4.5	4.6
Student works well with others in academic settings.	4.5	4.6	4.6	4.5	4.5
Student effectively expresses his or her ideas orally.	4.3	4.5	4.4	4.4	4.5
Student demonstrates creativity.	4.4	4.5	4.5	4.4	4.4
Student demonstrates a strong sense of personal responsibility and self-discipline.	4.2	4.3	4.3	4.1	4.4
Student demonstrates a depth of knowledge in his or her AOC.	4.2	4.3	4.3	4.2	4.4
Student demonstrates critical thinking skills appropriate for her or his AOC. (Question first appears 2006)	4.2	4.3	4.3	4.2	4.4
Student demonstrates the appropriate skills to make contributions to the field of her/his AOC.	4.2	4.3	4.2	4.3	4.4
Student demonstrates effective use of quantitative skills appropriate for his or her AOC.	4.0	4.1	4.3	4.1	4.4
Student has fulfilled our expectations of his or her intellectual potential.	4.3	4.2	4.2	4.2	4.3
Student effectively expresses his or her ideas in writing.	4.3	4.1	4.2	4.1	4.2
Student's academic record demonstrates breadth.	4.1	4.1	4.2	4.2	3.9

Scale: 5=Strongly Agree; 4=Agree; 3=Undecided; 2=Disagree; 1 = Strongly Disagree

**Data Source:** Student Academic Program Assessment Survey Report, Office of Institutional Research and Assessment

**Rationale:** Every New College graduating student prepares a senior thesis under the direction of a faculty sponsor in the final year and sits for an oral baccalaureate examination on the thesis and the broad range of his/her New College experience. The faculty thesis sponsor and at least two other faculty members make up the baccalaureate panel. Afterwards, they jointly complete an assessment of the student's performance, the Student Academic Program Assessment, known as the SAPA. On this form, the faculty examiners attest to the level at which the student has met their expectations with regard to a list of thirteen learning outcomes that correlate to the College's expectations for students as expressed in the mission statement. The score of 4 demonstrates that there is an average agreement among "agreement" among the panel members that the student has met their expectations in

demonstrating the competencies. By setting the threshold for 2014-15 at 4.2, the College aspires to have an even stronger faculty endorsement of student-demonstrated competencies. Maintaining the 4.0 rating and rising to 4.2 may prove to be more difficult than meets the eye. New College of Florida, the state's honors college, plans to retain more students in the future. Some of these students may be more academically challenged and more dependent on academic support services than others. Under these circumstances, raising the threshold to 4.2 will not be as easy as it seems, but the rationale for the higher threshold aligns well with our mission of academic excellence.

This assessment consists of New College of Florida comparative data, as indicated on Table 7. SAPA data from year 2010 to 2014 demonstrate that faculty members overwhelmingly agree that New College graduating seniors who present their senior theses and sit for a baccalaureate examination definitely demonstrate the competencies listed on the SAPA: (1) depth of knowledge in the major ; (2) appropriate skills to make contribution to major; (3) effective use of technology appropriate to major; (4) critical thinking appropriate to major; (5) use of quantitative skill appropriate to major; (6) effectively expresses ideas orally; (7) effectively expresses ideas in writing; (8) academic record demonstrates breadth; (9) shows evidence of intellectual curiosity; (10) demonstrates creativity; (11) works well with others in academic setting; (12)demonstrates strong sense of personal responsibility and self-discipline; (13) fulfilled faculty expectations of intellectual potential.

Faculty panels rate students on each of the thirteen competencies on the SAPA, using a 1 to 5 scale, on which 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree.

Table 7 above indicates that New College is fulfilling its promise to educate its students. The overwhelming majority of faculty members completing the SAPA forms for graduating seniors from 2010 to 2014 agree (rate at 4) that the students are demonstrating the competencies expected of them.

These results corroborate both NSSE and Alumni Survey data which follow later in the report, and show faculty strongly affirming that the gains students and alumni perceive themselves making at New College.

**Percent of Bachelor’s Graduates Employed Full-Time in Florida and/or Continuing their Education in the US One Year After Graduation**

This metric is used by the Florida Board of Governors to evaluate all State University System (SUS) institutions.

**Board of Governors’ Threshold:** The threshold for New College was set at 46% for the percent of Bachelor’s Graduates who are employed full-time in Florida or continuing their education in the US one year after graduation.

**Table 8. Graduates Employment Full-Time in Florida and/or Continuing Education Rate in the US**

New College of Florida	2011-2012	2012-2013	2013-2014	2013-2014 SUS Average
Percent of Bachelor's Graduates Employed in Florida and/or Continuing their Education in the US 1 Year after Graduation	49%	48%	51%	73%

**Data Source: New College of Florida Board of Governors’ Performance Based Funding Metrics**

**Rationale:** This metric considers the percent of the institution’s Bachelor’s graduates full –time employed in Florida or continuing their education further one year after graduation in the US. It is clear from the data in Table 8 that New College graduates are lagging behind the State University System average in this category.

Traditionally, while more than half of New College graduates continue their education in graduate or professional schools, most do not do so in the year immediately following their graduation from New College. New College data from the Alumni Survey in 2008 and 2012 below on Table 9 indicate that the number of graduates pursuing higher education generally increases each year for the first five years following receipt of the Bachelor’s degree.

**Table 9. Alums Pursuing Graduate Degrees by Years Since Graduation**

Years Since Graduation	2008 Survey	2012 Survey
1	29%	30%
2	55%	56%
3	51%	69%
4	72%	60%
5	65%	66%

**Data Source: 2008 Alumni Survey and 2012 Alumni Survey**

Since New College only enrolls full-time students, its graduates have been full-time students throughout their entire time at the College. At other State University System institutions, many students maintain full-time jobs while they are enrolled part-time, and continue those jobs after graduation, often with a

significant raise in pay. Entering the job market with either no work experience or that limited to part-time, low-level employment in the service sector, New College students often find it much harder to secure a first-time, full-time position.

New College has asked the Board of Governors to permit its graduates who find employment in states where the Board of Governors can collect reliable data to be counted in this metric. Going forward, the Florida Board of Governors will allow New College to include those employed full-time outside of Florida.

Setting the threshold at 46% for this metric is realistic, given the extra attention that our combined units, faculty and staff together, have put into supporting student success in a variety of ways, as described below. We should also earn Improvement Points from the Florida Board of Governors for exceeding the threshold on this metric, which admittedly does not favor our institutional culture.

The College developed and initiated a Performance Improvement Plan in June 2014 that included both “Navigating New College,” the institution-wide program directed by the Dean of Studies and aimed at supporting the academic experience, and the “Center for Engagement and Opportunity,” a newly staffed support service designed to transform career preparation and demonstrate to undergraduates in the arts and sciences how they may explore and connect to the world of work while at New College. Closer monitoring and intensive follow-up with students from their first year through graduation are the hallmarks of these two initiatives. The Center for Engagement and Opportunity ensures that students are aware of and taking advantage of co-curricular options, internships and other opportunities to explore a variety of career paths which may or may not be connected to their academic interests.

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

This metric is used by the Florida Board of Governors to evaluate all State University System institutions.

**Table 10. Bachelor’s Graduates Median Average Income in Florida**

New College of Florida	2011-2012	2012-2013	2013-2014	2013-2014 SUS Average
Median Average Full-time Wages of Undergraduates Employed in Florida One Year after Graduation	\$22,366	\$21,200	\$26,300	\$34,700

**Data Source: New College of Florida Board of Governor Performance Based Funding Metrics**

**Board of Governors’ Threshold:** The threshold for New College was set at \$21,840 for the median average full-time wages of undergraduates employed full-time in Florida one year after graduation.

**Rationale:** As stated above with regard to Table 8 and the previous metric, all New College graduates have been full-time students at the College, not part-time students like those at many SUS institutions. Part-time students are likely to have held jobs in the community while attending college part-time. While part-time workers can more easily transition to full-time work upon graduation, usually with a pay increase, it is much harder for New College students to secure that first-time, full-time job, well-paying job. New College graduates who find immediate employment in other states are not counted in these data.

With regard to its graduates’ average incomes, New College is at an extreme disadvantage in comparison to the other SUS institutions, which are much larger in size and can offer a wide range of bachelor’s degrees in industry- and business-oriented fields, as well as certification programs in nursing and education. True to its liberal arts mission, New College offers majors in the core natural sciences and mathematics but not in engineering or other technological fields; and whereas its students can major in economics, the College does not have such typical business school majors as accounting, finance, marketing, and sales, all fields that promise high starting salaries.

New College graduates are thus lagging behind the SUS average in terms of the median average full-time wages of Bachelor’s graduates employed full-time in Florida after graduation, as demonstrated by Table 10, above. Since our graduates are making considerably less than the other State University System graduates, the low threshold was selected to ensure that some improvement would be made in the future, and Improvement Points earned from the Florida Board of Governors.

In addition, the College has made a determined effort to improve this situation. To this end, New College began work on a Performance Improvement Plan in June 2014 and initiated a full set of complementary programs designed to improve employment and salaries during the first year after graduation [12]. As part of the plan, the Center for Opportunity and Engagement (CEO) was opened in summer 2014 to promote the culture of career exploration and internships from the first day students

arrive on campus as freshmen. New, highly experienced professional staff members were hired to direct this effort. The CEO is centrally located and extremely accessible on a side of the library open to a heavily- traveled pedestrian sidewalk between the residence halls and the classroom/laboratory buildings in the heart of the campus. Working with the Dean of Studies and the faculty, the new CEO Director and the Internship Coordinator have already made huge strides in presenting opportunities for students to experience the world of work combined with academics. The number of internship opportunities generated and the student response to them has increased significantly. Faculty members have invited a variety of practitioners into their classrooms to show students some of the many paths open to them after graduation. In addition, the CEO is offering students a full range of “soft skill” workshops designed to help them prepare for and succeed in the world of work. Moreover, as stated above with respect to Table 3 and majors in Programs of Strategic Emphasis, New College plans to add both a Statistics and a Computer Science major to the curriculum, which will enable students to secure high-paying jobs immediately following graduation.

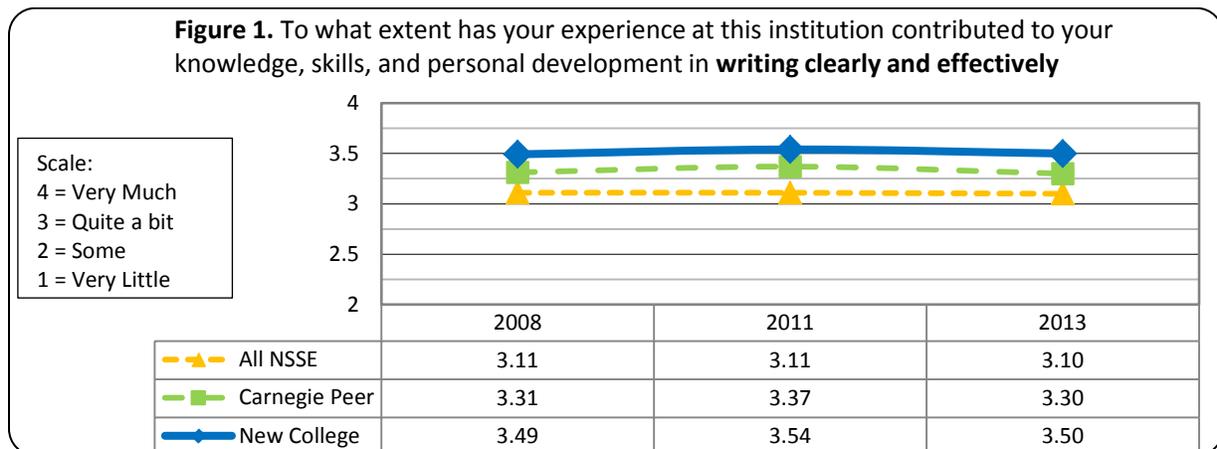
## Thresholds for Perceived Student Gains – National Survey of Student Engagement, 2008-2013

New College of Florida has participated in the National Survey of Student Engagement (NSSE) since its inception, periodically administering the survey to freshmen and seniors. The Figures below report the findings of three surveys of New College fourth-year students' (seniors') perceived gains as a result of their experience at the College, compared with the reported average responses from the Carnegie Baccalaureate/Arts & Sciences cohort and from the entire NSSE national cohort of seniors. As a result of these comparisons, for each survey item presented, New College has set a threshold to strive for or to maintain. These NSSE thresholds were set upon the recommendation of the NCF Office of Institutional Research and Assessment and approved by the President and Provost, as indicated in the Adoption of Thresholds statement.

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **writing clearly and effectively**?”

**Threshold:** The College set a threshold of 3.5 for the New College experience contributing to student writing.

**Rationale:** As Figure 1 indicates below, the New College cohort’s response was consistently higher than that of the Carnegie peers or the NSSE national cohort, across all three years. During these years, the College has increased the emphasis on writing through a QEP designed to train faculty as they offer special writing-intensive Seminars in Critical Inquiry across the curriculum. The effects of the program are evident in the new pedagogical methods being adopted by numerous faculty members, in improved student writing, and in the continuation of the Seminars in Critical Inquiry for new students beyond the five years of the required QEP.

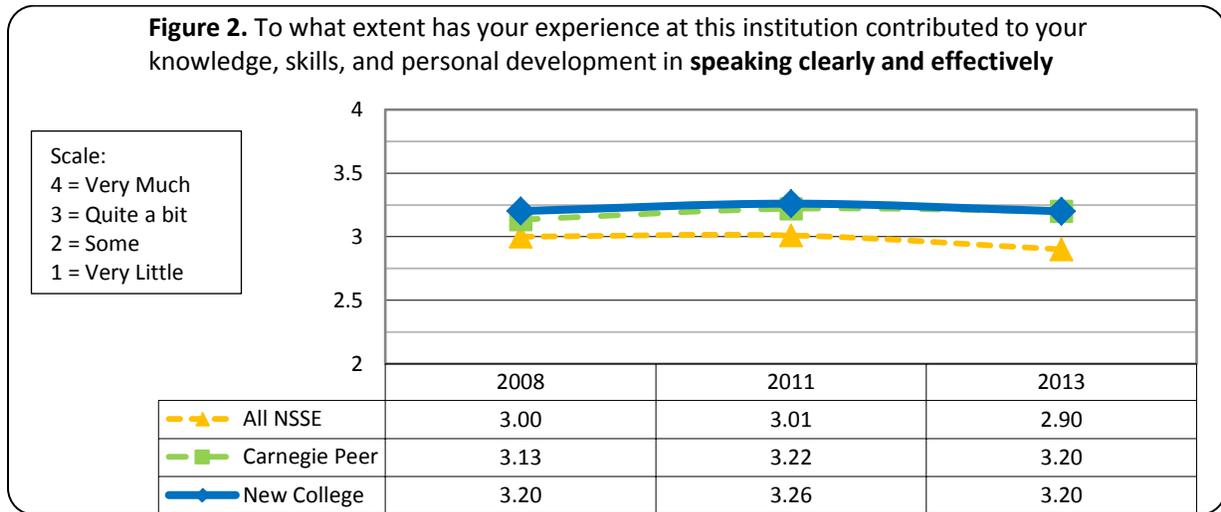


**Data Source:** National Survey of Student Engagement, 2008-2013

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **speaking clearly and effectively**?”

**Threshold:** The College set a threshold of 3.30 for student experience contributing to speaking clearly and effectively.

**Rationale:** As Figure 2 below indicates, the New College response was again higher than that of the Carnegie peers or the NSSE national cohort across all three years. However, speaking clearly and effectively is a skill that New College is emphasizing, through use of a new audio-video presentation laboratory, increasing preparation for public student presentations, and the work of our new internship and career development team with students. We anticipate continued progress in this area, surpassing both comparative groups.

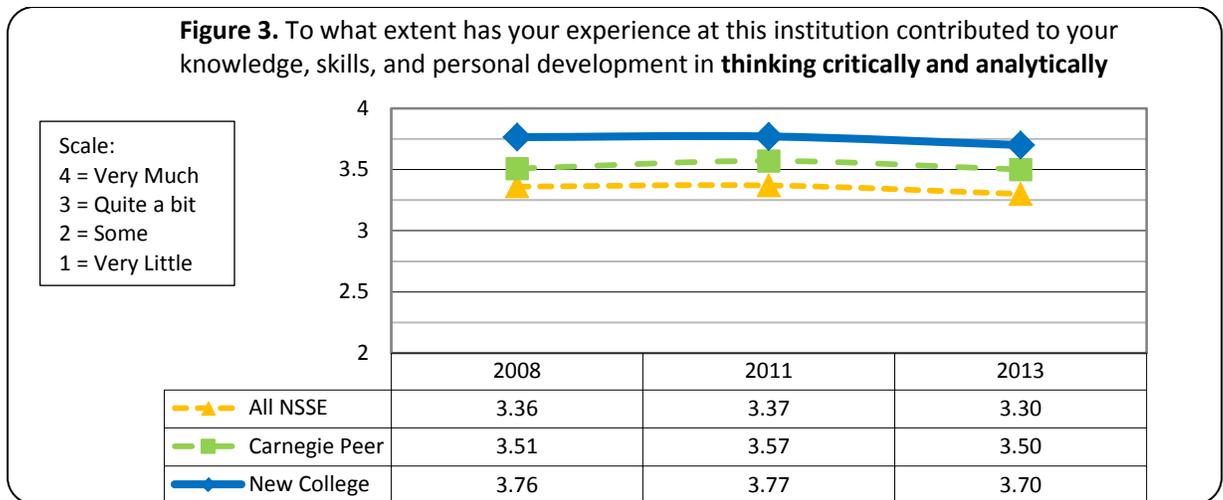


**Data Source: National Survey of Student Engagement, 2008-2013**

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **thinking critically and analytically?**”

**Threshold:** New College set the threshold of 3.7 for student experience contributing to thinking critically and analytically.

**Rationale:** As shown on Figure 3 below, the New College seniors’ response was again higher than that of the Carnegie peers or the NSSE national cohort across all three years. However, thinking critically and analytically are areas in which New College students traditionally excel, entering with good skills and honing them under excellent faculty instruction. We anticipate maintaining our success in this area.

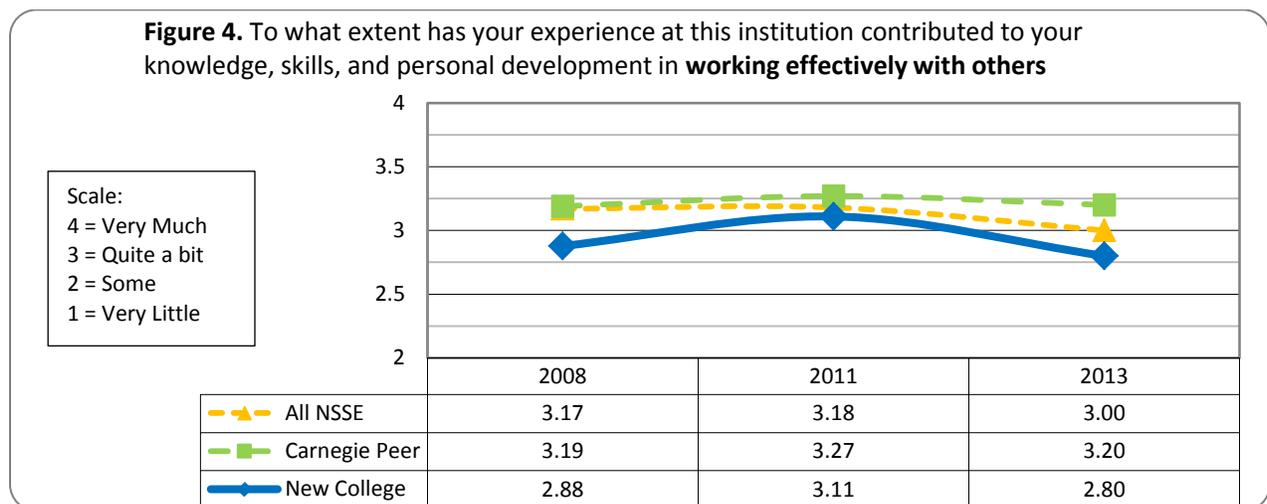


**Data Source: National Survey of Student Engagement, 2008-2013**

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **working effectively with others**?”

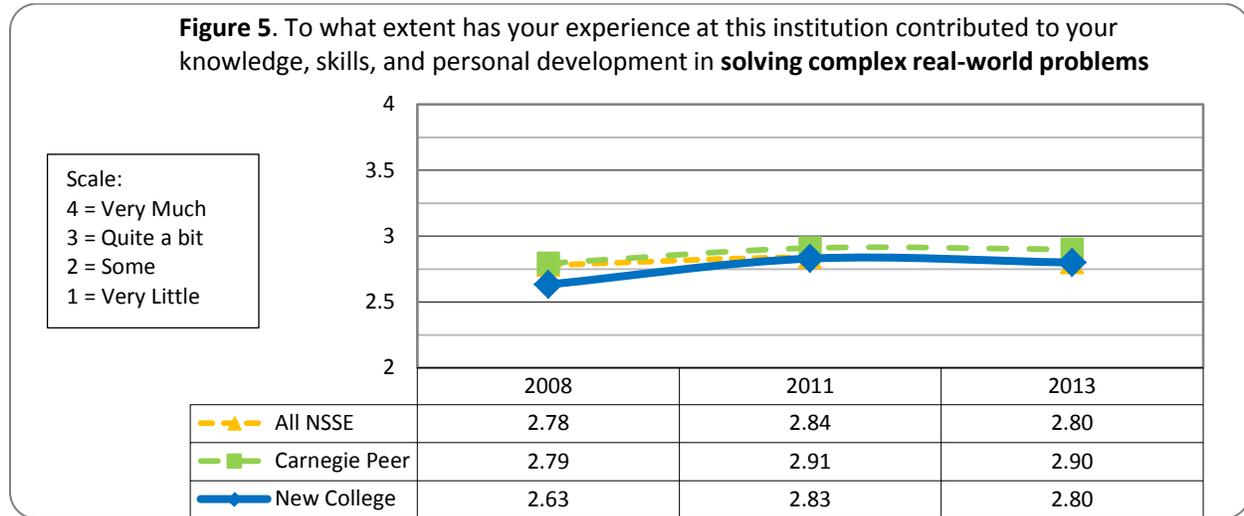
**Threshold:** New College set the threshold at 3.0 for working effectively with others in hopes that we will attain and surpass it in the future.

**Rationale:** As indicated on Figure 4, New College seniors fall below both the Carnegie peers and the national NSSE cohort in all three years in terms of their experience at the institution contributing to their knowledge, skills, and personal development in working effectively with others. The value of NSSE is validated for us by questions like this, which pinpoint areas that the institution needs to address. Collaboration is the watchword of our president, and our students are being offered more structured opportunities to practice working effectively with others in class and in co-curricular activities. We hope to reach the 3.0 threshold the next time the NSSE is administered.



**Data Source: National Survey of Student Engagement, 2008-2013**

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **solving complex, real-world problems?**”



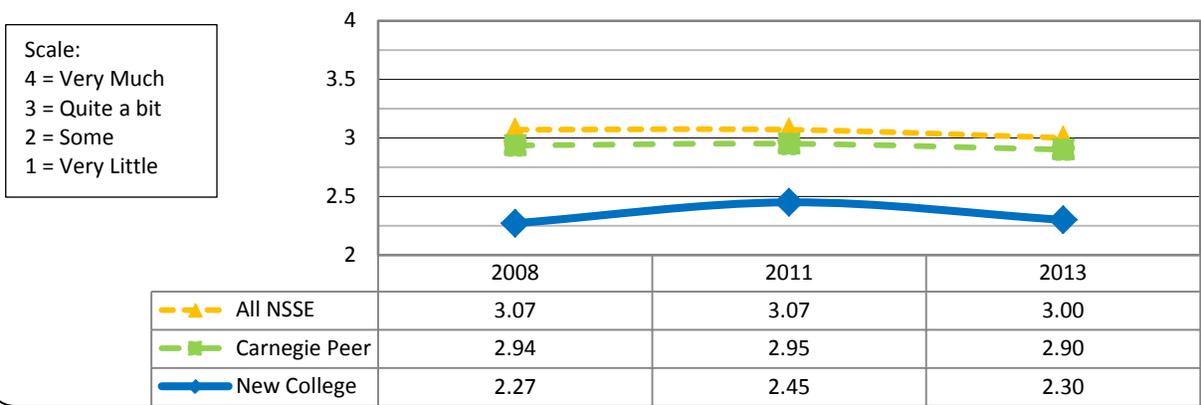
**Data Source: National Survey of Student Engagement, 2008-2013**

**Threshold:** New College set the threshold at 2.80 for solving complex real-world problems, with hopes of moving upwards from there.

**Rationale:** As shown on Figure 5, New College seniors fall below both the Carnegie peers and the national NSSE cohort in all three years in terms of their experience at the institution contributing to their knowledge, skills, and personal development in solving complex, real-world problems. As more students are more actively encouraged to encounter real-world complex problems through internships and career exploration activities, we hope to maintain the threshold and move up from there.

**NSSE question:** “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **acquiring job or work-related knowledge and skills?**”

**Figure 6.** To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in **acquiring job or work-related knowledge and skills?**



**Data Source: National Survey of Student Engagement, 2008-2013**

**Threshold:** New College set a modest threshold of 2.5 for acquiring job or work-related knowledge and skills.

**Rationale:** Figure 6 above indicates that New College seniors are again below both the Carnegie peers and the national NSSE cohort in terms of their experience at the institution contributing to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills up to the 2013 cohort.

As a result of this assessment and due to the strong emphasis the Florida Board of Governors has placed on the value of acquiring work-related knowledge and skills and putting them to use within a year after graduation, New College established the Center for Engagement and Opportunity (CEO) in the summer of 2014. Its mission is to develop and promote the concept of career exploration through internships and related supporting activities from the student’s first year at New College, and to integrate such activities with the academic program. We anticipate that this new Center and its newly added professional staff members will have a significant impact on the student body over time, in making students aware of the plethora of professional careers and opportunities beyond the academy.

## Alumni Survey Data from 2008 and 2012: Corroborating Data

The New College Alumnae/i Association maintains active contact with as many of the College’s 5,290 alumnae/i as possible, discounting those who are deceased or have no contact information. Periodic alum publications, reunion programs, local alum chapters, electronic affinity groups and other social media contribute to keeping alums in touch with the College. Alumni Survey data are drawn from surveys administered in 2008 and in 2012 by the New College Alumnae/i Association in conjunction with the New College of Florida’s Office of Institutional Research & Assessment and the Provost’s Office. The 2008 survey included only the alumni classes which had graduated between 1996 through 2007 (1,466 alumni were contacted) and the response rate was 44%. The 2012 survey was sent to all known alumni (4,804) and 27.8% responded. These response rates are considered well within the standard survey response rate pf 25%-30%. Complete survey reports are included in the Appendix.

Alums reported the extent to which their New College experience contributed to: the **development of their special (academic) skills and traits**, as noted in Table 11.

**Table 11. Alumni Report Traits Developed Through New College Experience**

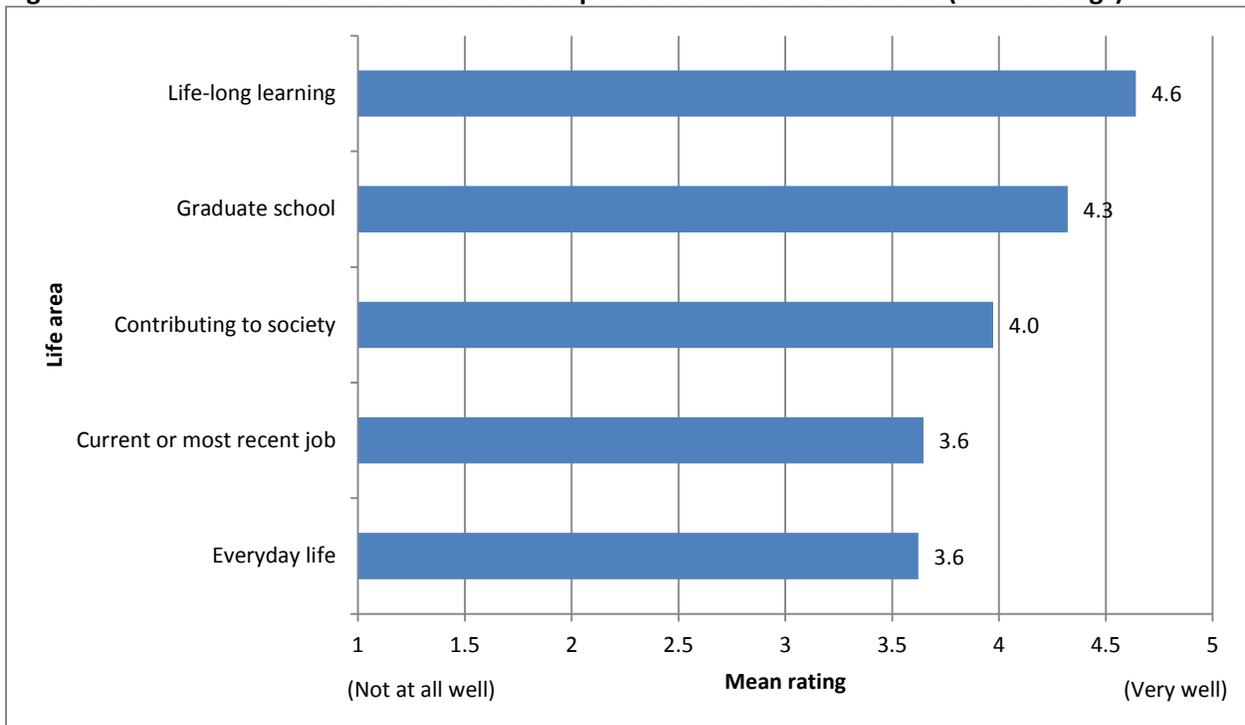
Skill or Trait	Very Much (3)		Somewhat (2)		Very Little (1)		Mean Score*	
	2008	2012	2008	2012	2008	2012	2008	2012
Critical thinking skills	90%	92%	9%	8%	1%	1%	2.9	2.9
Intellectual curiosity	90%	92%	9%	7%	1%	1%	2.9	2.9
Intellectual potential	84%	89%	15%	10%	1%	0%	2.8	2.9
Writing skills	79%	79%	19%	19%	2%	2%	2.8	2.8

**Data Source: New College of Florida, Alumni Surveys of 2008 and 2012**

Alums confirmed that the College contributed to their development of the traits of critical thinking, intellectual curiosity, intellectual potential, and writing skills, substantiating the NSSE student survey of such trait development. On the Alumni traits table above, most alums rated the college contributing to these traits between “Very Much” and “Somewhat.”

Alums reported on the extent to which the New College experience **prepared them for five life areas** in the 2012 Alumni Survey, see Figure 7. All of the 2012 survey participants on a 5-point scale rated the extent to which they were prepared for these at a mean greater than 3.6, and the categories of lifelong learning, graduate school, and contributing to society were all at 4.0 or higher.

**Figure 7** Extent to which NCF Prepared Student for 5 Life Areas (mean ratings)



**Data Source: New College of Florida, Office of Institutional Research & Assessment, 2012 Alumni Survey**

Most on the alumni responding to the 2008 and 2012 Alumni Surveys reported that they were best prepared by New College for life-long learning and graduate school. This finding is strongly supported by other data from the same surveys indicating that as the years between graduating and entering graduate school increased up to five years, the percentage of graduates pursuing graduate degrees increased. Although some 20% -30% of the survey respondents who were pursuing graduate degrees were doing so one year after graduation, the percentage of those five years out increased to 65%-66%, as shown on Table 12 below.

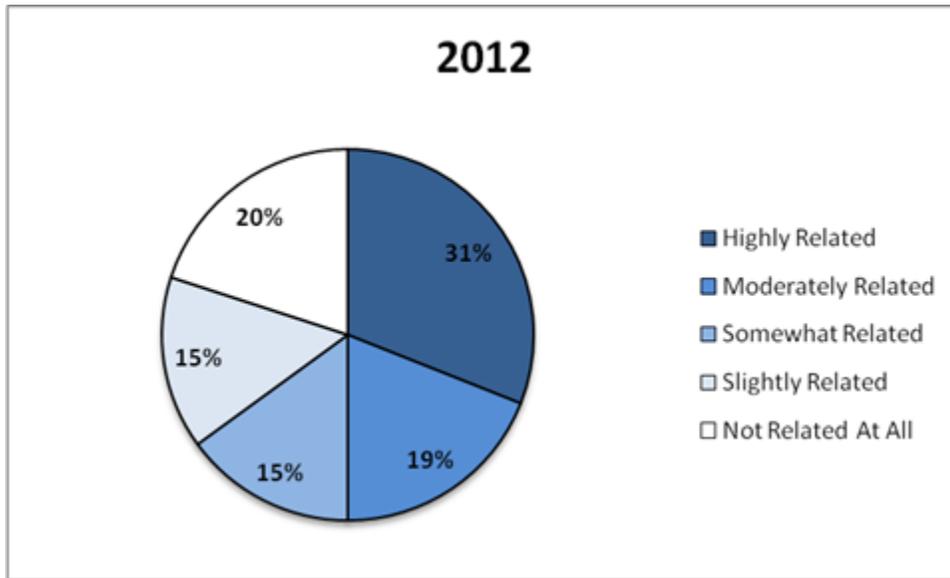
**Table 12. Alums Pursuing Graduate Degrees by Years Since Graduation**

Years Since Graduation	2008 Survey	2012 Survey
1	29%	30%
2	55%	56%
3	51%	69%
4	72%	60%
5	65%	66%

**Data Source: 2008 Alumni Survey and 2012 Alumni Survey**

On the 2012 Alumni Survey, 80% of the respondents indicated that their post-college employment was related to some degree to their college area of concentration (major). Some 31% noted it was highly related, 19% moderately related; 15% somewhat related and 15% slightly related. Only 20% indicated their employment was not related at all to their major. While it is true that some fields of employment in which our graduates hold jobs did not exist until recently, most graduates hark back to their New College education to find at least some relation to their major field of study.

**Figure 8 – Percentage indicating post-College Employment Related to Major Field of Study**

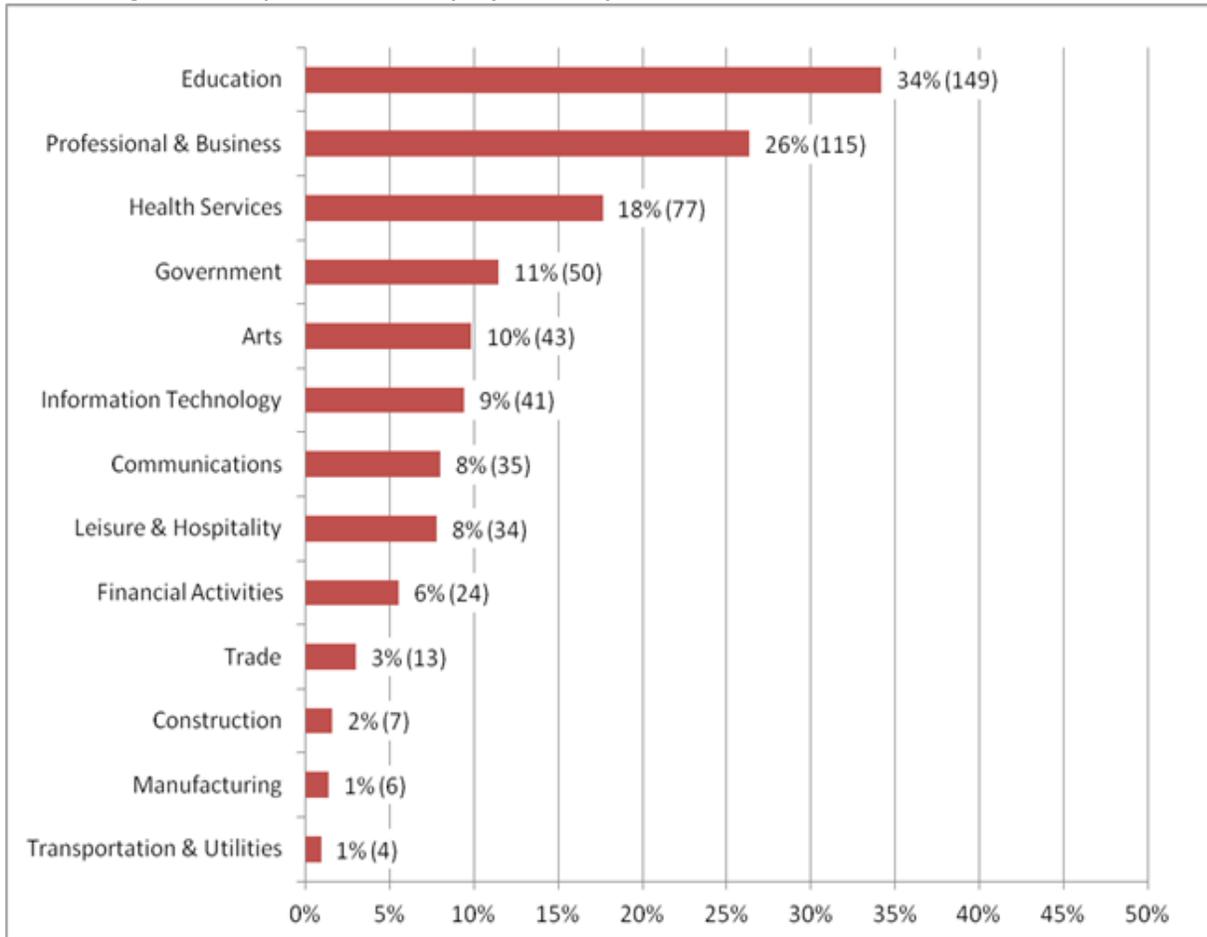


Survey Year	Highly Related	Moderately Related	Somewhat Related	Slightly Related	Not Related At All
2008	28%	16%	15%	21%	20%
2012	31%	19%	15%	15%	20%

**Data Source: 2012 Alumni Survey**

The next two figures report the Career Fields/ Major Areas of Employment Reported by Alums in 2007-08 and in 2012. The categories used to capture these career fields were changed by the U.S. Department of Labor between the two survey years, so a direct comparison is not easily made. However it should be noted that “Education” is the most frequent career field/area of employment common to both, followed by “Professional and Business “ in 2008 and “Life, Physical, and Social Sciences” in 2012. “Arts” in 2008 and “Arts, Design, Entertainment, Sports, and Media” in 2012 are in the top five categories for both surveys, as are “Health Services.”

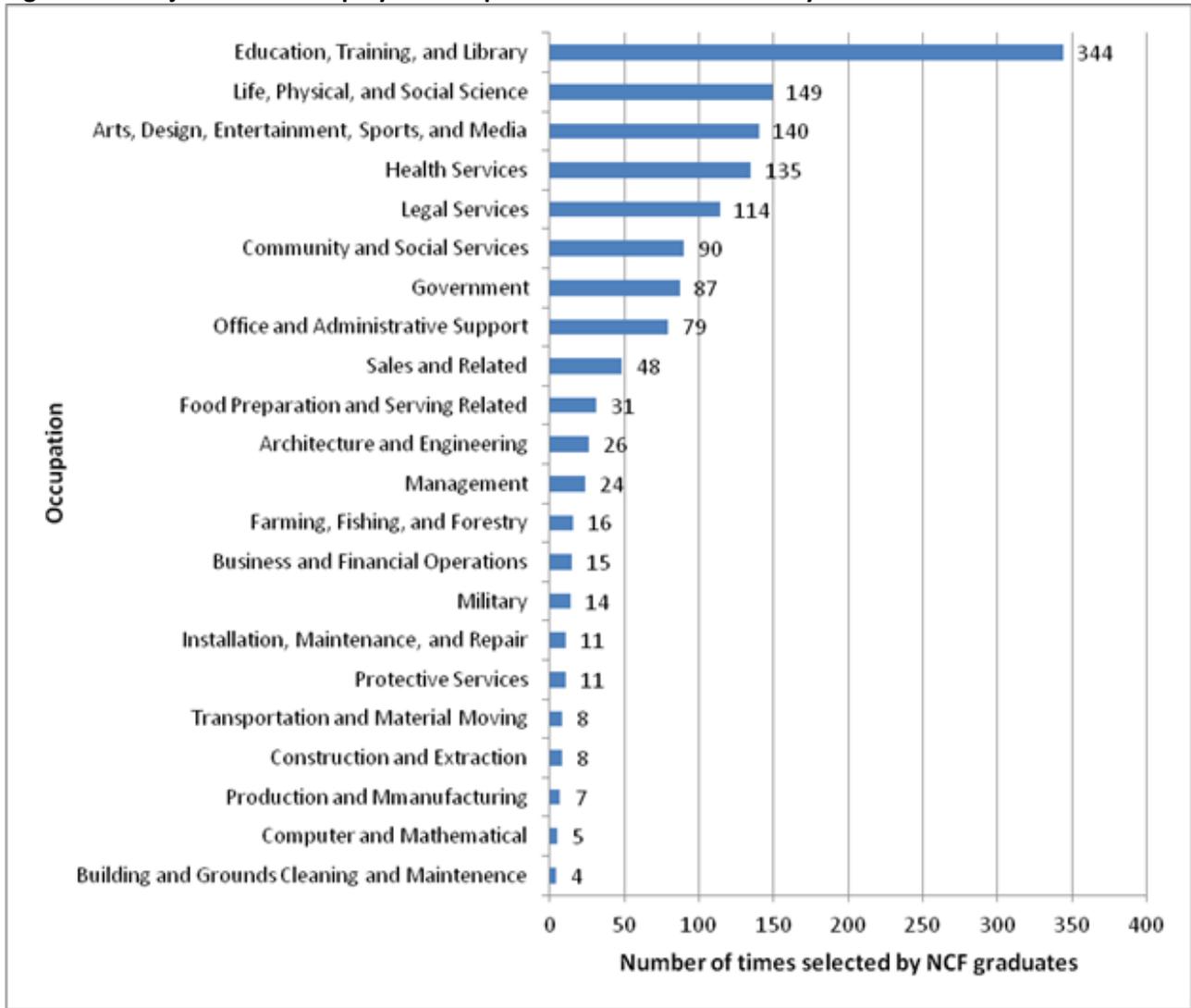
**Figure 9 –Major Areas of Employment Reported in 2007-08**



**Data Source: 2008 Alumni Survey**

“Legal Services” is a separate top -ranked category in the 2012 Survey, and not put under “Professional and Business” as in the 2008 Survey; “Business and Financial Operations” has also emerged as a separate category in 2012, as has “Computer and Mathematical.” “Health Services” remains the same, strongly in third place in both surveys. “Government” is among the top five categories in 2008 and drops to seventh in 2012. Entrepreneurship, a field that attracts many of our graduates, does not appear on either table.

Figure 10 – Major Areas of Employment Reported in 2012 Alumni Survey



Data Source: 2012 Alumni Survey

ADDITIONAL EVIDENCE OF NEW COLLEGE STUDENT ACHIEVEMENT:  
PERCENTAGE OF DOCTORAL DEGREES EARNED AND FULBRIGHT STUDENT SCHOLARS PRODUCED

**Comparison of Baccalaureate Origin of Doctoral Degree Recipients 2003-2012**

**Table 13. Doctoral Degree Recipients by Baccalaureate Origin Institution**

Baccalaureate-origin institution	Doctoral Degrees Awarded (2003-2012)*	Bachelor's Degrees Awarded (2003-2012)**	Percent Earning Doctorates
New College of Florida	218	1503	<b>14.5%</b>
Eckerd College	183	4860	<b>3.8%</b>
Hampshire College	224	2986	<b>7.5%</b>
St Mary's College of Maryland	165	4209	<b>3.9%</b>
SUS Average (Not including NCF)	707	48353	<b>1.5%</b>

**\* Data Source: Baccalaureate-origins of U.S. Research Doctorate Recipients 2003-2012**

**\*\* Data Source: Florida SUS Interactive University Data: Degrees Awarded by State University System Institutions**

As one of two concluding comparisons, we offer Table 13 above, showing the percentage of New College graduates, who earned Bachelor's degrees between 2003 and 2012, and went on to receive doctoral degrees during the same period, 2003-2012. The New College percentage is higher than that of the average of the State University System of Florida (not including New College). The percentage is also higher than Eckerd College, a larger private four-year Baccalaureate institution and one of our competitors for undergraduates in Florida. The New College percentage is higher than that of St. Mary's of Maryland, a fellow member of COPLAC, the Council of Public Liberal Arts Colleges, and one of our peers in that group. And it is still higher than that of Hampshire College, a private four-year college in Massachusetts with an innovative academic program somewhat like our own, and a fellow member of the Consortium for Innovative Environments in Learning. New College graduates by far the smallest number of students per year, and yet maintains the largest percentage of doctoral degrees earned by any of those graduates of larger institutions for the period from 2003-2012.

This trend has been evident for a number of years. In 1985, New College (then New College of the University of South Florida, although it retained academic independence from the university it merged with in 1975) was ranked by the Great Lakes Association in Ann Arbor, Michigan as the eighth institution nationally in the percentage of graduates who earn doctoral degrees. The study compared institutional productivity based on the average number of baccalaureates awarded and the average number of PhDs earned by graduates of all accredited institutions between 1951 and 1980. (Statistical adjustments were made for institutions that were founded after 1951, such as New College, founded in 1960.) According to the study, about 16.1% of the average New College graduating class went on to receive PhDs. The study indicated 63 of those who graduated from the school between 1968 and 1976 later received doctorates. New College was one of only two public institutions in the top 10 (U. California at San Diego was 10<sup>th</sup>), and one of only two Florida institutions in the top 50 (Eckerd College was #24). New College was ranked behind Harvey Mudd, Cal Tech, Reed College, MIT, Swarthmore, Haverford, and Oberlin, per the Sarasota *Herald-Tribune* article of June, 22, 1985.

## NEW COLLEGE OF FLORIDA: Top Producer of Fulbright Student Scholars

The final measure of the achievement of New College graduates is the position they have achieved for the institution on the Institute of International Education's annual list of the Top 25 Four-Year Fulbright-Producing Institutions, published annually in the *Chronicle of Higher Education*. In the six years covered by the data below, for five of those, New College was among the top 25 Fulbright-producing four-year baccalaureate institutions.

**Table 14. New College of Florida Fulbright Scholars by Year**

	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
<b>Fulbright Awards</b>	8	7	7	4	6	5
<b>Total Graduates</b>	158	153	167	179	198	144
<b>Percent of Graduates earning Fulbright</b>	5%	5%	4%	2%	3%	3%
<b>Top 25 Fulbright Producer*</b>	Yes	Yes	Yes	No	Yes	Yes

\*Among all US Bachelors Institutions

**Data Source: *The Chronicle of Higher Education***